



Institutional Effectiveness Report

Fiscal Year 2020



Our Mission:

Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community.

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EXECUTIVE SUMMARY

Institutional effectiveness (IE) is a collaborative process in which Frederick Community College (“FCC” or “the College”) engages in sustained, evidence-based, and participatory assessment and evaluation to examine how effectively it is accomplishing the mission, goals, and objectives of the College strategic plan, and the desired outcomes of its programs and services. College planning and assessment change each year often in response to external requests from local, state, and federal agencies. Planning and assessment will continue to be affected by Middle States Commission on Higher Education (MSCHE) reporting requirements, Maryland Higher Education Commission (MHEC) compliance and ad hoc report requests, and the Annual Strategic Priorities (ASPs) of the College Board of Trustees (BOT). For Fiscal Year (FY) 2020 and FY 2021, planning and assessment have been, and will continue to be significantly impacted by the COVID-19 global pandemic.

The development of the IE Report usually begins June 30, which marks the end of each fiscal year, and is submitted for information to the BOT at the November meeting, and then posted on the College website for public consumption. For FY 2020, the start of the report was delayed due to delays in other reports caused by the pandemic. The report will be presented at the January 20, 2021 BOT meeting, and then posted on the College website for public consumption. The report highlights planning, budgeting, evaluation, and assessment activities across the College that are measured, documented, and confirmed annually through several general processes: **Regional Accreditation, Federal and State Reporting, Academic Program Review, Course Level Assessment, Non-Academic Program Review, and assessment of the Goals in the College 5-year strategic plan, FCC 2020.** The report also includes examples of in-house assessment requests and reports that were completed for the requisite fiscal year. The report is prepared each year by the IE Team in collaboration with the President, Senior Leaders, and many other members of the College community.

The FY 2020 IE Report presents measures and outcomes that are standard state and federal metrics of IE, as well as other qualitative outcomes the College accomplished from July 1, 2019 to June 30, 2020. Activities and outcomes that occur after July 1, 2020 will be reported in the 2021 IE Report.

FISCAL YEAR 2020 INSTITUTIONAL EFFECTIVENESS REPORT

FCC Response to COVID-19

The opening paragraph of this report gives a good definition of IE that has evolved over the last five years of FCC IE Reports. The statement captures the technical construct and core concepts of IE in higher education. The IE Reports over the years have provided both quantitative and qualitative evidence of the effectiveness of the College. The advent of the COVID-19 pandemic during the early months of the year (2020) challenged the education sector of the country to respond to a global health crisis. The College, in conjunction with our community and local public partners, state stakeholders and partners, MSCHE, and the United States Department of Education (USDOE), responded collectively to enable the effective transition to remote instruction and operations at FCC. A definition of IE for FY 2020 might be, “Institutional effectiveness is the ability of the College community to work collaboratively in an emergency to adapt instruction and operations in a manner that ensures student safety and success, as well as the welfare of faculty and staff.” If this were the definition, FCC is to be commended for its instructional and operational response during the COVID-19 pandemic.

Prior to the pandemic, the College had taken many steps in planning to be better prepared to face crises as they may arise. Crisis management has been a high priority of the President and the BOT over the last six years. The Director of College Safety, Security, and Emergency preparedness and the College Safety and Crisis Management Team have been active in emergency preparation, professional development, and drilling to be prepared to respond to crises. In addition, the College has worked with consultants from the University of Maryland (UMD) since FY 2018 to develop a detailed Continuity of Operations Plan (COOP). Each team worked closely with UMD consultants to have facilitated discussions that led to the development of a comprehensive COOP plan for the College. Having a COOP in place facilitated the initial response to the pandemic when it was activated.

FCC like all other institutions of higher education, had to pivot quickly to be able to move operations and instruction to remote delivery. The Information Technology (IT) Team pre-COVID-19 efforts to replace critical network infrastructure, resulting in improved services, resiliency, and availability, was monumental in support of the transition. Improved systems included our Student Virtual Desktop Infrastructure (VDI), our PeopleSoft Campus Solutions, Finance, and Human Resources production and pre-production systems, and our administrative server environments. These environments in many ways were instrumental in allowing the College to pivot resources when FCC started its pandemic response in March of 2020. We were able to quickly provision access to secure remote virtual environments whereby employees daily access College resources to provide ongoing support to our students. New hardware greatly improved the speed of processing and access to our critical Student Information System data.

Additional systems and services were brought online to support the College pandemic response. Integrated Zoom services were developed for instructional and administrative use, Microsoft 365 environments were leveraged in new ways to allow for greater collaboration with the College community, wireless services were brought online to allow students access to wireless in new areas, and support technologies were put in place to allow for remote support and viewing of student, faculty, and staff workstations as calls came in. Despite seeing an incredible increase in the volume of calls coming into the FCC IT Helpdesk, the IT team pooled resources to meet the developing needs of the College community. In addition to critical infrastructure upgrades, the IT function also focused energy on building in additional firewall protection layers for our PeopleSoft environments, adapted employee training to meet our pandemic response needs with 47 course offerings during the year, replaced our self-service password system and developed a weekly change management process to track and report on IT changes that impact our user community. Despite the incredible shift the College has seen

throughout the College pandemic response, the IT team has innovated in many ways to make the continuity of instruction a priority.

Unlike some educational institutions, FCC was already approved to offer online courses and programs by the MSCHE. At the start of the spring 2020 semester, 17% of our class sections were fully online and 13% were hybrid classes that had both face-to-face and online components. In addition, regardless of delivery mode, all credit classes had an active Blackboard class companion site that could be used to communicate with students, post syllabi and grades, conduct instruction to varying degrees depending on instructional delivery method, and collect student class evaluations. To support online and hybrid instruction, we have had in place the Online Learning and Instructional Innovation (OLII) team in the Center for Teaching and Learning that consists of five full-time employees who administer Blackboard, provide technical training, and troubleshoot problems related to Blackboard. OLII also supports faculty in the design and delivery of instruction through professional development and one-on-one assistance. Because of the existing level of engagement in online learning, online resources, and online support, FCC was well positioned to respond when the spread of COVID-19 was declared a pandemic.

Awareness of the emerging threat from “Coronavirus” escalated in February 2020. On February 26, 2020, the College sent a message to the College community called “Health Awareness and Tips: Cold and Flu Season.” The message notified stakeholders that the College had elevated its cleaning protocols and encouraged a list of behaviors like hand washing and the use of hand sanitizers to prevent the spread of germs and viruses. The message also indicated that the College was part of a county-wide joint emergency command group that had been formed to facilitate local public partner communication and coordination should health issues arise. This communication was an early response to the emerging global spread of “Novel Coronavirus.”

On March 5, 2020, Governor Larry Hogan declared a State of Emergency in Maryland related to Novel Coronavirus. Governor Hogan announced that, “

With this declaration, I am officially authorizing and directing the Maryland Department of Health and the Maryland Emergency Management Agency to ramp up coordination among all state and local agencies and enable them to fast-track coordination with our state and local health departments and emergency management teams.

That day, a message was sent out to the College Community that provided information related to a phone call that President Burmaster and a group of FCC administrators participated in with members of the Frederick County Health Department led by Health Officer Dr. Barbara Brookmyer. The call included the Community Health Services Director; the Director of Planning, Assessment, and Communication; a Communicable Disease and Outbreak Nurse; and the Strategic National Stockpile Coordinator. During the phone call, health department officials provided updates and guidelines for minimizing the spread of germs in our community. FCC committed to continue participating in partnership calls with the Frederick County Health Department weekly, or more often if needed. The message communicated that in the event of widespread community transmission or a health emergency, FCC would partner with the Frederick County Health Department related to any response. The College has stuck with these commitments to date as it navigates the ongoing pandemic.

On March 9, 2020, FCC President Burmaster and several administrators attended a public information briefing on the novel coronavirus (COVID-19) held by County Executive Jan Gardner and Dr. Barbara Brookmyer. This meeting pulled together public health, public safety, emergency management, and other community leaders and provided information related to the emerging health crisis. Executive Gardner said at the briefing:

We have been actively planning with our public health agencies, safety partners and community leaders and assure our residents that we are prepared for the coronavirus’s arrival in our

community. Since this is a rapidly evolving situation, we encourage residents and businesses not to panic, but plan for the possibility that their daily routines could be temporarily impacted.

The activity around COVID-19 did escalate, and on Thursday March 12, 2020, in response to recommendations from Maryland state officials, in consultation with the College local public partners, and following guidance from the Director of the Frederick County Health Department, the College decided it was in the best interest of the College and community to take steps to support the mitigation of the spread of COVID-19 through social distancing.

On March 12, 2020, a message was sent to all employees and students indicating that from March 16 through March 27, 2020:

- all face-to-face instruction would be moved to remote delivery,
- students should not be on the main campus or the Monroe Center,
- all College events, including home and away sporting events, had been cancelled,
- faculty will communicate to students directly related to clinical, or other off-campus assignments, and
- the Carl and Norma Miller Children's Center, Cougar Grille, Smooth Joe's, Bookstore, Learning Commons, Testing Center, and Tutoring and Writing Center would be closed.

On March 13, 2020, President Trump declared the COVID-19 pandemic a National Emergency. In addition, Frederick County Executive Jan Gardner and Mayor Michael O'Connor mandated actions for the city and county to increase social distancing. The College made the decision to make preparations to activate the College COOP. A letter was sent to all College employees on March 13, 2020 indicating that the following operational adjustments would be made to support the public health interest through social distancing and ensure our commitment to continuity of instruction:

- All staff and administrators who were scheduled to work were directed to report on Monday, March 16, 2020 to support the transition of instruction to remote delivery.
- Senior Leaders were directed to inform employees of the time and location of a team meeting they would hold on Monday, March 16, 2020.
- Senior Leaders would review updates to their team COOP and identify essential personnel and telework assignments.
- From Tuesday, March 17, 2020 through Friday, March 27, 2020, the College would transition to alternative work arrangements when possible.

On March 16, 2020, the College Continuity of Operations Plan (COOP) was activated and all instruction that was not already online was moved to remote delivery. On March 17, 2020, in accordance with the College COOP, the majority of the College employees moved to perform their duties remotely, leaving only essential personnel reporting to the main campus and the Monroe Center.

A College COVID-19 website was developed and launched March 16, 2020 to provide information and credible resource links related to COVID-19, and to keep College and community stakeholders informed of the College status. The website provides a link for students that supports online learning and a link for faculty that supports online instruction. Resources were made available to students for academic and student support services that continue to be provided online, through email, and by telephone. Students have access to virtual library services and instructional support, and IT Helpdesk support is being provided online, via email, and by phone. The website has been expanded and is updated regularly. ([COVID-19](#)).

The original plan was to return to normal College operations on March 28, 2020; however, on March 22, 2020, Governor Larry Hogan mandated additional business closures and other steps to increase social

distancing. It was decided that the College would continue to instruct and operate remotely through the end of the spring 2020 semester, May 20, 2020. A letter was sent out by President Burmaster on that day indicating the extension date and indicating that any remaining activities and events would be cancelled. The President expressed her commitment to the importance of graduation and conveyed that the College would have to reschedule the May 21, 2020 Commencement ceremony for a later date when we are confident of the safety and wellbeing of our graduates and their guests. The College set the new date and time to Thursday, August 13, 2020 at 6:00 p.m. In a message dated June 12, 2020 to students and the College community, the August 13 Commencement ceremony was cancelled and a virtual recognition of our graduates was provided. ([Graduates](#)).

Because of the continued uncertainty of this highly transmissible virus, FCC continued in a slow, cautious, and safe manner in its planning for transitioning back to face-to-face operations and instruction. The May 20, 2020 date that was planned to transition from remote operations and instruction back to face-to-face was changed to Monday, July 6, 2020. Each Senior Leader worked with their team to develop a phase-in plan for the return to the main campus and Monroe Center that was based on the best practices as outlined in Governor Hogan's Roadmap to Recovery. In preparation for the July 6 return, the necessary cleaning of facilities, securing masks, and obtaining other social distancing supplies and equipment were undertaken.

A four-stage plan was developed to guide the College through the COVID-19 pandemic titled the ***Frederick Community College Roadmap to Resilience and Recovery*** (the 3R Plan). The 3R Plan was communicated to the College community on May 21, 2020. The 3R Plan is in place to date and is a gradual, safe path forward for FCC based on Governor Hogan's [Maryland Strong: Roadmap to Recovery](#) and recommendations from the Frederick County Health Department. The 3R Plan is not a calendar or set of fixed dates, but a four-stage guide to show the intended path forward. The 3R Plan reflects the Maryland Strong: Roadmap to Recovery in that it is a gradual phasing in of face-to-face instruction, activities, and job functions beginning with a lower risk of virus transfer by limiting the number of contacts or contact intensity. The 3R plan is available on our COVID-19 website. ([3R Plan](#)). FCC is currently in Stage 2 of the 3R Plan and has continued to follow the guidance of the Frederick County Health Department and Governor. If there is a new outbreak or cluster of the virus, the 3R Plan can be rolled back to ensure the safety of our employees and students.

In line with the newly developed 3R Plan, the College modified the FY 2020 Summer Schedule in the following way:

- Classes that could be offered in an alternative, online format were scheduled for the first 3-week, first 5-week, and 10-week sessions that began on May 29, 2020. In addition, classes scheduled during the 8-week session that began on June 12, 2020 and second 3-week that began June 26, 2020 were offered in an alternative, online format. Classes that were tentatively scheduled that could not be offered in an alternative/online format were rescheduled to the second 5-week session.
- The second 5-week classes, which began on July 7, 2020, were offered primarily online, or in hybrid formats that had limited on-campus participation.
- CEWD non-credit classes scheduled to begin after May 20th that were not able to be offered in an alternative, online format were postponed, or canceled.

On June 10, 2020, the Provost/Executive VP for AACEWD sent out a communication to all College employees that framed a blueprint for how classes would be offered in the fall 2020 semester. It was communicated that courses were going to be offered in one of three formats:

- Online Courses (ONL) are offered entirely online and do not meet at a specific time. Students enrolled in an online course will meet all expected deadlines and expectations outlined by the professor and can complete work on their own time.
- Structured Remote Courses (SR), while still entirely online, have specific class times associated with them. Professors may use some of that time to have real-time virtual sessions. These sessions may include virtual classes, group discussions, office hours, or other class activities planned at scheduled times. The frequency of those sessions will vary from course to course. Students may have difficulty making some of these virtual sessions. Therefore, all sessions will be recorded and made available to students unable to attend. Students will be able to watch these videos later with no penalty.
- Hybrid Remote Courses (HYR) will be offered primarily online, but with required periodic on-campus or Monroe Center meetings during scheduled class times. Students enrolled in a Hybrid Remote class will be expected to come to the main campus or the Monroe Center for periodic class sessions that your instructor will tell you about at the start of class or may also meet as a real-time virtual session during the scheduled class time. Virtual sessions will be recorded and made available to students unable to attend. Students will be able to watch these videos later with no penalty. Limited physical access to classrooms, labs, and College services will follow specific protocols to maintain public safety. Guidelines and instructions for physical access will be provided to students and community members once final. Comprehensive virtual resources remain available to deliver College services to students.

