

Institutional Effectiveness Report

Fiscal Year 2022



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 FCC Forward 2020-2025.

The development of the IE Report begins in September with the preparation of the Maryland Higher Education Commission (MHEC) Performance Accountability Report (PAR) and is submitted for information to the FCC Board of Trustees (BOT) and is then posted on the College website for public consumption. The College makes available to the public the most recent [IE Report](#) on the “About” page of the College webpage, and three prior year [IE Reports](#) on the Office of Planning, Assessment, and Institutional Research (OPAIR) webpage.

The 2021 IE Report ended with the retirement of President Elizabeth Burmaster on July 31, 2021. The 2022 IE report starts with the beginning of the one-year interim assignment of Dr. Thomas H. Powell, who served as Interim President of FCC from August 1, 2021 through June 31, 2022. A national search was conducted in FY 2022 to select a new president to move the College forward and Frederick Community College welcomed Dr. Annesa Cheek as its 11th President on July 1, 2022.

The scope of the FY 2022 IE Report covers the period from July 1, 2021 to June 30, 2022.

The 2022 IE Report was prepared by Dr. Gohar Farahani, Executive Director for Planning and Institutional Effectiveness, who served as Project Manager, and submitted by Gerald Boyd, Special Assistant to the President for IE, as Editor, with support from the Institutional Effectiveness Team.

STATUS OF FCC FORWARD 2022-2025

The primary focus of the 2022 Institutional Effectiveness (IE) Report assesses the Strategic Plan for Frederick Community College (FCC or the College). The [Strategic Plan: FCC Forward, 2020-2025](#) (FCC Forward) includes the Board of Trustees (BOT) approved strategic goals and objectives for the College and covers a five-year period. FCC Forward serves to support the mission of the College, which is *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.*

FY 2022 marked the second year of FCC Forward. This report is a summary and assessment of activities and outcomes of the College in relation to each of the objectives that comprised *FCC Forward* in FY 2022. Each goal includes a direct link to Standards required by the Middle States Commission on Higher Education (MSCHE) within brackets, demonstrating the interconnectivity between the strategic plan and MSCHE Standards for Accreditation (13th edition).

The following are the goals outlined in FCC Forward:

- Goal I: Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. [MSCHE Standards III and V]
- Goal II: Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems. [MSCHE Standard IV]
- Goal III: Lead the College with excellence, transparency, and accountability. [MSCHE Standards II, VII, VI]
- Goal IV: Ensure the fiscal stability and sustainability of the College. [MSCHE Standards II, VII, VI]

Each goal includes objectives, which are expanded upon in the report.

Goal I: Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. [MSCHE Standards III and V]

Ensure that students develop the skills, awareness, and knowledge needed to achieve their academic, professional, and/or personal goals.

Student Affairs

Student Affairs is a Team within the College that supports students from prospect to and beyond graduation. This Team established the Welcome and Information Center in FY 2022 to provide services to prospective and continuing students and effectively steward them from enrollment through completion. The goal of the Center is to ensure that students understand the enrollment process and provides information and resources to support a seamless enrollment experience. As a result, the Admissions Department held 80 recruitment events that yielded 6,718 applications. In addition, the Department increased access for undocumented students by redesigning the online new student application by eliminating the need to enter a social security number, which can be a barrier to applying for this student group. Moreover, the Admissions Department hired a recruiter who is fluent in Spanish in order for the College to address the needs of an increasingly growing population in Frederick County. The recruiter works specifically with underrepresented populations and community organizations to increase access to FCC for these students.

The Student Success Programs Office was established in FY 2022. The office was designed to eliminate the duplication of resources and reach more students from underrepresented populations such as non-traditional, first-generation, students of color, and students who are parents or caregivers. The office supports successful degree completion, transfer, and job placement of students by providing access to success coaching, peer support, and referrals to resources. The office also continues to focus on recruiting first-generation students through its Partnership to Achieving Student Success (PASS), which hosts an annual summer academy where new and incoming students receive transitional and academic support through their first year. Among the 26 participants in the PASS Summer Academy, 100% strongly agreed/agreed that the program was worthwhile and met their expectations. Also, Student Success enrolled nine participants from the PASS Summer Academy in the 15-to-Finish Program, which is designed to ensure students maintain momentum in credit accumulation through financial support from the FCC Foundation.

General Education Core Assessment of Student Learning

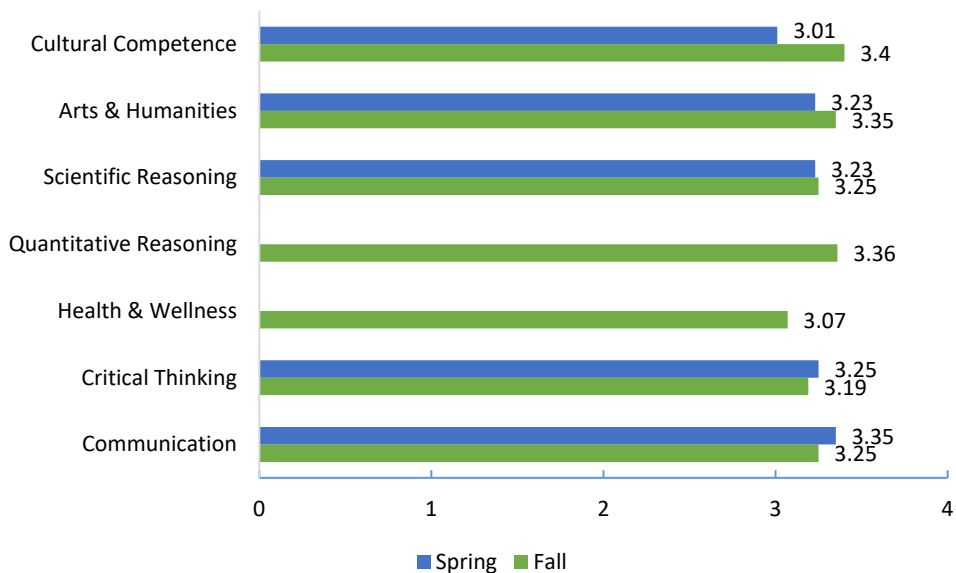
One of the ways FCC ensures that students have the fundamental knowledge, skills, and values that are essential to the study of academic disciplines, to the pursuit of life-long learning, and the development of educated members of the community and the world is to be introduced to the General Education Core. The College assesses its ten general education goals on a 5-year cycle.

The General Education Core includes 10 goals that demonstrate that students:

- Demonstrate college-level communications skills. (Communication)
- Demonstrate critical thinking skills. (Critical Thinking)
- Demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate. (Systems-Thinking)
- Demonstrate quantitative problem-solving. (Quantitative Reasoning)
- Apply scientific reasoning. (Scientific Reasoning)
- Demonstrate technological competence. (Technological Competence)
- Interpret and apply academic, professional, and civic ethics. (Ethics)
- Make informed critical responses to the visual, performing and literary arts and to the human values expressed in all art forms. (Arts & Humanities)
- Evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness. (Health & Wellness)
- Demonstrate cultural competence. (Cultural Competence)

Each year, faculty members assess the assigned general education goals that align with their courses using a standardized rubric. The scale used for this assessment process includes: 1) *Undeveloped*, 2) *Developing*, 3) *Competent*, and 4) *Accomplished*. Data are aggregated for each course and then pooled for the semester/fiscal year to determine the overall average achievement in the General Education Core between 1 and 4. For example, an average overall score of 3.2 would approximate that the overall student population demonstrated a competent level of achievement for a specific general education goal. The data show that students have demonstrated a score of 3.0 or greater on all goals assessed within the FY. In FY22, 7 of the 10 General Education Core Goals were assessed, as shown in Figure 1.