June 30, 2020 is the date that the scope of this IE Report ends. On July 1, 2020, the President sent out an email to all College employees that the College would begin operating under Stage 1 of the College 3R Plan. A similar communication was sent out to all students on July 2, 2020. Both communications outlined in detail the operational and instructional protocols for Stage 1.

Frederick Community College was significantly impacted by the COVID-19 pandemic in the areas of planning and budgeting. The pandemic arrived in full force in Maryland in late February and it is significant to note that during the timeline described above, the College was in the process of developing the FY 2021 budget. Based on the data available at the time, the College projected a significant reduction in auxiliary, tuition, and fee revenue for FY 2021. The initial College response in March 2020 and the 3R Plan shut down all auxiliary functions except the College Bookstore up to Stage 4.

The state announced in May 2020 that there would be a reduction of a proposed *increase* of \$1,900,000 in state aid for FY 2021. The President had anticipated this reduction and removed it from the revenue line in developing the 2021 budget. However, given the financial uncertainty related to COVID-19, community colleges throughout the state recognized that Maryland state aid through the John Cade funding formula could be reduced through a Budget Reconciliation and Financing Act (BRFA) at any time throughout the fiscal year.

As the spring 2020 semester ended, the early enrollment numbers for summer 2020 and fall 2020 were showing a 30% decline from last year on the same day. Based on the data she had at that time, the President brought her leadership team together and made some very tough choices. The FY 2021 budget was built with a 30% decline in tuition and fee revenue due to a projected decline in enrollment for the fall 2020 semester and an anticipation of no increase in state aid. The budget also included a \$1,000,000 furlough for all benefitted and auxiliary employees that would only be used as a last resort. The final FY 2021 budget that was approved by the Board of Trustees and the County was a decrease of \$3,478,722 or 6.20% from the FY 2020 budget.

The spring 2020 semester ended with a (+1.2%) increase in FTE from spring 2019. The 2020 summer semester, after starting with a (-30%) decline from the 2019 summer semester, ended up with a (+3.1%) increase over 2019. At the beginning of the 2020 fall semester, we were down from 2019 by (-34%). On the 2020 fall census date, September 9, 2020, the College registered only a negative (-7.46%) from fall 2019. This was encouraging news at the time; however, the College will not have an accurate FY 2021 enrollment number until early March 2021, which is when the spring 2021 semester drops and withdrawals have been booked.

Much has happened since July 1, 2020 which will be covered in the FY 2021 Institutional Effectiveness Report.

Middle States Commission on Higher Education (MSCHE) Regional Accreditation

The MSCHE reaffirmed the accreditation of the College in 2016. Since then, MSCHE moved to a new eight-year accreditation process that has three major components. The first is the Annual Institutional Update (AIU). The AIU is comprised of financial and student achievement data that is drawn from the most recent Integrated Postsecondary Education Data System (IPEDS) and some additional data from the College. The College has submitted three AIUs to MSCHE to date. The AIU normally takes place in May of each year. On March 27, 2020, FCC received notification from MSCHE that the AIU would be “postponed until further notice” due to the pandemic. On May 6, 2020, the College received notification that the AIU would be rescheduled to be due by August 14, 2020. FCC submitted the FY 2020 AIU on time on August 10, 2020.

The second major component of the new accreditation process is the Mid-Point Peer Review (MPPR). The College does not take part in the creation of the MPPR. MSCHE will use the compiled AIU data to do the MPPR for FCC. The MPPR is a peer review of the accumulated financial data and student achievement data submitted by the College through a four-year series of AIUs. The MPPR for FCC will be done sometime in 2021, after the fourth AIU is submitted by the College to MSCHE. The Peer Evaluators will look at the AIU data and any additional information the College has submitted with that data, and they will look for any trends the data might reveal. The MPPR allows the Commission to confirm that the data do not raise concerns about the ability of the College to continue to meet the expectations of the MSCHE standards and requirements of affiliation. The Peer Evaluators will indicate that there appear to be no concerns related to the data reflected in the series of AIUs submitted by the College, or that there are concerns that merit institutional attention and annual updating in conjunction with the AIU; or that there appear to be serious concerns that merit further attention by the MSCHE. The MPPR is not a comprehensive evaluation and does not affect College accreditation. The purpose of the review is to provide useful feedback to the College about its data, and, if necessary, to request further information on specific areas or issues.

The third major component of the new accreditation process is the institutional self-study and the MSCHE visiting team site visit. This is the same component that was in the previous accreditation process. The difference in the new process is that it is an eight-year process now, rather than the previous ten-year process. Since our last accreditation review took place in 2016, our next review will occur in 2024.

Federal and State Reporting

The College submits raw data and detailed reports to several federal and state entities on a regular schedule. The federal submissions are required from all post-secondary institutions that receive funding for financial aid from the United States Department of Education. The state submissions are required by MHEC to operate as a public post-secondary institution in Maryland. All the data and report submissions measure the effectiveness of the College in some way, and most of the results are made

available to the public. The due dates for several reports were modified by MHEC and MSCHE due to the pandemic.

On the federal level, FCC submits data annually to the National Center for Educational Statistics (NCES) using the IPEDS. The NCES is “the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally.” NCES Resources are available to the public and are used in support of educational research, as well as to support student decision making in selecting an educational institution to attend. IPED data for FCC can be found by following this link: ([IPEDS](#)).

In addition to IPEDS, the College also regularly submits data to the National Student Clearinghouse (NSC). The NSC is a nonprofit and nongovernmental organization that supports educational reporting, data exchange, verification, and research services. The College uses the NSC to support our federal compliance reporting for financial aid to the U.S Department of Education through the Student Status Confirmation Reporting to the National Student Loan Data System. In addition, the College uses the NSC to get data for several state compliance reports.

The FCC Office of Planning, Assessment, and Institutional Research (OPAIR) submits the enrollment status of students and graduation data to the NSC. In the past, OPAIR forwarded enrollment submissions to the agency every six weeks; however, the College recently amended the transmission schedule to report monthly. The purpose for this change was to reduce the impact on financial aid recipients by capturing student withdrawals, late starts, and program changes on a timelier basis, in addition to maintaining accurate records for internal use. Graduation data is submitted in January, June, and September as a part of the NSC DegreeVerify program, which allows students, other institutions, and employers to obtain degree verifications directly from the agency.

On the state level, the College submits over 60 regularly scheduled compliance reports to MHEC, MSDE, and the Maryland Association of Community Colleges (MACC). The reports range in scope and most of the reports reflect the performance of the College in a specific area designated by each report. In addition to assessing College compliance designated by each report, many of the data sets are used in aggregate in reports developed by the state agencies for reporting to the state legislature, the Governor, or other federal agencies. Several of the larger compliance reports requested by MHEC are summarized below, with links to the full texts.

The Diversity Strategic Plan Annual Report to MHEC is an annual report required by the Annotated Code of Maryland, Education Article § 11-406 (c) (2). In a memo dated February 5, 2020, MHEC advised public higher education institutions to submit a progress report on cultural diversity strategic plans in a narrative format by September 1, 2020. Due to COVID-19, the deadline was extended by the State Legislature to November 1, 2020.

The narrative outline from MHEC requested that the following be discussed: the [FCC Diversity, Equity, and Inclusion Strategic Plan](#), its major goals, progress, and areas for improvement; efforts to increase the numerical representation of traditionally underrepresented ethnic/racial minority (URM) groups in terms of students, faculty, and staff and ways the College seeks to recruit and retain URM populations and examples of interventions that have supported the College efforts; efforts designed to create positive interactions and cultural awareness among students, faculty and staff; and College processes for reporting hate-based crimes.

The 2020 Maryland Higher Education Commission Cultural Diversity Report captures Frederick Community College diversity, equity, and inclusion goals and features some of the College-wide progress made on those goals.

The Diversity Strategic Plan Annual Report to MHEC was presented to the BOT for approval at the October 21, 2020 meeting, and then sent to MHEC. The full report can be found at the following link: ([Diversity Strategic Plan Annual Report to MHEC](#)).

The Performance Accountability Report (PAR) is a report that is required of all public institutions of higher education by the Annotated Code of Maryland, Education Article § 11-304 to prepare and submit to MHEC each year by October 1.

According to MHEC, “the purpose of the Performance Accountability Report is to provide an annual opportunity for the State, MHEC, colleges and universities, and individual governing boards to review and evaluate institutions’ efforts to fulfill their missions and advance the goals of the State.” MHEC uses the PAR reports in aggregate to measure the collective efforts of all public higher education institutions toward achieving the goals of the *2017-2021 Maryland State Plan for Post-Secondary Education (MSP)*. MHEC has responsibility for approving the individual plans, as well as reviewing and presenting the reports, with recommendations, to the MHEC Commission, the Governor, and the General Assembly.

The College received the guidelines for the 2020 MHEC Performance Accountability Report (PAR) on June 12, 2020. The report normally should be reviewed and approved by the Board of Trustees (BOT) and submitted to MHEC by October 1, each year. Due to the pandemic, the due date for the PAR was moved to November 6, 2020. The 2020 PAR report was submitted to the BOT and approved at the September 16, 2020 meeting and was submitted to MHEC shortly thereafter, well before the revised deadline. According to the June 12, 2020 memo,

Modifications have been made to the process and deadlines typically followed for the Performance Accountability Report cycle. This decision is a result of the impact the COVID-19 pandemic has had on Maryland postsecondary institutions. Due to the rapid changes that colleges and universities throughout the state have faced over the past months, we recognize that campus staff, administrators and faculty continue to experience challenges to maintaining standard operations. In response, the agency has modified the PAR process for the 2020 submission year.

The MHEC guidelines instructed that the PAR contain a narrative discussing progress made toward its benchmarks and goals as they align with the 2017-2021 Maryland State Plan for Postsecondary Education (MSP). The MSP provides a focus on increasing student success with less debt executed through three goals of access, success, and innovation. The 2020 PAR for Frederick Community College was organized around these goals, and the important outcome of affordability. The report presented data and described efforts that support the commitment of the College to the goals and objectives of the MSP, as well as the College strategic plan “FCC 2020.” For FY 2020, MHEC made some modifications to the PAR process. The Community Outreach and Impact section was removed, no specific questions were asked by MHEC related to the 2019 PAR Report to be responded to, as in the past, and the report length was reduced to be between five and six pages. In addition, colleges were encouraged to discuss the initial effects of the COVID-19 pandemic.

The status of FCC 2020 section of this report uses data from the PAR to assess the College strategic plan. The full 2020 Performance Accountability Report for FCC can be found by following this link: ([PAR](#)).

The Annual Financial Report to MHEC is another report used to assess the effectiveness of the College. The report is mandated by COMAR 13B.07.03.02. The report is an independent financial audit that must be conducted each year to assess the financial control environment and evaluate key fiscal processes within the College. During their assessment, the auditors focus on risk, controls, and account

misstatement. The audit focuses on the controls in place to monitor high risk transactions-such as cash, the application of key accounting policies, and the possibility of errors in the financial statements due to account misstatements. After they conduct tests and reviews of College processes, the audit firm provides an opinion on the financial statements regarding whether they fairly present the financial position of the College. As part of the audit report, a management letter may be provided to report any recommendations that resulted from the audit. The auditing firm also provides information to the College and to the BOT regarding any recent accounting pronouncements from the Governmental Accounting Standards Board (GASB) that will affect the College in the current or future years. The report is presented to the BOT and forwarded to MHEC.

SB & Company, LLC was selected as the independent auditor through a competitive procurement process in 2015 for a two-year contract with the option for four additional one-year terms. Accordingly, the BOT appointed them for the FY 2020 audit. The Annual Financial Report to the Maryland Higher Education Commission from Frederick Community College was submitted to MHEC on October 1, 2020. Representatives from SB & Company presented the report at the October 21, 2020 BOT meeting. There were no findings, and the College was issued an unmodified opinion on the financial statements.

Institutional Research

In addition to state and federal reporting, OPAIR responds to varied requests from constituents across the College. In FY 2020, OPAIR responded to over 49 internal research requests. OPAIR provided research support by developing numerous projects including wide-reaching surveys for College.

The Center for Student Engagement distributed post-event paper surveys (updated by OPAIR in FY19) to ascertain how New Student and Parent Convocation was received by attendees. Separate surveys were administered: one to parents and guardians, and the other to students immediately after the convocation. Sixty-two parents and guardians, and three hundred and seventy-three students submitted completed surveys. Ninety-three percent of the former indicated that convocation (held the Friday before the start of fall classes) was convenient. Almost all these respondents (99%) felt that the convocation made clearer what was expected of their students. Also rated highly was their understanding of the services and resources available at the College (98%) and satisfaction with the information they had received from the Faculty/Staff/Student Panel (98%). Seventy-eight percent of the parents and guardians expressed an interest in participating in parent and guardian information sessions. Student attendees were also positive in their responses to the convocation programming. Ninety-five percent felt that they had a greater understanding of what was expected of them post-Convocation, affirmed a greater awareness of available services and resources (96%), and indicated the information they received from the faculty presentation was helpful (96%). Far more students (96%) responded positively to the ROAR program (Required Orientation, Advising, and Registration) than the year prior (67%).

The Executive Director of Counseling and Advising requested no changes to the ROAR program survey used to measure the overall quality of students' orientation, advising, and registration experiences. The instrument was administered electronically and hosted on dedicated computers located in the Counseling and Advising suite. Two hundred and ninety-five surveys were submitted. Ninety-seven percent of the student visitors rated the length of the online orientation as "just right"; 81% agreed that the orientation was "engaging and personable"; and 72% felt they were prepared for their advising sessions. One hundred percent of the respondents deemed their advisor(s) "knowledgeable about the College and its programs and services"; and 99% indicated that their advisors were "helpful in providing information and making recommendations." When asked about experiences with the Registration Lab, 95% of the students confirmed that they had made use of it, with 96% rating access to the lab "extremely" or "very" convenient." Ninety-six percent of the visitors who completed the survey indicated that they learned how to access their degree plans in PeopleSoft and 100% understood that they were to complete college-

level mathematics and English courses within their first 24 credits. Ninety-four percent of all respondents rated the quality of their ROAR experiences as “extremely” or “very” positive.

At the request of the Dual Enrollment Specialist, OPAIR created an electronic survey link to be distributed to students who had earned FCC credits while still attending county high schools. Sixty-nine surveys were completed. Participants from Middletown (18%) and Urbana (13%) represented the largest segments of this cohort. Overall, Dual Enrollment students committed to taking two or more credits. Of the respondents who intended to pursue studies at in-state colleges or universities, 53% planned to attend FCC; University of Maryland, College Park (19%), or Salisbury University (13%). Candid comments at the end of the survey were largely positive with students citing cost savings, easy transferability, and early access to college-level classes as benefits of their participation.