Figure 1-General Education Core Assessment Averages by General Education Goal, Fall 2021 and Spring 2022 (Credit)



The data for Spring 2022 for Health & Wellness and Quantitative Reasoning were not included in the figure above. These two general education goals were not assessed in spring due to the need for faculty to adapt instruction using the [instructional formats](#) developed in the COVID-19 pandemic. Social Sciences, Ethics, and Technological Competence goals will be assessed in FY 2023.

Continuing Education and Workforce Development Student Learning Opportunities

Continuing Education and Workforce Development (CEWD) developed the following courses and strategies to open up opportunities for Basic ESL to Targeted ESL, and GED students.

- **Bridge to Business Careers**
 This grant-funded course caters to Basic ESL, Targeted ESL, and GED students. The course is currently being piloted and aims to teach students the skills needed to succeed as administrative assistants or entry-level accounts. After finishing this bridge course, students can enroll in the CEWD courses *Administrative Assistant Fundamentals* or *Accounting Fundamentals*.
- **Reading for Bridge classes**
 This tag-along class is built into the various bridge classes (CDL, Business, Healthcare). The class aims to help students improve their reading skills to prepare them for college placement testing and extensive course reading assignments. Using Open Education Resources (OER) such as CommonLit and Read Works, students complete reading assignments that build vocabulary, reading comprehension, and reading strategies to succeed in credit and CEWD classes.
- **Supplemental Classes and Open Lab Opportunities**
 In FY 2022, additional class opportunities like *Conversation* and *Supplemental Math* were offered for grant-funded ESL and GED students. In addition, a space for tutoring services for grant-funded ESL and GED students with instructor and Lab Coordinator assistance was designed in the Open Lab of the Learning Commons. The classes and expanded tutoring opportunities continue to allow students to practice speaking, listening, computer skills, digital literacy, math, and reading using grant funds.
- **Student Book Club**
 An instructor-led book club was initiated in FY 2022 as a supplemental activity for ESL students to participate remotely via Zoom. The book club was designed to support student retention and boost reading skills. It was held in the fall and the spring. Students met weekly for a duration of

4-5 weeks to read and discuss a novel. The novels chosen for the book club were *The Alchemist* and *The House on Mango Street*.

Academic Operations

FCC continued using Student Alerts for credit students in FY 2022, a process developed in 2018 by a cross-institutional workgroup. In Spring 2020, the Mathematics department converted a new faculty position into a Success Outreach and Retention (SOAR) coordinator. The SOAR coordinator worked with faculty at all levels to help respond to and triage students receiving success alerts. The timely implementation of this process helped the College when the transition to remote learning began in the Spring of 2020. FCC faculty were familiar with the new alert system and used it extensively. In addition, when Higher Education Emergency Relief Funds (HEERF) funding provided as part of a Federal COVID-19 funding relief effort became available, three additional departments utilized funding to create SOAR coordinators in their departments. FCC has sustained these commitments beyond the HEERF funding.

Overall results have been positive, as FCC has seen increases in the frequency and efficacy of success alerts. In addition, the increased attention and routinization of the process has seen gains across the College and has ensured that full-time and adjunct faculty are comfortable and familiar with their use. For FY 22, a total of 6,649 alerts were issued (3,555 in Fall 2021 and 3,094 in Spring 2022) to the students. FY 2019 (pre-COVID) had a total of 3,768 alerts, FY 2020 (Start of COVID) had 6,353 and FY 2021 had 7,906. Comparing FY 2019 to FY 2022, there was a 76% increase in the use of Student Alerts. The increase in the use of Student Alerts is even more noteworthy when factoring in the -12% decline in enrollment. In addition, the percentage of all faculty using the alert system has increased every semester, with 70% using the system in fall 2021 and 65% in Spring 2022.

Strengthen faculty and staff technology skills, cultural competence, instructional effectiveness, leadership, and innovation

The College has worked to strengthen and expand the culturally responsive practices of faculty through the 2021-2022 Equity Scholars Institute held in Summer 2022. Fourteen scholars completed a 7-week intensive training program that guided the faculty through transforming their course syllabi and assignments. They met throughout the fall and spring semesters to collaborate, discuss their experiences, and share ideas with their cohorts. In January 2022, all faculty and administrative leaders received further training on core equity concepts through the AACEWD Leadership Institute. In spring 2022, the Equity Scholars shared all they had learned throughout the experience inside and outside of FCC. A group of Equity Scholars presented their experiences externally at the Association of Faculties for the Advancement of Community College Teaching (AFACCT), an association of and for Maryland community college faculty members. Additionally, the Equity Scholars presented their experiences at FCC's January professional development program. In February and March 2022, Scholars visited their departments to listen to racial equity initiatives (REI) and provided feedback and suggestions on approaching departmental REI plans from a culturally responsive and equitable lens. The second cohort of Equity Scholars participated in training in June of 2022.

The Online Learning and Instruction Innovation (OLII) area adopted several initiatives to improve the day-to-day efficiency and satisfaction of students and faculty using technology, especially in response to the global pandemic. For example, they created an IT Help Desk BlackBoard course with frequently asked questions (FAQs) and flowcharts to assist IT staff working with students and faculty reporting

issues with the learning management system (LMS). In addition, they coordinated with the IT help desk staff via Microsoft Teams to triage technology issues for students and faculty so they could get the assistance they needed as quickly as possible.

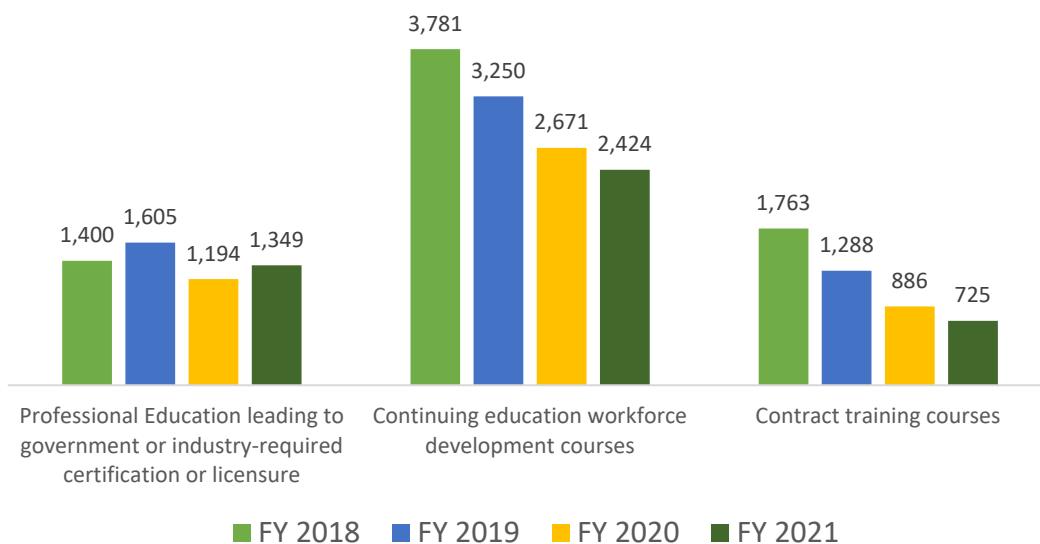
During professional development week in January of 2022, the Health Science Department collectively completed the Foundations of Interprofessional Education and Practice 3-day training course, resulting in each attendee receiving a digital badge. Twenty-five digital badges were provided. The result of the training session was a focused plan to develop interprofessional simulations for use within the Health Science programs.

Cultivate and strengthen programs and partnerships that support the educational, workforce, and economic development needs of Frederick County, and regional and national partners, with a focus on high-demand career, technical, and transfer programs

CEWD Programming

CEWD offers three types of workforce-related courses grouped under Professional Education, Continuing Education, and Contract Training. All of these segments are intended to provide support to community employers and students through workforce development training. Figure 2 below shows the registration of students who took courses in these three segments. FY 2022 showed a slight improvement in Professional Education enrollment; however, there continues to be a decline in both Continuing Education and Contract Training courses. Enrollment in these primarily face-to-face and “hands on” courses were exacerbated by the COVID-19 pandemic. In FY 22, there were 506 workforce completer students who completed their certifications in 28 programs.