Academic Program Review

The College assesses the effectiveness of its academic programs using a well-structured, five-year program review process. The process consists of:

- an analysis of program mission, goals, and objectives
- an assessment of the program according to internal and external data
- an assessment of the curriculum
- an assessment of student learning outcomes
- an assessment of program resources and viability
- a summary of key findings and recommendations, a review by two external reviewers
- the submission of a formal action plan

The action plan then serves as the foundation for improvements made to the program over the next four years. In FY 2020, The Academic Affairs, Continuing Education, and Workforce Development Team (AAACEWD) completed 23 reviews of degrees, certificates, and letters of recognition, including Math, Biology, Chemistry, Engineering, Bioprocessing Technology, Business Administration, Business Management, Building Trades, Nursing, and Cybersecurity. One example of an effective program review can be seen in the Early Childhood Education program. During the review, the Early Childhood Education program manager completed an in-depth analysis of the program. Two key initiatives identified by the program manager were increasing participation in the early childcare grant and determining strategies for increased enrollment and completion in the program, including but not limited to, reaching out to high schools, childcare centers, and family childcare providers for referrals. In FY 2021, the College plans to complete the 5-year review cycle by reviewing an additional 16 programs.

General Education Assessment

The College assesses its general education competencies at the course-level. In FY 2019, the College rolled out a new general education process spanning a five-year cycle. The data in Figure 1 and Figure 2 represents competencies assessed in FY 2020. Overall, the institution collected around 15,000 student records. The average score for critical thinking and oral/written communication were between three (Competent) and four (Accomplished) in all areas except for “Generating alternative representations of numerical data and analytical concepts.” The data overall demonstrate that students are very successful, and the Math department will work on strategies to improve this key competency moving forward.

Figure 1-Wellness Scores Fall 2019

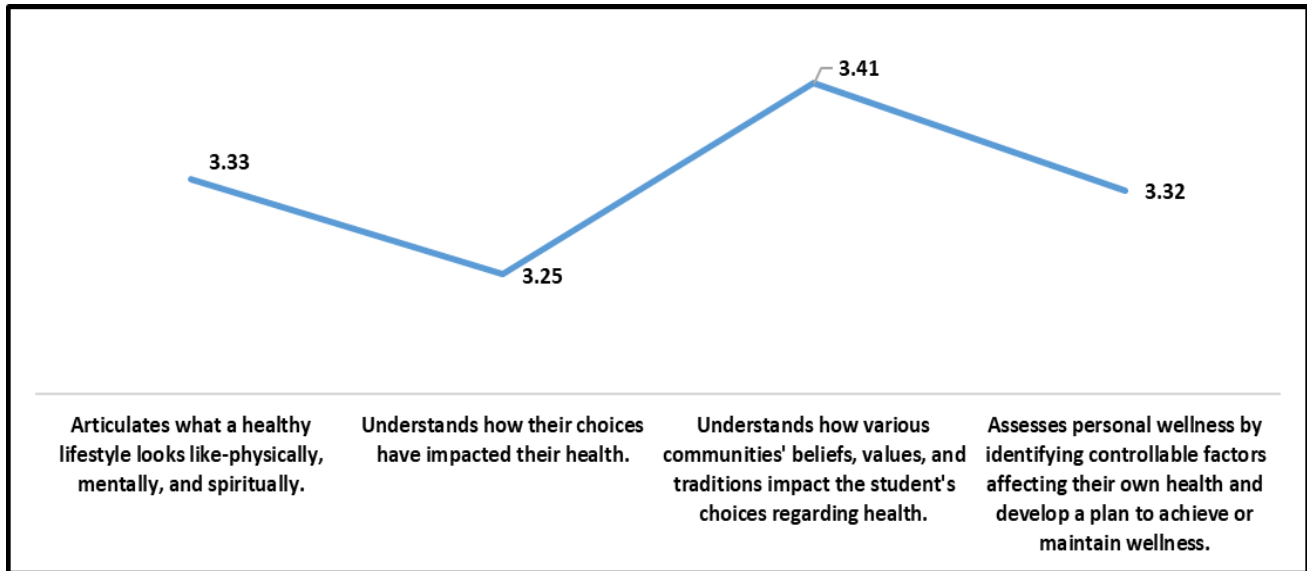
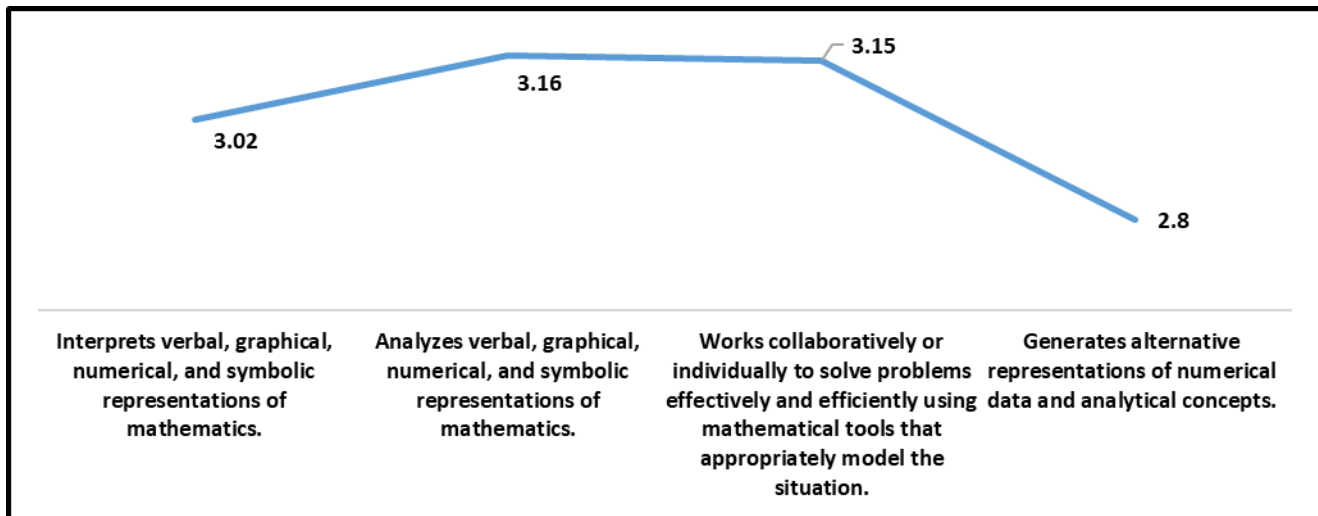


Figure 2-Quantitative Reasoning Scores 2019



In spring 2020, the College made the decision not to collect general education assessment data. This decision was made for multiple reasons:

1. The College wanted staff, administrators, and especially faculty to focus on academic and welfare support of students during the pandemic.
2. The College understood the stress that COVID-19 put on students, which could directly impact the validity of the data collected.
3. Many courses that were now being offered in an alternative fashion were originally designed to provide instruction in a face-to-face format. With this in mind, the changes to instructional format could directly impact faculty instruction and assessment impacting the validity of data collected.

Given that the College was able to plan ahead for FY 2021, the College is continuing the general education assessment cycle by assessing the critical skill of scientific reasoning.

Non-Academic Program Review

Middle States Accreditation Standards require the systematic assessment of all College areas of operation, including academic and non-academic program assessment and review. The primary purpose of the periodic, comprehensive review is for each of the operational teams to self-reflect upon, evaluate, and improve the services provided by their area. The review process provides a framework involving a self-study within which to identify needed improvements and provides an opportunity for each area to highlight successes. In addition, each review is subject to an external evaluation, and an action plan that will support program leaders to facilitate planning and continuous improvement.

Non-academic programs at FCC are completing self-study program reviews over a five-year cycle. To balance available resources and the workload for the 33 non-curricular programs and OPAIR, a program review cycle has been created so that no more than eight program areas will be up for review during a single fiscal year. However, this process has so far required some fluidity, as staffing has changed within programs at the College. Indeed, beginning in March of 2020, after a National Emergency was declared to combat COVID-19 and the FCC campus moved to all-virtual operations, efforts to complete some of the in-progress program reviews were stymied significantly, particularly those involving a peer-visit and review. As such, the list below outlines where the currently in-progress reviews stand as of this writing:

- **Center for Student Engagement** – Initial data collection phase
- **Facilities Planning** – Moved to later in the calendar due to staffing turnover
- **Human Resources** – Initial meetings with OPAIR conducted, and program review materials discussed
- **Counseling & Advising** – Draft report submitted to OPAIR
- **Multicultural Student Services** – Final draft of report completed – on hold due to impossibility of peer review while campuses are virtual
- **Testing Center** - Initial meetings with OPAIR conducted, and program review materials discussed, possibly will move to later in the calendar due to staffing changes
- **Learning Center** – Data collection and analyses in progress
- **Disability Services** - Initial meetings with OPAIR conducted, and program review materials discussed
- **Veteran & Military Services** – Report completed and submitted to OPAIR
- **OPAIR** – Data collection in progress

In March of 2020, the Senior Researcher for Institutional Effectiveness held a video conference with representatives from Learning Support to review the program review process. Moving forward, Learning Support Program Managers will work together through the Program Review process.

STATUS OF *FCC 2020*

An important function of the Institutional Effectiveness Report is to assess the College strategic plan. The report has been published and posted on the College website since FY 2014. FY 2020 was the last year of the five-year strategic plan *FCC 2020*.

This section of the report assesses the effectiveness of the goals the College established five years ago in facilitating positive change. We are encouraged by the positive trends of most of the indicators of success as reported in this section. The following section is a summary and assessment of activities and outcomes of the College in relation to each of the goals that comprised *FCC 2020*.

Goal 1 - Enhance student persistence, success, and completion through collaborative and effective support systems. (Standard IV)

The effectiveness of the student support systems at FCC was measured using persistence, success, and completion as indicators. The definition of each indicator is presented with FCC data and data from other Maryland community colleges that were reported to assess these indicators.

Persistence

Persistence is a measure that follows a cohort of students within a defined time to assess the progress of the group. FCC monitors progress, persistence, and progression rates of students based on the “Maryland Model of Community College Degree Progress,” which was adopted by all 16 Maryland community colleges in 2005. This model is a framework for analyzing the progress of students toward degree completion, transfer rate, and continued enrollment at FCC after four years. In this model, the developmental education status of students is tracked, as well. Under the Degree Progress guidelines, Maryland Community Colleges monitor the status of cohort students who began in a fall semester and completed 18+ credits within the first two years after entry at FCC. These data are collected, monitored, and reported to MHEC as part of the annual PAR, which was described earlier in this report.

As a measure of persistence, the percentage of first time, fall-entering students with at least one area of developmental need (math, English, and/or reading), who completed all recommended developmental coursework within four years after entry, is reviewed annually. The Degree Progress analysis has shown that students who complete their developmental requirements often successfully graduate or transfer. The percent of developmental completers for the 2012 cohort through the 2015 cohort is shown below in Table 1.

Table 1-Percent of Developmental Completers, by Four-Year Cohort, 2012-2015

	2012	2013	2014	2015	FCC Avg.	Peer Avg.
% Completers	67.7%	70.0%	67.7%	68.6%	68.5%	48.4%

On average, 68.5% of FCC students successfully completed their developmental requirements four years after entry. When compared with FCC peer colleges, that is, mid-sized community colleges in Maryland (Howard, Harford, and the College of Southern Maryland), FCC exceeded their average by 20.1 percentage points.

It is projected that the College will have higher developmental completers than the current rate due to the considerable reform in developmental math and English programming. As of fall 2017, developmental English courses have been condensed from a four-course sequence to a single class of either four or six credits, enabling students to move into college-level English in only one semester and for fewer credits. Developmental math, which was also a series of stand-alone developmental courses, has been significantly modified, as well. Most FCC students testing into developmental math now take one of three college level courses, while simultaneously being enrolled in a two-credit developmental math supplement.

Successful persisters are defined as students in a four-year cohort who graduated and/or transferred, completed 30 credit hours with a GPA of at least 2.0, or are still enrolled at FCC. Successful persister rates for the 2012 cohort through the 2015 cohort are shown below in Table 2.

Table 2-Percent of Successful-Persisters by Four-Year Cohort, 2012-2015 Requested from the Maryland Community College Research Group

	2012	2013	2014	2015	FCC Avg.	Peer Avg.
College-Ready Students	85.9%	89.9%	79.9%	84.8%	85.1%	85.2%
Developmental Completers	78.8%	74.5%	74.5%	71.9%	74.9%	84.4%
Developmental Non-Completers	30.5%	44.3%	33.3%	45.0%	38.3%	40.8%
<i>All Students in Cohort</i>	76.9%	78.5%	74.0%	75.8%	76.3%	76.2%

On average, 85.1% of college-ready students at FCC fit the MHEC definition of “successful persisters.” Not surprisingly, those students who fail to complete their developmental coursework (Developmental Non-Completers) have the lowest average successful persister rates across the four FCC cohorts (38.3%) and among the average across FCC peer institutions (40.8%). FCC students were slightly more successful than the average peer institutions for all students in the cohort and college-ready students than the peer colleges. However, the average Developmental Completers (74.9%) at FCC was lower than the peer average (84.4%).

Retention

In addition to successful persisters, the student retention rate is tracked to measure the continuity of students at a specific institution. In accordance with IPEDS guidelines, community colleges track first time, degree seeking, and full- or part-time students who returned to the institutions to continue their studies the following fall. The latest available statewide data includes fall 2018 students returning in fall 2019. A full listing of full- and part-time student retention rates in all 16 Maryland community colleges, as well as the statewide average are shown in Table 3.

Table 3-Maryland Community College Full-Time and Part-Time Student Retention Rates, Fall 2018 to Fall 2019 (Credit) (Note: FCC peer institutions are in italicized text)

Institution Name	Full-Time	Part-Time
Frederick Community College	75%	47%
Montgomery College	75%	52%
Carroll Community College	74%	56%
Anne Arundel Community College	69%	51%
<i>Harford Community College</i>	<i>69%</i>	<i>47%</i>
Hagerstown Community College	67%	42%
<i>Howard Community College</i>	<i>67%</i>	<i>48%</i>
<i>College of Southern Maryland</i>	<i>65%</i>	<i>51%</i>
Chesapeake College	62%	41%
Prince George's Community College	60%	48%
Allegany College of Maryland	56%	38%
Cecil College	56%	45%
Wor-Wic Community College	51%	44%
Garrett College	50%	50%
Community College of Baltimore County	48%	39%
Baltimore City Community College	45%	58%
Statewide Average	62%	47%

FCC had the highest retention rate among Maryland community colleges for fall 2018 for new full-time students who returned to the institution to continue their studies in fall 2019. This is the second consecutive year that the College has the highest retention rate in the state and is tied with Montgomery College. The retention rate of part-time students at FCC was 47%, which is the same compared to last year, and was equal to the statewide part-time student average retention rate of 47%.

The College had several initiatives to improve the retention rate of the students. To support and sustain student success, the Math Department created a new Success Outreach and Retention (SOAR) coordinator position. The SOAR coordinator began his work in January of 2020 and has been instrumental in an overall 1% improvement in the success of FCC students in math classes, in spite of the challenges imposed by COVID-19. The SOAR Coordinator engaged in hundreds of outreach efforts to help struggling math students. He assessed their difficulties and worked to develop success plans to ensure students could access appropriate FCC resources.

College Completion

Graduation rate, the most common measure of completion, is the percentage of students who complete their program within a designated time. In accordance with IPEDS guidelines, community colleges receiving Title IV funding must annually report their respective graduation rates. One common IPEDS measure is the 150% graduation rate, which is based on full-time, first time, degree-seeking students who started at the same time and finished three years later (three years to finish a two-year degree being the 150%). The 150% graduation rate for the fall 2016 cohort (that is, students who graduated or transferred by fall 2018) is shown below in Table 4.

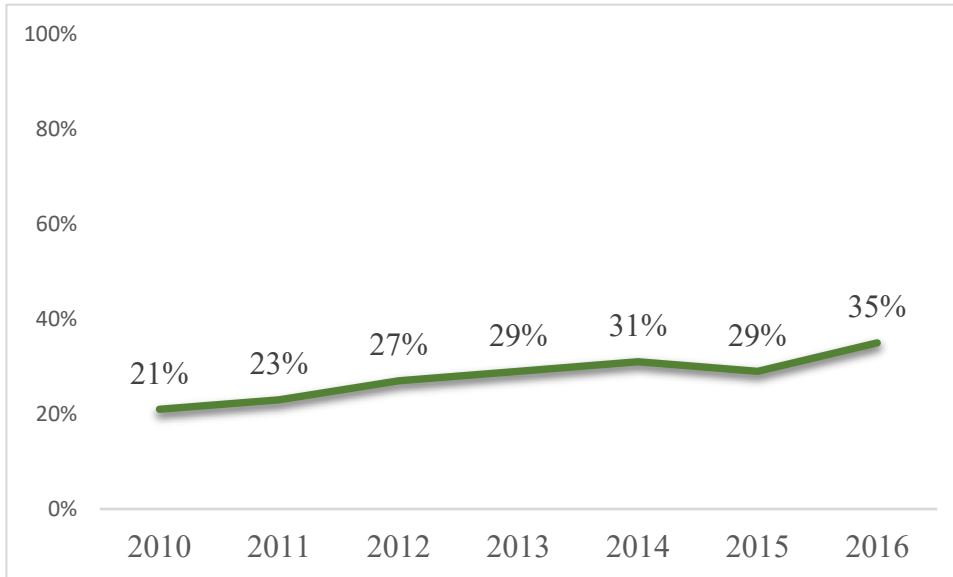
Table 4-Maryland Community College 150% Graduation Rates, Fall 2016 (Credit)

Institution Name	150% Overall Graduation
Frederick Community College	35%
Carroll Community College	31%
College of Southern Maryland	31%
Hagerstown Community College	29%
Harford Community College	29%
Allegany College of Maryland	25%
Anne Arundel Community College	25%
Garrett College	24%
Howard Community College	24%
Chesapeake College	23%
Montgomery College	22%
Cecil College	19%
Wor-Wic Community College	14%
Baltimore City Community College	14%
Community College of Baltimore County	13%
Prince George's Community College	12%
Statewide Average	23%

FCC peer institutions in *italicized text*

FCC had the highest 150% graduation rate among all Maryland Community Colleges and 12% higher than the statewide average. FCC moved up from the fourth (2014) to the third highest (2015) graduation rate for students who began as full-time, first time degree- or certificate-seeking. An examination of the 150% graduation rate for 2010 through 2016 cohorts at FCC is presented below in Figure 3.

Figure 3-Frederick Community College 150% Graduation Rate, 2010-2016



The FCC 150% graduation rate has increased steadily over the past ten years. For example, 21% of first time, full-time, degree-seeking students in the 2010 cohort graduated within three years of first enrolling at FCC. This average has increased roughly two percentage points for each cohort since 2010 and increased six percent again for the 2016 cohort, as compared to the 2015 cohort to 35%.

The percentage of students who graduate and/or transfer to other institutions after their initial enrollment at FCC is another measure of completion for students based on the Maryland Model. Three distinct student categories are considered in this metric: “college-ready” students who earned satisfactory scores on a college placement test, “developmental completers” who required – and completed – one or more developmental remediation courses, and “developmental non-completers” who required remediation but did not complete their developmental coursework. FCC graduation/transfer rates for the 2012 through 2015 cohorts are shown below in Table 5.

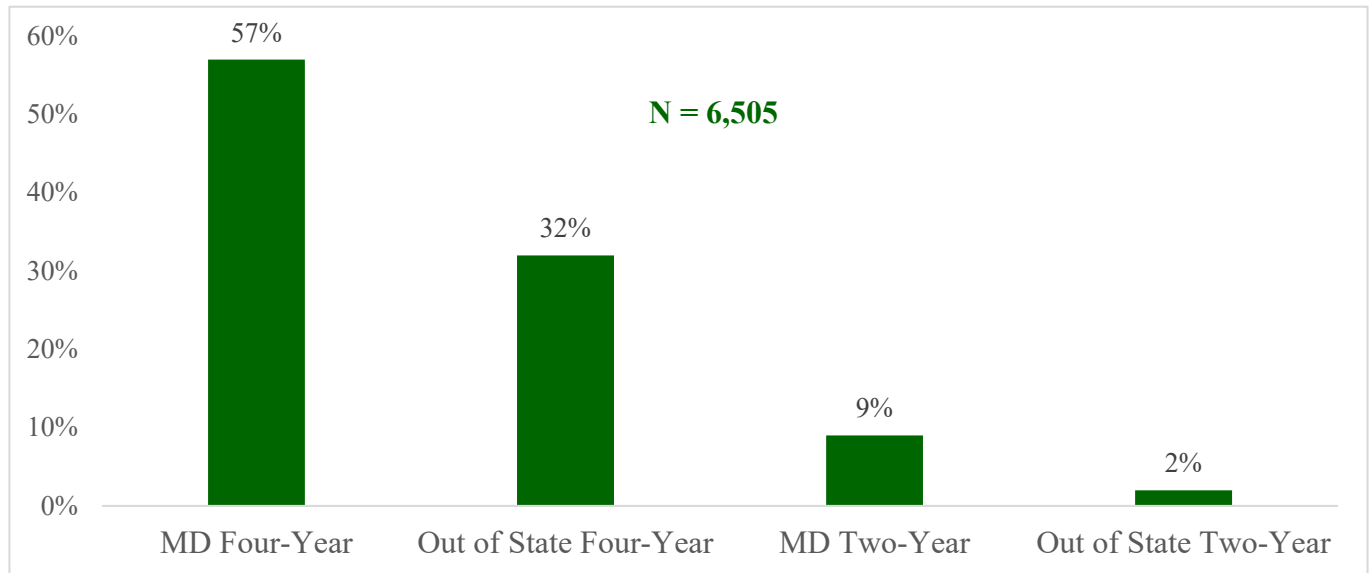
Table 5-FCC Graduation/Transfer Rate by Four-Year Cohort, 2012-2015 (Credit)

	2012	2013	2014	2015	FCC Average	Peer Average
College-Ready Students	81.8%	85.8%	78.2%	81.7%	81.9%	70.6%
Developmental Completers	67.2%	63.0%	63.5%	60.2%	63.5%	59.8%
Developmental Non-Completers	28.0%	37.7%	33.3%	35.0%	33.5%	24.8%
All Students in Cohort:	68.7%	70.1%	67.5%	67.9%	68.6%	56.8%

On average, 81.9% of “college ready” students graduated four years after entry, an 11% higher than this same metric among peer institutions. This rate was 63.5% among students who had to take developmental courses before being eligible to take college level courses. The average graduation/transfer rates across four student cohorts (2012-2015) at FCC among college-ready students, developmental completers, and developmental non-completers are (68.6%) and is 12% higher than the average of these same metrics at the three FCC peer institutions (56.8%).

FCC regularly collects data from the National Student Clearinghouse on students who have transferred to higher education institutions nationwide. An examination across semesters for the period of fall 2015 through fall 2019 is shown below in Figure 4.

Figure 4-FCC Transfer Rate Fall 2015 to Fall 2019 (Credit)



Of 6,505 students, approximately 66% transferred to a Maryland two or four-year college. Specifically, 57% (3,699 students) transferred to Maryland four-year institutions, 9% (553 students) transferred to Maryland two-year institutions, 32% (2,103 students) transferred to out-of-state four-year institutions and 2% (150 students) transferred to out-of-state two-year institutions. Overall, 89% of FCC transfer students moved on to a four-year educational institution.

The FCC transfer rate for fall 2016 cohort students who began their studies as full-time, first time degree- or certificate-seeking students and transferred to another institution is shown below in Table 6.

Table 6-Maryland Community College Transfer Rate Fall 2016 Cohort (Credit)

	Transfer-out Rate
Garrett College	31%
Anne Arundel Community College	28%
Wor-Wic Community College	28%
Community College of Baltimore County	28%
<i>Harford Community College</i>	27%
Allegany College of Maryland	25%
Prince George's Community College	25%
Frederick Community College	24%
<i>Howard Community College</i>	24%
Chesapeake College	22%
Montgomery College	22%
Hagerstown Community College	21%
Carroll Community College	20%
<i>College of Southern Maryland</i>	16%
Cecil College	16%
Statewide Average	23%

FCC peer institutions in *italicized text*

FCC ranked second among the peer colleges and eighth among all Maryland community colleges and was higher by one percent than the statewide average.

A few examples of efforts to improve student success are reported below:

- To support and sustain student success, as detailed in the Retention section above in this report, the Math Department created a new Success Outreach and Retention (SOAR) coordinator position
- The Office of Adult Services provides several programs designed to help adults in transition, including Project Forward Step and Adult Ed STARS programs. Project Forward Step (PFS) provides support to single parents (including single pregnant women) and adults age 24 and over who are low-income, out-of-workforce, or homeless. Adult Ed Student Transition, Assistance, Resources, and Support (Adult Ed STARS) assists FCC GED® exam completers who wish to transition to college or Continuing Education & Workforce Development programs at FCC. Across all programs, the participants are older (91% are age 24 and over), low income (50% report an annual income of less than \$20,000/year), working (62%), and non-white (61%). During FY 2020, they were more likely to have tested into developmental reading and English (43% of first-time undergraduates in OAS) compared with the general student population (19%). Despite these factors, the fall 2019 to spring 2020 retention rate for OAS participants (75%) is higher than the campus-wide retention rate of 70%. The fall 2019 GPA for our participants of 2.907 exceeds that of the College-wide average GPA of 2.795. In spring 2020, OAS GPA was 3.170 compared with College-wide GPA of 2.965. Among 345 program participants in FY 2020, 33 earned an associate degree (9.5%) and 12 (3%) earned a certificate.
- Parents Lead (PL) is a program within the Office of Adult Services that provides assistance to parents in the pursuit of a college degree. Designed especially for financially eligible parents, the program provides specialized curriculum and advising services, as well as FCC Foundation scholarships for childcare while parents attend classes, or for other costs associated with child rearing. During FY 2020, 12 students were accepted into the PL program. Eight PL scholars were designated PL completers during FY 2020, meaning they completed all PL-supported courses for their program of study.

FCC also tracks the wage growth of credit, career program graduates as a student outcome measure. The College provides the list of graduates each year to the Jacob France Institute (JFI) at the University of Baltimore, Merrick School of Business, where staff members then match the list of graduates with the unemployment insurance earning records of federal, state, and local government agencies. The median income of graduates one year prior to graduation and three years after graduation is then reported back to FCC. Median income levels one year prior to graduation, and three years after graduation from the Fiscal Year 2015 to the Fiscal Year 2019 are shown below in Table 7.

Table 7-Median Income Levels Before and After Graduation, FY2015 to FY 2019

Year	1 Year Prior	3 Years After	% Change
2015	\$21,798	\$44,824	+105.6%
2016	\$17,703	\$42,120	+137.9%
2017	\$16,653	\$43,624	+162.0%
2018	\$18,297	\$44,893	+145.4%
2019	\$16,399	\$44,192	+169.5%

For the 2015 cohort, the FCC graduate income level was \$21,798 one year prior to their graduation and increased by \$23,000 three years after graduation. By 2019, the gap between earnings one year prior to graduation (\$16,399) to earnings three years after graduation (\$44,192) had increased close to \$28,000.

In the College strategic plan *FCC 2020*, Objective five for Goal 1 was to “Enhance communication strategies for students, faculty, and staff.” One of the examples of the enhancement of communication for students is reported here.

The Center for Student Engagement started sending weekly email announcements called *NewsBlast* to students in 2015. At that time, the *NewsBlast* focused mainly on student events and activities, and reminders of deadlines coming up. When the College moved to remote operations and instruction in response to the COVID-19 pandemic in March of 2020, the focus of the *NewsBlast* changed. It has become a critical communication connection to our students and the rest of the College community. Emails are sent out every Friday to current credit and non-credit students, as well as FCC faculty and staff that provide updates on important information related to College operations and instruction.

For example, the *NewsBlast* began sharing important announcements and updates related to the College on the Road to Recovery and Resilience Plan, safety and security information, and provided an updated Resource section with links to Community services for Mental Health and Wellness, Food Distribution, Childcare, Drug and Alcohol Support, and a host of other services. The *NewsBlast* also highlights contact information for College Departments and Services, as well as live links to those areas. The *NewsBlast* has continued to provide information on student events and activities, and reminders of deadlines coming up. The *NewsBlast* is archived on the FCC public website, on the MyFCC student page, and on Communication Central. ([NewsBlast](#)) Students and employees have reported that they appreciate the reminders and updates.

Additional efforts of the College in enhancing communication with students are evident in the following survey results. FCC has conducted three cycles of the MHEC Title IX/Sexual Harassment Campus Climate Survey in spring of 2016 and 2018, and in fall 2020. The first two questions in the survey were about students' awareness related to the sexual harassment policy and procedures. We were encouraged by the student response to the question, "Are you aware that FCC has a Title IX Sexual Misconduct Policy and Procedures which addresses sexual and gender-based harassment?" In 2018 and 2020, 90% reported that they were aware of the policy and procedures and only 10% reported that they were not aware of the policy and procedures. The first year this survey was conducted in 2016, 62.1% of students reported that they were uncertain or were not aware of the policy and procedures, and 37.9% reported that they were aware of the policy and procedures. We consider this to be progress on our efforts to inform students about the policy and procedures. We were also encouraged by the response to the question, "Are the FCC procedures for reporting and addressing sexual harassment easy to find?" In 2020, 42.0% reported that the sexual harassment procedures were easy to find while 56.4% of the students responded that they had never looked for them, and 1.6% reported that they were not easy to find. These ratings have improved compared to the past two cycles of this survey. In 2018, 39.6% reported it was easy to find the sexual harassment procedures compared to the 2016 survey that 16.4% reported that they were easy to find.

It is important to mention that in FY 2020, the Vice President for Human Resources partnered with the Dean of Students to implement new Title IX Sexual Harassment regulations issued by the Department of Education in advance of the August 14, 2020 effective date. Specific, required updates included: a revised Title IX policy, an updated Title IX webpage, updated communication materials, the identification of employees to serve in support roles (Advisor, Decision Maker), and in-depth training with Institutional Compliance Solutions via Zoom for all roles.