Figure 2- Registration in the workforce and economic development needs of Frederick County, FY 2022.



FCC continually scans regional, community, and workforce employment data through the program review process and in collaboration with program advisory committees. The College is responsive to individual and industry requests for new programming. The colocation of the American Job Center and Frederick County Workforce Services (FCWS) within the FCC Monroe Center provides opportunities for collaboration in service of FCWS clients. FCC participates in monthly “partners” meetings with WIOA agencies and convened the annual Workforce Innovation and Opportunity Act (WIOA) meeting on May 6, 2022, at the FCC Conference Center. Community partners meetings included representatives

from Economic Development, Frederick County Workforce Services, and the Maryland Department of Labor. FCC has used the meetings as a way to understand community needs and to develop new programs for areas that offer credentials that directly align with high-wage, in-demand, and high-skill occupations as identified by the Maryland State Department of Education and Maryland Workforce Exchange. In addition, in 2021-2022, the first noncredit program advisory committee meetings were held in the Healthcare Careers and Logistics & Production Technology programs, connecting local industries to our programs.

One result of the Partners meetings was the development of the Biotech Boot Camp, funded by FCWS and modeled on a similar program from Montgomery County. CEWD partnered with FCC Biotechnology faculty teaching credit courses to develop this Biotech Boot Camp. FCWS advertises the training, recruits and assesses applicants, and pays for the training, which is free for students. Each of the first class of 13 completers were awarded jobs in local Biotech companies. A second cohort completed their training in June of 2022. The area is exploring alternative sites for the training, including the Frederick Innovation and Technical Center, Inc. (FITCI), to enable the camp to run more frequently, as the Biotechnology Lab on campus is utilized for credit coursework and thus not regularly available.

The program advisory committee has a significant role in program development and in maintaining the relevancy of the curriculum for the workforce needs in Frederick County. The College hosted the program advisory committees, each convening at least twice a year. Program advisory committees are established in the areas presented in the table below, with the new committees identified with an asterisk.

Table 1- List of Program Advisory Committees, FY 2021-2022

Credit Advisory	
Construction & Applied Technologies	Health & Exercise Science
Hospitality, Culinary, Tourism	Medical Assistant
Healthcare Careers*	Nursing
Logistics & Production*	Physical Therapy Assistant*
Criminal Justice	Respiratory Care
Emergency Management	Surgical Technology
Fire Service Administration	Addictions Counseling
Police Science	American Sign Language
Biotechnology	Early Childhood Careers
Accounting	Film & Video Production
Business Studies	Graphic Design
Computer Sciences, Cybersecurity, & IT	Music Technology
Legal Studies	
CEWD Advisory	
Frederick County Workforce Development Board	Senior Services Advisory Board of Frederick County
Frederick County WIOA Partners	Transportation, Distribution & Logistics Advisory

Frederick County Public Schools / Frederick Community College Executive Steering Committee	Elder Service Provider Council of Frederick
FCPS Blueprint for Maryland's Future CTE Subcommittee	MCCACET Community Education Advisory Group
Maryland Community College Association for Continuing Education & Training (MCCACET)	Elder Service Provider Council of Frederick

In FY 2022, one of the objectives for AACEWD was to “*Develop clear articulation agreements for specific academic programs with Hood College and Mount St. Mary’s University.*” The College maintains three formal agreements with Hood College that help students transfer with two memoranda of understanding, one of which provides a tuition discount when transferring to Hood College, and another agreement for the Honors program students. In addition, there is a 2+2 transfer agreement where students complete their associate degree at FCC and transfer to complete a four-year degree at another college/university. Specifically, FCC students in Human Services transferring from FCC to Hood College can apply credits toward their Bachelor of Arts in Social Work.