One of the ways FCC established to enhance communication for faculty and staff was to form the Supervisors and Department Chairs Forum (Sups Forum) to meet every Thursday for reporting the initiatives, activities, and news from different teams at the College. The first meeting of the Sups Forum was December 4, 2014 and the Department Chairs were invited to attend it on January 29, 2015. When the College moved to remote operations due to the COVID-19 pandemic, it began sending notes via email on a regular basis, and the expectation to meet with direct reports is done virtually. The stated purpose of the Supervisors and Department Chairs Communication Notes is that:

The Senior Leadership Team is committed to the Supervisors and Department Chairs forum process for disseminating institutional information across the College. We thank all of you for following the process of communicating with your direct reports or departments. The success of the process is dependent upon supervisors and department chairs communicating the notes with their direct reports or departments. As supervisors and department chairs, we ask that you collect any questions and then contact the individual identified for each item in the communication notes for clarification. Please then ensure all of your direct reports are provided that clarification.

The Supervisors and Department Chairs Communication Notes are posted and are archived here: ([Notes](#)).

Goal 2 - Promote excellence in the design, delivery, and support of student learning. (Standard III)

The spring 2020 semester was significantly impacted by the College response to the state of emergency related to the COVID-19 pandemic on March 16th and the rapid conversion of all courses to a virtual format. Despite the unprecedented challenges this posed for faculty and students, FCC was able to provide quality educational experiences and student support. The College experienced only a 1% decline in student success. Moreover, several new degree programs were launched in FY 2020. For example, a Mass Communications area of concentration in the A.A. in Arts and Humanities was created, and existing Graphic Design and Addictions Counseling areas of concentration were converted into A.A.S. degrees to better reflect the career focus of those programs. In addition, a full year schedule development process was implemented so that students could plan for courses a year in advance. This has helped to promote scheduling efficiencies and increase the clarity of course options available to students.

One of the efforts in enhancing support of student learning was the development of Student Success Alerts (SSAs), which began in FY 2018 as part of an SAT initiative. The further refinement and expansion of SSAs were a major focus of the FY 2020 academic year. A dashboard to monitor the use and impact of alerts was created, as well as a new best practices handbook. A concentrated effort to expand the use of SSAs was launched in spring 2020, ahead of COVID-19, to ensure that the infrastructure was in place to better identify and support struggling students. The spring 2020 semester saw a 97% increase in their use. Overall, 41% of students receiving a success alert were successful in their course, a performance in line with prior fall 2019 semester results. Again, this was particularly noteworthy given the additional challenges imposed by the COVID environment during the spring 2020 semester.

The AACEWD Master Plan was completed in FY 2019 as a guide for the next five years in implementing the goals and priorities set by the AACEWD Team. The following description is from the Executive Summary of the Academic Master Plan.

The Plan contains student success strategies, an assessment mechanism for current programs and practices, the roadmap for diversity, equity, and inclusion, and needed infrastructure changes to prepare for the future. Under the leadership of the Provost and Executive Vice President of Academic Affairs, Continuing Education, and Workforce Development, the team sought to create a plan to:

- Identify and strengthen effective curriculum development, program review, and assessment of AACEWD Team initiatives
- Develop and gather benchmark data to gauge progress on the student lifecycle and guided pathways
- Identify and champion other academic initiatives that drive planning and budgeting

- Coordinate and align the AACEWD Master Plan with *FCC 2020*, the College Strategic Plan and other College internal plans, the Maryland State Plan, and the Middle States Self-Study process

The AACEWD Master Plan has four core themes.



Each theme contains multiple strategic priorities, desired outcomes, and action items/timelines necessary to respond to academic, workforce and community trends in an ever-changing and emerging world. The AACEWD Master Plan is available here: ([AMP](#)). For FY 2020, 94 actions were identified under 18 strategic priorities of which 83 were either completed (32%), or are in-progress (51%), with 17% being planned and implemented in FY 2021. The COVID-19 Pandemic impeded the completion of some of the strategic priorities. The following are some of the notable achievements resulting from the AACEWD Plan:

Credit

- One accomplishment was the successful transition of credit courses to the new remote modalities through the use of Blackboard, the learning management system. Before the pandemic, a planned student success strategy included the expansion of online tools, following universal design principles and new instructional technologies. The COVID-19 crisis accelerated the development of a standard template for course navigation to improve consistency and reduce confusion for students. In alignment with a high impact student collaboration practice, Blackboard Collaborate and Zoom tools were adopted as the means for remote learning.
- Student Success Alert (SSA) usage was up 97% across all courses and programs due to streamlining the SSA-to-PeopleSoft class roster interface, alert messaging, and improved routing capabilities to more advisors who can support student intervention.
- Launched a preliminary case management advising model featuring professional management advisors working in tandem with faculty mentors to best leverage the expertise and strengths to provide a consistent advising experience for all students.
- The Center for Teaching and Learning conducted adjunct faculty interviews and focus groups to gather information about the Adjunct Faculty Experience. Two focus groups and 15 individuals taped interviews shared observations of the College and students. The CTL also conducted an annual profession development survey. More than 150 full-time and adjunct faculty responded. The survey results, accompanied by the emerging needs of faculty that have arisen from remote instruction, will inform faculty training and professional development programming.

- FCC Honors College graduated its largest class ever, with 28 students. The FY 2020 Honors cohort is particularly accomplished. For the second year in a row one of our honors students was published (Kyle Dineen's research on Maryland laws related brain injuries in youth sports was published in *Illuminate* (2019), the National Regional Honors Council undergraduate journal). Overall, 19 FCC honors students presented original research at conferences in FY 2020, making 78 presentations over 4 years. FCC students also won five of the ten awards available at the Maryland Collegiate Honors Council (MCHC) 2020 conference.
- Apprenticeship development has been a focus in FY 2020, which resulted in the development of the FCC Apprenticeship Website. This effort was made possible by a grant from the MSDE. A new registered apprenticeship was approved by the Department of Labor in Accounting and two additional apprenticeships are in development, including Biotechnology and Medical Assisting.
- The Physical Therapist Assistant Program (PTA) was developed and the Director for the program was hired. The program will begin with 21 students as a cohort in fall 2021.

Continuing Education and Workforce Development

- The Healthcare Certified Nursing Assistant/Geriatric Nursing Assistant program was approved by the Maryland Board of Nursing through December 2021. The renewal application, which is extensive, was approved on the first submission.
- During spring 2020, many classes including CNA, Dental Assisting, Oral Radiography and Veterinary Assistant transitioned to an online format. Due to the success of the students, even with a quick transition, it was discovered that many of these classes can be successfully offered in a hybrid format. This has expanded opportunities for increased capacity and creative scheduling in the future.
- The 154 students who received Tech Connect Grants over the past four years had a 78.5% success rate, with 121 completing the program. Fifty-one point two percent (62) of the students gained the following credentials: CompTIA IT Fundamentals (42), CompTIA+ (15), Cisco Certified Network Associate (3), and Certified Associate in Health Information Management Systems (2). The students were placed in six internships with four different employers. Received approval for one year no-cost extension to the grant.
- HCTI earned programmatic accreditation from the American Culinary Federation with zero areas of non-compliance, a rare achievement for first time applicants. All students who graduate from our Culinary Arts Program will now automatically earn their ACF Certified Culinarian designation.
- Hosted a 14-day trip to Greece in October 2019 with nine Institute for Learning Retirement (ILR) students. The trip highlighted the culture and history of the country. ILR offered numerous courses leading up to the trip.
- FCC has 33 courses and programs listed on the Workforce Innovation and Opportunity ACT (WIOA) Eligible Training Provider List (ETPL) to allow access to federal training funds for residents who qualify for Individual Training Accounts (ITAs). ITAs are a funding source and are used as last-dollar training. The breadth and depth of the programs reflect Health, Business, Technology & Science, Liberal Arts and Continuing Education and Workforce Development programs that directly relate to regional business needs. The College participation in this system provides a means of financial support that the Workforce Innovation and Opportunities Act allows for qualified

residents. In 2020, 232 students were enrolled or listed as declared majors across 33 WIOA eligible programs.

Adult Education

The FCC Adult Education Program continues to meet the overall program completion standards provided by the Department of Labor. The state annually provides the program with an overall completion rate goal by Educational Functioning Level (EFL), as well as Adult Basic Education (ABE) and English as a Second Language (ESL) goals. Students complete pre- and post-tests during their time in the Adult Education program, and completion at each level is based on score increases and placement in the next EFL. The program met state-assigned completion goals in ESL and overall programming and was within one percentage point for meeting completion goals for GED.

Projected Percentage Completed is the performance goal set by Department of Labor for the percentage of students at a given level who will complete (test high enough to move out of) the level they started that fiscal year. *Percentage Achieving a Measurable Skill* measures those students who have completed a level within the fiscal year or those who have earned a high school diploma. Both achievement measures count as program outcomes for Department of Labor.

Data for FY 2019 is provided in Table 8.

Table 8-Adult Education Program Enrollment, Projected Percentage Completed, and Percentage Achieving a Measurable Skill, FY 2019

Educational Functioning Level	Total Number Enrolled	Projected Percentage Completed	Percentage Achieving Measurable Skill
ABE Level 1	23	42%	26%
ABE Level 2	48	58%	27%
ABE Level 3	87	50%	29%
ABE Level 4	145	25%	27%
ABE Level 5	21	44%	62%
ABE Level 6	4	67%	50%
	328	38%	37%
ESL Level 1	25	65%	52%
ESL Level 2	75	56%	52%
ESL Level 3	206	50%	51%
ESL Level 4	239	48%	41%
ESL Level 5	226	43%	47%
ESL Level 6	118	25%	25%
	889	45%	45%

GRAND TOTAL	1,217	43%	42.8%
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Student to Faculty Ratio

A growing body of research examining the impacts of student to teacher/faculty ratio on student outcomes has produced mixed results. Yet the statistic still seems to be important to college administrators, parents, and students. The student-to-faculty ratio for credit-based courses is reported to MHEC and IPEDS annually as a measure of instructional effectiveness. The student to faculty ratio in credit-based courses at FCC and High School Based Dual Enrollment was 16:1 during the fall 2019 semester, which is the most recent year for available IPEDS data. The FCC student to faculty ratio of 16:1 was the same as the statewide average (16:1) and lower than two of the three FCC peer institutions. The FCC student to faculty ratio for fall 2019 is shown below in Table 9.

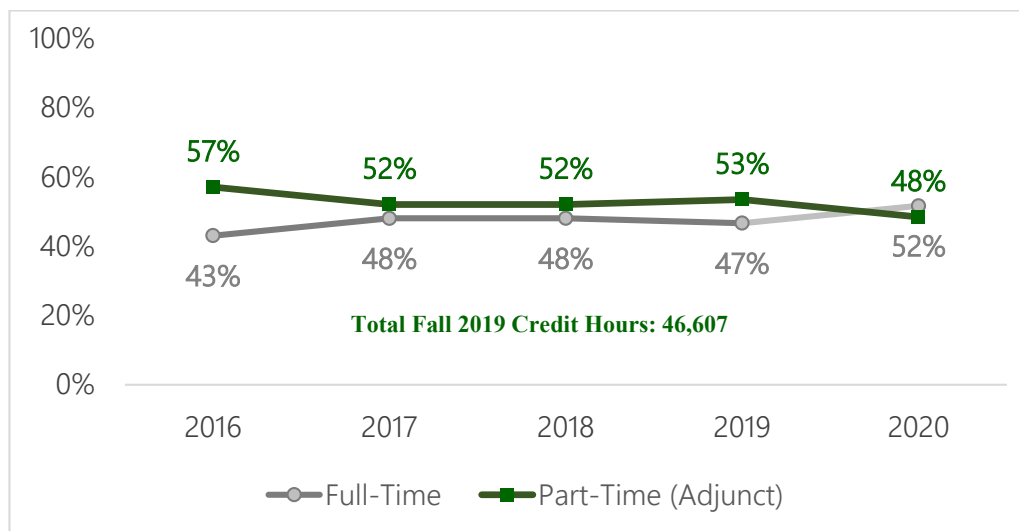
Table 9- Student to Faculty Ratio for Credit-Based Courses, Fall 2019

Maryland Community Colleges	Student:Faculty Ratio
Allegany College of Maryland	13
Anne Arundel Community College	17
Baltimore City Community College	17
Carroll Community College	14
Cecil College	11
Chesapeake College	17
<i>College of Southern Maryland</i>	18
Community College of Baltimore County	15
Frederick Community College	16
Garrett College	15
Hagerstown Community College	18
<i>Harford Community College</i>	19
<i>Howard Community College</i>	14
Montgomery College	18
Prince George's Community College	16
Wor-Wic Community College	15

Note: FCC peer institutions are in italicized text

Over time, the gap in the distribution of classes taught by full-time faculty and part-time (adjunct) faculty has narrowed at FCC. The percent of total credit hours taught by full-time and part-time (adjunct) faculty is shown below in Figure 5.

Figure 5-Percent of Credits taught by Full-Time and Part-Time (Adjunct) Faculty, 2016-2020, (excluding high school based dual enrollment courses)



Of the 46,607 credit hours taught by either full-time or part-time faculty in fall 2020, excluding high school based dual enrollment classes, 52% were taught by full-time faculty. A nine percent increase in the share of credits taught by full-time faculty occurred between fall 2016 and fall 2020. This is an incredible achievement because the College has been trying for many years to close the gap of part-time and full-time faculty ratio.

Distributed Learning

As noted above in this report, all instruction was moved to remote learning formats on March 16, 2020 in response to the COVID-19 pandemic. FY 2020 numbers are not included in the summary below, as they were significantly skewed by the transition to 100% remote instruction.

Prior to March 16, 2020, FCC had already expanded instructional delivery methods to reach more students who may not be able to attend a ‘face-to-face’ class meeting in a ‘brick-and-mortar’ facility.

FCC had adapted to the changing instructional delivery landscape by offering more courses via distributed learning, which are courses where 50% or more of the course content is hosted or delivered online. Distributed learning enrollments by fiscal year for credit and continuing education are shown below for the past four years in Table 10.

Table 10-Duplicated Enrollments in Distributed Learning, Fiscal Year 2016 to Fiscal Year 2019

	FY 2016	FY 2017	FY 2018	FY 2019	% Change FY '16-'19
Credit	7,803	8,315	9,076	9,928	+27.2%
Continuing Education	897	1,407	456	485	-45.9%

Distributed learning enrollments in credit courses increased 27.2% between FY 2016 and FY 2019. In CEWD, distributed learning has varied from year to year. For example, a grant that funded more online MACEM course offerings was directly related to the 1,407 enrollments in FY 2017; however, the total enrollments fell to 485 in FY 2019. This marks a 45.9% decline in continuing education distributed learning enrollments since fiscal year 2016. Changes in online course registrations were due to the variable nature of contracts that allowed for spikes in the numbers in FY 2017. In addition, programmatic changes in courses decreased the number of classes offered in an online format, and the decline of registrations in Ed2Go, the vendor for online classes in CEWD.

A more nuanced look at headcount by instructional delivery type is shown below in Table 11.

Table 11-Unduplicated Headcount by Instructional Delivery Type, Fiscal Year 2017 to Fiscal Year 2020

Instructional Delivery Type	FY 2017		FY 2018		FY 2019		FY 2020	
	N	%	N	%	N	%	N	%
Face-to-Face Only	5,289	58.80%	4,975	55.90%	4,588	53.13%	4,388	50.49%
Distance Only	1,126	12.50%	1,188	13.40%	1,156	13.39%	1,236	14.22%
Face to Face and Distance	2,579	28.70%	2,733	30.70%	2,892	33.49%	3,066	35.28%
Total Students:	8,994	100.0%	8,896	100.0%	8,636	100.0%	8,690	100.0%

In fiscal year 2020, over half (50.49%) of credit students took courses through traditional ‘face-to-face’ instructional delivery. More students are taking their courses exclusively online, with 14.22% of the fiscal year 2020 headcount enrolled in “distance only” courses. Students taking courses online and through face-to-face instruction reached a high point in fiscal year 2020 (35.28%) with a seven percent increase compared to FY 2017 indicating students are taking advantage of mixed instructional deliveries.

Goal 3 - Ensure fair and ethical standards in all policies, practices, and procedures throughout the College Community. (Standard II)

The annual review of all policies and procedures and the Employee Handbook with Faculty Addendum continued with the President’s Cabinet and College Senate’s enhanced role of reviewing new and revised policies and procedures. In FY 2020, the review process followed a schedule spread out over the year developed by the College Senate that was designed to complete the policy reviews by June 30, 2020. Committees were formed around each policy comprised of the main stakeholders (owners) of each policy, representation from the College Senate, and any interested employee volunteers. Reviewed policies were then submitted to the President’s Cabinet for review and to determine if any revisions to the policy were considered “substantive.” Any revision to a policy that was considered “substantive” was then sent to the Affinity Groups and Senate for review and input via the Policy and Procedure Review portal. The input was reviewed by the original stakeholder committee, who then developed a final draft to be reviewed again through the portal. If any input from the review were not incorporated into a final draft, the Chair of the review committee would contact the appropriate Affinity Group Chair, or the Senate Chair to explain why the input was not incorporated. The final draft was then resubmitted to the President’s Cabinet for review and then to the BOT for approval. A Strategic Advisory Team workgroup was tasked in FY 2020 to develop a policy and procedures for creation/revision of policies and procedures. This work is continuing in FY 2021.

Goal 4 - Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission. (Standard VI)

Planning

FY 2020 was the fifth and last year of the five-year College Strategic Plan FCC 2020, which ended on June 30, 2020. To achieve the goals and objectives of *FCC 2020*, the BOT annually develops Annual Strategic Priorities (ASPs) that operationalize the goals and objectives of the five-year plan.

Each year, the ASPs have been given to the President, who has brought them to the seven teams through their senior leader to inform team planning. In addition, the President has brought the ASPs to the Strategic Advisory Team (SAT) where workgroups have been formed around each priority to support outcome-based activities that have contributed to achieving the objectives of each priority. Some overlap of team planning and SAT workgroup activity is common and reduces redundancy. For example, the Technology Advisory Committee (TAC) works as a College leadership group and as an SAT workgroup at the same time. The ASPs have been considered by each team as part of the budget development

process and employees have used the ASPs to develop their Employee Development Plans (EDPs). The Employee Development Advisory Team (EDAT) has reviewed the EDPs each year to develop the annual College professional development programming.

There are other long-range plans around critical functions of the College mission that continue to be developed. The Facilities Master Plan, the Information Technology (IT) Strategic Plan, the AACEWD Master Plan, and the Diversity, Equity, and Inclusion Strategic Plan are important plans that focus on significant and complex investments of the College. The Facilities Master Plan guides the investments in the physical infrastructure of the College and the commitment to the quality of our working and learning environments. The IT Strategic Plan guides our technology investments in support of our technology assets, the network and data security, and the technology that supports operations and instruction. The AACEWD Master Plan guides and supports curricular development, program development, and teaching and learning, which is the primary mission of the College.

The team plans support *FCC 2020*, the ASPs, the Facilities Master Plan, IT Strategic Plan, the AACEWD Master Plan, and the Diversity, Equity, and Inclusion Strategic Plan. FCC employees can use any of these plans to support the development of their EDPs.

In FY 2020, for the fourth consecutive year, the College continued to utilize the TK-20 platform to receive updates on the SAT Workgroup Action Plans and the SLT Team Plans progress. All the status reports were compiled into a document titled, *The 2020 Status Report of Team Plans and Annual Strategic Priorities* and this document was shared internally with the SLT and the SAT Workgroup Chairs on August 24, 2020 so that the data could be used to inform planning for FY 2021.

New College Strategic Plan

One of the FY 2020 ASPs from the BOT was to, “Use a comprehensive, inclusive, and participatory process with representatives from the College and the Frederick County community to develop a new five-year Strategic Plan which will serve the College from July 1, 2020 through June 30, 2025.”

A [*Summary Report of the Strategic Planning Process*](#) was provided to the BOT along with the new plan for approval at their June 10, 2020 meeting. The Summary Report is well written and captures the planning process in detail:

In August 2019, the Board of Trustees charged President Elizabeth Burmaster and the College community to “use a comprehensive, inclusive, and participatory process with representatives from the College and the Frederick County community to develop a new five-year Strategic Plan, which will serve the College from July 1, 2020 through June 30, 2025” (FCC 2020, Annual Strategic Priorities).

President Burmaster and the Senior Leadership Team appointed Dr. Kelly Trigger, Associate Vice President of the Center for Teaching and Learning, to convene and chair the Strategic Planning Steering Committee. Through an open call to the College community, Dr. Trigger assembled a Steering Committee of twenty-seven members, including Board Trustees, senior leadership, faculty, administrators, staff, students, and community members.

Simultaneously, the College secured the strategic planning consultation services of Campus Labs, with Dr. Kelli Rainey appointed as the primary consultant. Prior to convening the Steering Committee, Dr. Trigger and Dr. Rainey developed a communication plan and timeline to share with Steering Committee members and the College community. Using the Appreciative Inquiry Model, they planned a series of interconnected activities to use during the planning process. In collaboration with Dr. Gohar Farahani, executive director of Planning and Institutional Effectiveness, and FCC Marketing, they populated a College intranet site to serve as the central

repository for internal and external data that would inform the environmental scan and strategic plan.

Once convened, the Steering Committee was charged with the following:

- Facilitate a transparent, organized, and inclusive strategic planning process.
- Lead the development of the College strategic plan, ensuring an equitable, inclusive, and comprehensive planning process that provides College and regional stakeholders the opportunity to participate and contribute.
- Provide internal data, environmental scanning information, and best practices community college education to inform the FCC Strategic Plan.
- Deliver the final FCC Strategic Plan to the Board of Trustees for review and approval at the June 2020 meeting.

Over the course of eight months, the Steering Committee engaged in detailed data review, guided activities, and discussions. Central to their work were three primary activities: the analysis of the Environmental Scan; the completion of the Strengths, Opportunities, Aspirations, and Results (SOAR) analysis; and the engagement of the College community in the process. Of particular note, student engagement, led by Student Government leaders, was integral throughout the entire planning process.

The new strategic plan, [*FCC Forward, 2020-2025*](#) was presented and approved at the June 10, 2020 BOT meeting. The Chair and the members of the Steering Committee are commended for their leadership and diligent work in creating a solid plan that will lead the College into the future.

Goal 5 - Enhance access, support, and opportunities that meet the needs of diverse and changing populations. (Standard II)

FCC is fully committed to the goal of *inclusive excellence*; that to be excellent, as an institution and as individuals, we must be inclusive. An inclusive institution promotes and sustains a sense of belonging across multiple dimensions of difference, including racial and ethnic diversity. FCC aspires to be a leader in the state and the nation fostering an environment that welcomes, supports, rewards, and challenges our community members to center equity and inclusion in everything they do, be innovative, and lead with authenticity.

Earlier in this report, a required report called *The Diversity Strategic Plan Annual Report to MHEC* was described. This report assesses the progress the College has made towards the goals and objectives of its Diversity, Equity, and Inclusion Strategic Plan. The College underwent a nine-month process of developing the FCC Diversity, Equity, and Inclusion Strategic Plan for the next five years, FY 2019-FY 2024. The plan was developed based on more than 20 stakeholder focus group sessions and was approved by the BOT on June 19, 2019. The plan focuses on four main domains of diversity, equity, and inclusion, and involves 29 action items that will strengthen the College in terms of equity and inclusion. In 2019-2020, the first year of implementation of the strategic plan, work focused on assessing and beginning the process of understanding where and how the racial equity gaps in access and success, specifically for African American/Black and Latino/a/x students are found. The efforts focused on students in math and English courses, as these are gateway courses that impact access to multiple degree and career pathways. Some of the planned action items included: implementing specific targeted interventions to address racial equity gaps in access and success; an evaluation of our hiring practices to make sure the College is hiring the best candidates from the most diverse backgrounds; enhancing employee development; strengthening our employee retention efforts; and preparing our students to be successful in Frederick County and beyond. Listed below are a few of the significant diversity, equity, and inclusion achievements of the institution for FY 2020 year.

- The College continued to offer an extensive professional development calendar for faculty and staff around diversity and inclusion. In FY 2020, 22 sessions were offered to build faculty and staff capacity to be culturally conscious and responsive, including sessions in March and April 2020 that offered faculty the tools they needed to support struggling students ethically and effectively during the COVID-19 pandemic.
- The President’s Diversity Advisory Council (PDAC), a College-wide diversity, equity, and inclusion (DEI) leadership group, focused on four main areas of leadership capacity building, including reviewing the research on the value and meaning of DEI for higher education, building and benchmarking a climate of inclusion, and understanding the institutional, local, and national laws, policies, and history that frame promising practices. The College received a US Department of State grant that made it possible for four faculty members from Nursing, Communications, English, and Social Sciences travel to Ghana in January 2020 to develop accessible and inclusive study abroad courses for students in 2022 and beyond.
- The College expanded the recruitment of the traditionally underserved students in the areas of Frederick County experiencing population growth. The focus was on the students’ entry into the College and to smooth student transitions between Adult Basic Education, GED preparation, English as a Second Language (ESL), other noncredit programs, and credit programs. The College also conducted research, implemented surveys, and developed plans for “FCC Express on the Road Days” to provide admissions and enrollment services through planned targeted outreach at the Asian American Center, Housing Authority, and Centro Hispano.

Facilitating access to higher education is an important effort in support of diversity goals and objectives and financial barriers often keep students from attending college. MHEC selected tuition and fees as a percent of the MD state public universities rates for the measure of accessibility at community colleges, see Table 12 below. The commitment of the College to affordability is evident in its tuition rate compared to its peer institutions. Tuition and fees for 30 credits at FCC was \$4,579 in FY 2020. This calculates to be 47.1% of the average at the four-year public universities in Maryland, which was \$9,686.

Table 12-Tuition and Fees as a Percent of Tuition and Fees at Maryland Public Four-Year Institutions, FY 2017-2020

	FY 2017	FY 2018	FY 2019	FY 2020	Average
Frederick	47.0%	47.0%	47.0%	47.3%	47.1%
Harford	49.0%	49.0%	49.0%	49.2%	49.1%
College of Southern MD	50.1%	49.8%	50.5%	50.7%	50.3%
Howard	52.0%	52.0%	52.0%	51.5%	51.9%

The people who have served or are currently serving in the military have been identified by the state and the College as deserving of and needing additional support services. The Veteran and Military Services (VMS) program offers academic and support services for veterans, active-duty personnel, National Guard and Reserve personnel, and their families. FCC participates in a variety of GI Bill® and military tuition payment options. VMS provides a respectful and inclusive system of supports to help veterans and military service members as they transition to life as a student. FCC works to help new students navigate the enrollment process to begin or continue toward education goals. Demographic and performance metrics of students working with the FCC Veteran & Military Services department are shown below in Table 13.

Table 13-FCC Veterans Enrollment, Retention, Course Success, and Demographics, Fall and Spring Semesters 2017-2020

	FA 2017	SP 2018	FA 2018	SP 2019	FA 2019	SP 2020	Average
Enrollment	205	199	235	227	190	180	206
Retention	51.6%	57.8%	51.6%	68.5%	62.6%	54.0%	57.7%
Developmental Success	67.7%	53.6%	69.4%	89.5%	76.2%	55.6%	68.7%
Credit Course Success	72.6%	74.6%	73.0%	77.3%	76.5%	70.7%	74.1%
% Male	73.2%	73.9%	65.1%	69.2%	67.4%	67.2%	69.3%
% Minority	45.4%	42.2%	43.4%	46.3%	51.6%	51.7%	46.7%
Avg. Units Taken	11.0	10.8	11.4	9.2	10.5	11.0	10.6

Since the fall 2017 semester, on average, 206 students receiving veteran services have enrolled at FCC, just over two-thirds of whom were male, and were either veterans or dependents of veterans. On average, veterans and their dependents enroll in roughly 11 credits per semester, and more than half return to FCC each semester. Academically, over two-thirds (68.7%) of this demographic complete their developmental courses with a passing grade, providing the path to enroll in college-level courses, and three-quarters (74.1%) earned successful grades (D or higher) in credit coursework.

Goal 6 - Expand the leadership capacity of all employees through professional development to meet the challenges and opportunities for our College. (Standard VII)

Professional development is a critical support for all College employees and each employee, in consultation with their supervisor, completes and submits their Employee Development Plan (EDP) to HR by September 30 each year. HR reviews the EDPs and identifies any professional development trends in the plans and those trends are provided to the Employee Development Advisory Team (EDAT) to review as they design College level planning. EDAT is comprised of affinity group representatives and other volunteers who meet monthly to design and implement professional development programs that are offered broadly across the College. EDAT identifies development needs continuously and delivers programs throughout the year. The following workshops in Table 14 were delivered in FY 2020:

Table 14- Professional Development Offered by the Human Resources Department, 2019-2020

Sessions Offered	Facilitator	Organization	Attendance
Managing Competing Priorities	Suzanne Konder	Human Advantage	5
Managing your Strengths	Mike Noll	University of Maryland, Baltimore	17
Managing Competing Priorities	Suzanne Konder	Human Advantage	
Being an Effective Team Member	Laurie Maddalena	Envision Excellence	11

Microaggressions/Microbehaviors	Mauricio Velasquez	Diversity DTG	5
Search Committee Chair / Unconscious Bias Training	Dr. Beth Douthirt Cohen & Daniel West	FCC	60
Handling Difficult Conversations participants	Suzanne Konder	Human Advantage	4
Retirewise by MetLife (4 Sessions)	William Stanik	MetLife	22
Leadership Development Cohort (6 sessions)	Liz Weber	Weber Consulting	20

The Leadership Development Cohort was a new opportunity for employees at FCC which was designed to serve as a professional networking and development outlet for individuals in senior administration positions. Senior leadership nominated individuals for this program. The sessions built upon one another to enhance comprehension, application, and retention. This program provided participating leaders with insights and skills to lead their teams more confidently and effectively, as well as to collaboratively lead FCC to an even more successful future. This program is offered annually in spring. Table 15 highlights the sessions:

Table 15-Instructional Technologies Professional Development, 2019-2020

Sessions	Number of Sessions	Attendance
Classroom Technologies	14	Open Lab
PeopleSoft Data Management	2	25
BI Reports & AP Management	2	22
Outlook	4	9
Excel	8	16
Office 365 Cloud Applications	11	62
Perceptive & Perfect Forms Applications	6	46
Total	47	180
Cybersecurity: Including PII, Phishing, Data and Email Security, PCI, GLBA, and FERPA	Online	715

Note: Some sessions were cancelled due to the COVID-19 pandemic.

Center for Teaching and Learning (CTL) Faculty Professional Development

Through the CTL, the College provided adjunct and full-time faculty a responsive, innovative system of professional development focused on teaching and learning that reflects the characteristics and needs of students and faculty. The CTL collaborated with faculty and staff within AACEWD and across the College (e.g., Learning Support, Diversity, Equity, and Inclusion, Human Resources, and the Center for Student Engagement). In the community, staff worked closely with Frederick County Public Schools and Frederick County Public Libraries.

The following are CTL programming that occurred during FY 2020 and are ongoing each year:

- ***New Faculty Orientation (NFO)*** is a yearlong series focused on introducing new full-time faculty and AACEWD administrators to best practices in teaching and learning, and the policies, procedures, and practices of the College. This program runs every year.
- ***New Adjunct Faculty Orientation, Adjunct Faculty Professional Development Evenings, and For Adjuncts Only*** are monthly theme-based gatherings that represent several of the on-going programs designed to support adjunct faculty. Programming specifically for adjunct faculty included two adjunct faculty professional development evenings in fall, and one in spring, and monthly adjunct faculty sessions. CTL processed over \$12,385 in stipends for adjunct faculty participation in professional development and covered registration fees for them to attend various state conferences (e.g., MCAPD, AFACCT, DEAM).

In addition, the Adjunct Faculty Experience Project was continued in FY 2020. The multi-year project is designed to analyze adjunct faculty professional development, communication, resources, on-boarding, and support across AACEWD and develop a collaborative plan to implement new processes that enhance adjunct faculty communication, engagement, and professional development. Year one focused on two areas: analyzing internal communications related to sharing information with adjunct faculty, especially during the on-boarding process and gathering insights from adjunct faculty. During year two of the Adjunct Faculty Experience, CTL worked with AACEWD to work toward finalizing on-boarding checklists and communication processes, created the online New Adjunct Faculty Orientation which will be deployed fall 2020, created the [Adjunct Experience - Welcome video](#), and gathered feedback from adjunct faculty on their experience at FCC through two focus groups and interviews with 15 adjunct faculty.

- ***Professional Development Services*** provides teaching and learning resources and consultation, facilitates the approval of conference funding, houses the Alternative Credit Approval Team (ACAT), and supports the organization of the AACEWD Faculty and Leadership Retreats.
- ***The CTL Faculty Scholars Program*** supports the professional development needs of full-time and adjunct faculty by providing faculty experts the opportunity to create and deliver Teaching and Learning Hours. Scholars are featured subject matter experts (SME) who support the goals of Academic Affairs, Continuing Education, and Workforce Development via the Center for Teaching and Learning. This year's scholars included Dr. Susan McMaster: Open Education Resources Scholar; Professor Cynthia Baush: Adjunct Faculty Development Scholar; Dr. Andrea Dardello: Culturally Responsive Teaching Scholar; and Dr. Julie Shattuck: Hybrid Course Design. Dr. McMaster conducted an in-depth analysis of the current implementation of OER at FCC, national and state trends in OER development, and the resources and support necessary to sustain and scale OER at the College. Professor Baush focused on enhancing adjunct faculty development. *For Adjuncts Only*, the monthly adjunct support group met for six monthly thematic sessions; each session had 4-8 adjuncts in attendance. Dr. Dardello designed and taught the course, *Teaching with Dignity*, using the FCC cultural competence definition, the book *Dignity* by Donna Hicks, and the

four principles of cultural competency: self-awareness, awareness of and acceptance of differences, conflict management, and adaptation of skills. Eight faculty completed the course. Dr. Shattuck taught *Teaching and Designing Hybrid Courses*, conducted research related to best practices in hybrid-course quality assurance, and made recommendations for reviewing hybrid courses.

- **Teaching & Learning Hours** are professional development sessions designed to inspire faculty to engage students' minds and support their success through active learning, innovation, and scholarship. CTL offered more than 160 "Teaching and Learning Hours" in FY 2019. Of these sessions, 20 were scheduled as part of AACEWD Professional Development Week, a programming initiative that focused attention on teaching and learning prior to the beginning of the fall semester. Multiple sessions were in collaboration with DEI, as well as HR, and the Center for Student Engagement

Teaching & Learning Hours aligned with the following tracks:

- **Culturally Responsive Teaching [CRT] and Cultural Competence Development:** This series focused on understanding how our cultural experiences shape our interpretations of the world and on expanding our cultural competence so that we may effectively teach, communicate, and interact with students, colleagues, and others in and beyond the classroom. This series is offered in collaboration with the office of Diversity, Equity, and Inclusion (DEI).
- **Scholarship of Teaching and Learning [SoTL] and Discipline-specific Professional Development:** The Scholarship of Teaching and Learning focused on best practices in instructional methodology within and across disciplines, student engagement, and faculty scholarship.
- **Technology, Teaching, and Innovation [TTI]:** Designed for the instructional tech beginner, innovator, and all faculty in between, this track focused on using instructional technologies and design principles to create active learning experiences in virtual, hybrid, and face-to-face learning environments. Taught by both FCC faculty and experienced staff from Online Learning and Instructional Innovation (formerly Distributed Learning).

Areas of Intentional Expansion and Development. To support the growth of current, new, and emerging faculty leaders, CTL offered the FLAM Summer Institute; 10 faculty and one AOM completed the experience. DEI expanded the *Culturally Responsive Teaching Summer Institute* to encompass global learning. OLII expanded sessions that supported faculty use of the Blackboard Grade Center. Finally, CTL continued to support year two of a multi-year project called *The Adjunct Faculty Experience*, which focused on communication, connection, and professional development for adjunct faculty. As a result of the impact of the pandemic on teaching and learning, time and resources were redirected to support remote teaching and learning, faculty development, and academic support services beginning in mid-March 2020.

Objective one for Goal 6 of FCC 2020 indicated "Develop a plan that ensures continuity of campus operation." The Board of Trustees developed an Annual Strategic Priority E for FY 2020 to "Create a safer and healthier workplace through the development and implementation of an Environmental & Health Safety Plan, which ensures compliance with all state and federal regulatory bodies that oversee higher education. The plan will address ongoing training, education, employee development, compliance documentation, and record retention."

The following are the outcomes for this priority:

- A MOSH Safety consultant and Industrial Hygienist completed on-site assessments of the main campus and Monroe Center in July 2019.
- The consultants noted 14 minor safety deficiencies and 11 industrial hygiene deficiencies, all of which have been corrected.
- OSHA Standards 1910.1030 Blood Borne Pathogens, 1910.1450 for Toxic and Hazardous Substances and OSHA Guide for Respiratory Protection have been posted on Communication Central under Safety & Emergency Preparedness.
- The following plans have been created and posted on Communication Central under Safety & Emergency Preparedness: Exposure Control Plan, Hazard Communication Plan, Voluntary Respiratory Program, and Chemical Hygiene Plan.
- A preliminary needs assessment was initiated to review compliance with all applicable standards, and a comprehensive needs assessment was developed – this identifies additional standards that may be applicable as well as specific employee populations subject to required training.
- Risk levels were identified: 1 - 3, with level 1 considered “high” and level 3 considered “low” - campus areas/sites were visited to identify gaps in training.
- As of February 5, 2020, visits have been conducted with all high priority areas, to include Security, Plant, Cougar Grille, Children’s Center, Bookstore, Receiving, Automotive/Maker Space, Culinary, Healthcare/Medical, Athletics, and Trades (welding/HVAC/electrical).
- There are now three folders in each of the Health Science Programs – Curtis Bay Disposal; Hepatitis B forms; and Sharps Injury log.
- FCC is now in compliance for sharps containers; new sharps containers have been obtained – these either attach to a wall or if a tabletop box, they have resting trays for stabilization

Goal 7 - Clearly articulate a governance structure that is transparent and outlines roles, responsibilities, and accountability for decision-making. (Standard VII)

The Employee Handbook with Faculty Addendum was initially approved by the Board of Trustees in FY 2016 and has been updated annually. An annual review of the Employee Handbook with Faculty Addendum was conducted and completed in June of 2020. The proposed revisions were not substantive and provided clarification for existing practice. The Handbook can be accessed by following this link: ([Handbook](#)).

The Desired Outcome four of the Annual Strategic Priority B was “Enhance the role of the College Senate and affinity groups in participatory governance by updating and approving new charters or constitutions which define their role in College governance.” The Faculty Association (FA) constitution was updated and approved by Cabinet in 2018. The Support Staff Association (SSA) and Administrative Staff Association (ASA) constitutions were updated and approved by the Cabinet in 2020. There was a proposed change to one of the articles in the Senate constitution which will be finalized in 2021 and the status will be reported in the IE report next year.

The HR Team pivoted quickly during the COVID-19 pandemic and modified our processes and service delivery models to meet the needs of a remote workforce. The Annual Contract and Letter of Assignment and Hiring processes were successfully conducted entirely online. A very meaningful and

impactful online accomplishment was the very quick creation of the online benefit open enrollment site and process. This allowed the employees to participate in the benefits open enrollment in an easy and efficient manner. The creation of the open enrollment intranet site allowed for all the necessary paperwork to be in one place, a "one stop shop." With a few changes, the open enrollment intranet site became the Benefits intranet site and is an efficient way for staff to access information on benefits and benefit forms.

HR supported the successful implementation and administration of the Families First Coronavirus Response Act (FFCRA) and management of employee leave related to COVID-19. The College Benefits Specialist developed processes to track and monitor employee COVID-19 cases and developed Employee Guidelines for Dealing with COVID-19 which served as a template for the Student Guidelines for Dealing with COVID-19.

Goal 8 – Articulate career pathways for continuing education and credit students which enhance their ability to secure employment (Standard III)

In 2019, FCC Board of Trustees identified maximizing opportunities for student success by creating new pathways in academic, continuing education, and workforce development programs. Desired outcomes included creating pathways from continuing education and workforce training that connect with FCC career (A.A.S.) and/or transfer (A.A. or A.S.) degrees, and certificate programs. The College continued this effort, and the following were achieved in FY 2020:

- Supported the development and implementation of Dual Enrollment programs in Healthcare offered at Frederick High. Students at Frederick High completed a compatible Introduction to Healthcare course at their home school with plans to enroll in non-credit sections of Healthcare courses in the fall 2020 semester.
- Facilitated Bridge to Careers courses in Healthcare and Banking and served over 40 students. These courses were supported by the Integrated English Literacy and Civics Education (IELCE) /Integrated Education and Training (IET) grant provided through WIOA and specific for grant eligible ESL students. Bridge to Careers: Banking led to four students receiving job offers from the banking partners at the end of the mock interviews. There are nine students from the Bridge to Careers Healthcare class in the intake process with Frederick County Workforce Services (FCWS) to seek funding for phlebotomy training.
- Academic ESL sequence reduced from 16 developmental credits to three developmental credits.
- The Adult Education and ESL Transition Specialist worked with ELL students at Frederick High School, Tuscarora High School, and Governor Thomas Johnson High School as part of the monthly FCC-related activities held at each school for ELL students and families included FAFSA and Scholarship workshops, program exploration, career, and goal setting. In 2020, 57 students received individual case management. As a result, 40 of them applied to FCC and six transitioned into credit programming and all placed into ENGL 101. Also, three of the students who received individual case management took courses as part of the Dual Enrollment High School Based program.

Goal 9 – Increase access, affordability, and student goal completion. (Standard IV)

Objective 2 of Goal 9 was “Enhance collaborative efforts between local high schools and FCC to develop early college access through dual enrollment initiatives.” During the fiscal year 2020 and as part of the SAT efforts, FCC staff invited their counterparts from the FCPS to establish an Early College program. These two entities collaborated to develop a new program of helping high school juniors and

seniors to take advantage of the possibility of taking college credits while in high school and graduate from their respective high schools and FCC at the same time. The collaboration resulted in the beginning of a cohort of 23 FCPS students representing 9 of the 10 local high schools to begin the Early College program in fall 2020. Twelve of the 23 (52%) students were identified with at least one underrepresented group: Free and Reduced Meal students (FARMS), students of color, ESL, first-generation, or students with disabilities.

The Office of Institutional Advancement & FCC Foundation, Inc. (OIA) focuses on building strong relationships and partnerships within the Frederick Community. During the coronavirus pandemic, efforts focused on supporting current students with emergency grants and scholarships to help them stay in school and manage the switch to online and hybrid classroom formats. Highlights included:

- **Student Success Funds:** Current students may self-apply for an emergency grant from the FCC Foundation to prevent them from dropping out of school. This is a once-a-year opportunity for a student to request up to \$1,500 for use to pay rent, utilities, medical bills, or books and supplies. They may also request \$25-\$50 for food or transportation needs once a semester.
- **New Scholarships:** Five new scholarships were established based on Donor's interests or supplemented with additional funds. These scholarships supported students majoring in history, nursing, or Science, Technology, Engineering, and Math (STEM), and one for students who are ineligible for financial aid.
- **Parents Lead Program:** This program aids parents in the pursuit of a college degree. Designed especially for financially eligible parents, the program provides specialized curriculum and advising services as well as scholarships for childcare while the parents attend classes, or for other costs associated with child rearing.

OIA/FCC Foundation Grants Received:

- **COVID-19 Community Consortium Emergency Grants** – Used to support emergency needs for students through the Student Success Fund program, and the purchase of N-95 masks for nursing students taking clinical practicums at the local hospital
- **Delaplaine Foundation**-Supported the Parents Lead Scholarships
- **Northrop Grumman Foundation**-Science and technology scholarships
- **M&T Bank Foundation**-Business Plan Contest scholarships
- **Maryland Bar Association**-Stipends for paralegal student internships in the Frederick County Circuit Court Self-Help Center
- **Rotary Club of Carroll Creek grant**- Project Forward Step Program scholarships to support single parents or displaced homemakers, and Hospitality, Culinary, and Tourism Institute scholarships
- **Women's Giving Circle Grants**-Managed by The Community Foundation of Frederick County for the Allied Health Academy, and Project Forward Step
- **Ausherman Family Foundation**-Matching grant for Student Success Fund and Building Trade scholarships
- **Personal Property Gifts:**
Gifts of personal property totaling approximately \$25,300 were accepted including three laptops with software, laboratory supplies, 3D printer, Salesforce software, artwork, and two short block engines and one transmission.

The increased support from the community to the College is reflected below in Table 16.

Table 16-FCC Foundation Contributions and Endowment Net Asset Value at Year's End¹, Fiscal Year 2017 to Fiscal Year 2020

	FY 2017	FY 2018	FY 2019	FY 2020
Foundation Contributions	\$1,738,892	\$585,974	\$722,561	\$1,052,567
Endowment Net Asset Value (at YE) ¹	\$10,502,871	\$11,132,020	\$11,643,549	\$16,316,898

¹. 'YE' = Year's End, which occurs on June 30 of the fiscal year.

The OIA & FCC Foundation Team has continued to collaborate and support SAT workgroups and the Financial Aid Team to develop new scholarships and programs to help students succeed. A total of \$863,392.51 was awarded to students in FY 2020, including five new scholarships. A summary of the total scholarships awards by program is presented in Table 17 below.

Table 17-FCC Foundation Scholarship Awards, July 1, 2019 – June 30, 2020

Scholarships	% of Total	Non-credit	Credit	Totals
Credit Scholarships	65.6%		566,324.07	566,324.07
Non-Credit/CEWD	5.3%	45,779.18		45,779.18
Music	7.6%	51,305.00	14,622.00	65,927.00
Parents Lead	6.8%		58,576.00	58,576.00
Athletic Scholarships	3.5%		30,277.93	30,277.93
Student Success	3.0%		25,816.42	25,816.42
PASS Developmental Grants	2.4%		21,000.00	21,000.00
Building Trades	2.2%	8,179.94	11,000.00	19,179.94
Project Forward Step	1.5%		13,250.00	13,250.00
Children's Center	1.3%		10,801.84	10,801.84
Allied Health	0.4%	3,267.13		3,267.13
Summer Scholarships	0.4%		3,193.00	3,193.00
Total Foundation Scholarship Expense	100%	108,531.25	754,861.26	863,392.51

Federal Grants

FCC received 13 grant awards during the period July 1, 2019 – June 30, 2020 for a total of \$4,665,920 which was 204% higher than the last fiscal year. FY 2020 grants included two awards from the U.S. Department of Education through the Higher Education Emergency Relief Fund. It is noteworthy to mention that FCC was one of the seven colleges selected for a 'College Success for Single Mothers' grant, intended to support the further development of institutional capacity to serve single mothers working toward college degrees. Federal grants are listed below in Table 18:

Table 18- Grants and Sponsored Projects Summary, July 1, 2019 – June 30, 2020

Funding Source: U.S. Department of Education, passed through Maryland Department of Education
Grant Program: Perkins Postsecondary – Maryland Career and Technology Education (CTE) Grants
Award Amount: \$81,385
Grant Period: 7/1/19 – 8/30/20
Purpose of Funds/Description: Awarded annually, Perkins funding supports Career and Technical Education programs identified in the FCC Perkins Local Plan. In FY 2020, a grant of \$81,385 enabled program improvements in the following areas: Hospitality, Culinary, and Tourism Institute; Respiratory Care; Surgical Technology; Television Production; Nursing; and the ASL Interpreter Program. The grant also supported marketing efforts for Health Sciences and targeted support services for special student populations through the Office of Adult Services, Multicultural Student Services, and Services for Students with Disabilities.

Funding Source: U.S. Department of Education, passed through Maryland Department of Education
Grant Program: Maryland Career and Technology Education (CTE) Grants – Reserve Fund (Perkins)
Award Amount: \$30,304
Grant Period: 7/1/19 – 8/30/20
Purpose of Funds/Description: In FY 2020, a \$30,304 Perkins Reserve Fund grant was awarded to support FCC projects in three areas: biotechnology; the Hospitality, Culinary and Tourism Institute (HCTI); and career exploration. Perkins Reserve funding allowed HCTI to participate in an accreditation site visit and take the final steps needed to achieve American Culinary Federation (ACF) Program Accreditation. Grants funds were also used to purchase equipment and supplies based on suggestions of the program’s advisory committee. With support from the Perkins Reserve Fund, FCC developed and implemented a campaign to market Career and Technology Education programs to incoming students so that fewer students default to the General Studies major.

Funding Source: U.S. Department of Education, passed through Maryland Department of Education
Grant Program: Career and Tech Ed (CTE) Program in Homeland Security and Emergency Preparedness
Award Amount: \$35,237
Grant Period: 7/1/19 – 8/30/20
Purpose of Funds/Description: For the seventh consecutive year, the Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) received funding to serve as the Maryland Postsecondary Affiliate for the Career and Technology Education (CTE) Program in Homeland Security and Emergency Preparedness (HSEP). In FY 2020, a grant of \$35,237 was awarded to support activities including HSEP program review, a one-day program evaluation and assessment workshop for HSEP stakeholders; revision of Geographic Information Systems (GIS) course guides and development of lesson plans; delivery of a one-day GIS training workshop to assist HSEP Information/Communications Technology pathway instructors to better understand the practices of GIS and the use of the Esri software; delivery of webinars on Administration of Justice course updates; and development of HSEP program promotional

materials. Additionally, grant funding supported the development of lesson plans to guide HSEP instructors through the instruction of the Foundations course which introduces students to the fields of homeland security and emergency management.

Funding Source: U.S. Department of Education, passed through Maryland Department of Education
Grant Program: Child Care Career and Professional Development Fund
Award Amount: \$58,269
Grant Period: 7/1/19 – 6/30/20
Purpose of Funds/Description: In FY 2020, FCC received an award of \$58,269 through the Child Care Career and Professional Development Fund program which helps students who work in licensed childcare pursue and complete degrees in Early Childhood Development A.A.S., Early Childhood Education A.A.T, and Elementary Education A.A.T. FY 2020 is the 13 th consecutive year FCC participated in this program and the grant funds were used to cover the cost of tuition, fees, and books for 17 students.

Funding Source: U.S. Department of Education, passed through Maryland Department of Education
Grant Program: Pathways to STEM Apprenticeship for High School Career and Technical Education (CTE) Students Grant
Award Amount: \$12,364
Grant Period: 9/15/19 – 8/30/20
Purpose of Funds/Description: A grant of \$12,364 through the Pathways to STEM Apprenticeship for High School CTE Students program enabled FCC to develop an apprenticeship website and create a STEM marketing campaign consisting of postcard mailers and social media posts. Grants funds also supported the creation of table top popups, banners, flyers and folders to be used at conferences and speaking engagements.

Funding Source: U.S. Department of Education and State of Maryland, passed through Maryland Department of Labor
Grant Program: Consolidated Adult Education and Family Literacy Services Program
Award Amount: \$918,081
Grant Period: 7/1/19 – 6/30/20
Purpose of Funds/Description: Through the Consolidated Adult Education and Family Literacy Services program, Maryland Department of Labor braids federal and state funding to support local programs in in adult basic and secondary education, English language acquisition, and civics education. In FY 2020, FCC received a grant of \$918,081 to provide these programs in Frederick County. This was the 10 th consecutive year FCC received an award under the Consolidated Adult Education and Family Literacy Services program.

Funding Source: National Science Foundation
Grant Program: Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)
Award Amount: \$637,097
Grant Period: 8/1/19 – 7/31/24
Purpose of Funds/Description: In FY 2020, FCC received a five-year, \$637,097 grant from the National Science Foundation through the Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program. This grant funds the FCC STEM Scholars

program, which will provide a scholarship of up to \$6,500 for three cohorts of 10 low-income, academically talented STEM students. When combined with Pell and other financial aid, the STEM Scholar funds are intended to cover up to \$13,000 toward the cost of attendance. Students will receive a faculty mentor, participate in STEM-related cohort activities, and enroll in a series of one credit seminars designed to help them identify STEM related careers and the skills needed to be successful in STEM fields.

Funding Source: National Science Foundation; Prime Recipient: Hood College
Grant Program: Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)
Subaward Amount: \$2,402
Grant Period: 6/1/21 – 5/31/23
Purpose of Funds/Description: In FY2020, FCC was awarded a two-year subgrant from Hood College to support its National Science Foundation-funded program called “Interdisciplinary STEM Education and Mentoring for Transitioning to STEM Success.” Beginning in 2021, FCC will partner with Hood by identifying strong STEM majors for transfer and assisting with recruitment and STEM event planning.

Funding Source: National Institute of Standards and Technology (NIST), U.S. Dept. of Commerce
Passed through: National Institute for Innovation in Manufacturing Biopharmaceuticals (NIIMBL)
Grant Program: Project Call 2.2W (Workforce)
Award Amount: \$5,808
Grant Period: 2/3/20 – 8/2/21
Purpose of Funds/Description: In FY 2020, FCC joined the University of Maryland, North Carolina State University, Solano College, International Academy of Automation Engineering, Inc., and several industry partners on a project funded through the National Institute for Innovation in Manufacturing Biopharmaceuticals (NIIMBL). Through this NIIMBL grant, FCC supports the SPIDER 2.0 Advanced Automation Training Program by providing input into bio manufacturing course development and delivery.

Funding Source: U.S. Department of State, passed through World Learning
Grant Program: Capacity Building Program for U.S. Study Abroad
Award Amount: \$34,985
Grant Period: 8/1/19 – 6/30/20
Purpose of Funds/Description: FCC was awarded a grant of \$34,985 from World Learning through the Capacity Building Program for U.S. Study Abroad (CBPSA) funded by the U.S. Department of State. Through the CBPSA grant, FCC funded course development stipends, professional development, and exploratory travel to Ghana for four faculty. As a result of this project, FCC faculty developed four new study abroad courses that will meet General Education or Program requirements for over 1,000 students in the departments of English, Sociology, Communications, and Nursing.

Funding Source: U.S. Department of Homeland Security, Federal Emergency Management Agency
Grant Program: Homeland Security National Training Program, Continuing Training Grants
Award Amount: \$1,000,000

Grant Period: 9/1/19 – 8/31/22
Purpose of Funds/Description: FCC and the Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS) were awarded a three-year, \$1,000,000 grant from the U.S. Department of Homeland Security to deliver a two-course training series through the Homeland Security National Training Program. Through this project, MACEM&PS will help key stakeholders across the country develop, facilitate, and cultivate resilient supply chain networks within their communities. This is MACEM&PS' third training project funded through this Federal grant program.

Funding Source: U.S. Department of Education
Grant Program: Higher Education Emergency Relief Fund – Emergency Financial Aid Grants to Students under the Coronavirus Aid, Relief, and Economic Security (CARES) Act
Award Amount: \$925,945
Grant Period: 4/25/20 – 4/24/21
Purpose of Funds/Description: FCC was awarded a grant of \$925,945 from the U.S. Department of Education under the Higher Education Emergency Relief Fund. This funding will be used to provide emergency financial aid to students who incurred additional expenses because of the disruption to campus operations due to the coronavirus pandemic.

Funding Source: U.S. Department of Education
Grant Program: Institutional Portion of the Higher Education Emergency Relief Fund Formula Grants under the Coronavirus Aid, Relief, and Economic Security (CARES) Act
Award Amount: \$925,945
Grant Period: 6/2/20 – 6/1/21
Purpose of Funds/Description: FCC was awarded a grant of \$925,945 from the U.S. Department of Education under the Higher Education Emergency Relief Fund to cover institutional costs associated with significant changes to the delivery of instruction due to the coronavirus pandemic.

Funding Source: U.S. Department of Education, passed through Maryland Department of Education and administered by Maryland Higher Education Commission
Grant Program: Governor's Emergency Education Relief Fund
Award Amount: \$399,162
Grant Period: 7/1/20 – 9/30/21 (this award period begins in FY 2021, but an initial agreement was signed in June 2020)
Purpose of Funds/Description: FCC received an award of \$399,162 through the Governor's Emergency Education Relief (GEER) Fund to support workforce development and continuing professional education leading to government or industry-required certification or licensure, with a focus on serving individuals impacted by the coronavirus pandemic through loss of employment.

Sponsor: National College Transition Network
Program: College Success for Single Mothers
Funding: \$10,000
Grant Period: 7/1/20 – 12/31/22
Description: In FY 2020, FCC was selected to participate in the College Success for Single Mothers project. With support and guidance from the project facilitator, the National College Transition Network, FCC will establish a Task Force that will work to identify the needs of

single mother students and develop an action plan to develop key practices and services to address their needs. FCC will receive a \$10,000 institutional stipend for participating in the project.

Funding Source: Northeast Beef Promotion Initiative
Grant Program: Beef in the Classroom
Award Amount: \$500
Grant Period: 2/1/20 – 5/31/20
Purpose of Funds/Description: Culinary instructors used this grant funding to provide in-depth instruction to Culinary 2 students. By taking a deeper dive into the primal and sub primal cuts of beef, FCC was able educate students on understanding where a cut of meat comes and its importance when cooking meat. Students learned the proper preparation method (braising, stewing, grilling, broiling, etc.) to assure that the meat is cooked to the correct temperature and presented at its best possible flavor and texture.

CARES Act

The CARES Act was passed by Congress and signed into law on March 27, 2020 to provide economic relief to sectors of the United States that were significantly impacted by the COVID-19 pandemic. One section of the CARES Act established the Higher Education Emergency Relief Fund (HEERF), which allocates money to colleges to apply for and use in two ways. The first half of the allocation is for emergency financial aid grants to students for expenses they incurred related to the disruption of their studies from March 13, 2020 to the end of the grant period, which is April 24, 2021 for FCC. In order to receive an emergency financial aid grant a student must be eligible to participate in programs under Section 484 in Title IV of the Higher Education Act of 1965.

The second half of the allocation is to institutions to offset costs directly related to the transition to remote instruction and operations, and to better prepare institutions to instruct and operate remotely through the pandemic. Both allocations have strict guidance and reporting requirements, the clearest of which is that institutions must use at least 50% of their HEERF dollars for direct aid to students.

As noted in the list of grants above, the College received \$925,945 for emergency financial aid grants to students and \$925,945 for institutional relief grant funds. The grant period for both allocations ends on April 24, 2020. The College is in the process of allocating the financial aid grants to students who are qualified to receive funds and is cautiously drawing down institutional funds to offset qualified expenditures related to the impact of the COVID-19 pandemic. The progress the College has made related to CARES Act grant funding can be found by following this link: ([FCC CARES ACT](#)).

Financial Aid

On average over the last four fiscal years, the Financial Aid Office awarded Federal Pell grants to 18.9% of FCC students. During the same period from FY 2016 – FY 2019, on average, 34.3% of FCC students received some type of financial aid, see Table 19 below. This total includes grants, scholarships, and loans. This percentage is calculated based on the total unduplicated headcount each fiscal year. It is important to note that the total unduplicated headcount number used to calculate the data for Table 19 does not include dual enrollment students. Dual enrolled students are not eligible for Pell Grants and most other financial aid programs. Financial aid outreach is important for our students. The financial aid office participates each year in several outreach activities and has collaborated with The Community Foundation of Frederick County to provide events at FCPS, and on the main FCC campus to assist students in the completion of the FAFSA.

Table 19-Financial Aid Recipients by Percent of Total, FY 2016-2019

	FY 2016	FY 2017	FY 2018	FY 2019
Credit Students Receiving Pell Grants	20.3%	18.5%	18.1%	18.8%
Credit Students Receiving Loans, Scholarships, and/or Need-Based Financial Aid	35.4%	33.6%	33.0%	35.3%

CONCLUSION

FCC is committed to continuous improvement and every achievement noted in this report was accomplished through broad collaboration. The IE Team thanks the President and the members of the College Community for their support in producing this report. The Board of Trustees is acknowledged for the significant role that they play in all our efforts to improve the institutional effectiveness of the College.