The College maintains 15 agreements with Mount St Mary’s University and maintains 2+2 programmatic agreements for psychology, STEM, Cybersecurity, Arts & Humanities, Social Sciences, Accounting, Business, Biology, Chemistry, Communications, Human Services, Criminal Justice, Elementary Education/Elementary Special Education, Honors College, and Pre-Health Professions students. These 2+2 agreements allow students to transfer up to 75 credits as long as they meet the GPA requirements and graduate from FCC. Also, the College has an overarching Memorandum of Understanding which currently qualifies students for a 20% tuition discount to attend the Mount St. Mary’s Frederick Campus.

Eliminate the achievement and opportunity gaps for underrepresented students and emerging populations

In July of 2022, the College developed several dashboards related to access and success with identifiable filters for underrepresented students allowing all employees to use disaggregated data to help reduce achievement and equity gaps.

All academic departments were given a broad array of College-wide and departmental data on student success and equity. After training in dashboards, each Program Chair and Manager was asked to analyze their equity data to inform AACEWD’s larger equity initiatives. This process was repeated in the spring of 2022, and initiatives to address racial equity gaps were identified. See Table 2 below.

Table 2- AACEWD Racial Equity Intervention Initiatives, Spring 2022

Academic Departments	Racial Equity Interventions Initiatives
English	<ul style="list-style-type: none"> Update ONL / SR 101 Blackboard template with Culturally Responsive Teaching strategies
Health Sciences Department	<ul style="list-style-type: none"> Low enrollment of all minority populations in all healthcare programs A notable trend is that our Black and Latino/Latina students are not as successful once they are enrolled in the program

Honors College	<ul style="list-style-type: none"> • Students of Latin descent have the highest success rate in the Honors College program. • Consider intentionally recruiting strong students of color to the Honors College program.
MACEM & Public Safety	<ul style="list-style-type: none"> • The data shows success for all demographic groups. However, Black, Latinx, and Asian students are not entering the public safety program at rates that reflect our local community. • Entries are in keeping with the public safety service professional community. • External and internal environmental scans conducted
Math	<ul style="list-style-type: none"> • Culturally relevant projects, build in opportunities for student choice • Culturally Responsive Teaching (CRT Scholar plays a role in helping instructors)
Science	<ul style="list-style-type: none"> • The equity gap is approximately 6-10% for FCC as an institution. The equity gap is approximately 7-9% for the Science Department. • BARRIER: Inequity of grading policies. This may include: <ul style="list-style-type: none"> • High-stakes multiple-choice exams that determine a large portion of the course grade • Inflexible deadlines and late penalties that do not consider factors outside of a student's control
Social Sciences and Education Department	<ul style="list-style-type: none"> • Course policies-i.e., late policies & redo work (CRT work) and accessible online office hours (needs more clarity on offering those) • Syllabi lack of inclusivity and justice statement. • Prior knowledge and college prep that not all groups have access to, • Lack of culturally relevant content • Online content not being provided in multiple contexts- recorded lectures, power points, demonstration videos.

All CEWD programs reviewed racial equity program access data at Program Review & Planning meetings in October of 2022. As a result, staff created action items designed to reduce equity gaps in some program areas with identified gaps.

Meanwhile, CEWD program administrators were asked to review and interpret data related to their programs to identify access issues. In some cases, the reported data did not provide sufficient data to understand student enrollment patterns, and additional disaggregated data was sought. The analysis of the data by each Department was an opportunity to review and reflect on where there were gaps in representation across gender and ethnicity/race. Departments identified gaps based on the diversity of the students and their need to focus improvement on using culturally responsive teaching, diversifying the adjunct pool, and making curricular changes.

The following are some of the initiatives that were completed in academic departments in FY 2022.

- Drafted specific interventions plan to close the equity gap, specifically in the courses with the highest failure rate.
- Incorporated nationally acknowledged factors from research data that demonstrate areas where many colleges demonstrate equity gaps. These factors address seven areas: a) concerns with curriculum, b) financial factors, c) institutional belonging/friendship factors, d) classroom/faculty factors including culturally responsive teaching, e) freedom to learn from failure, f) functional factors such as student leadership, engagement, and orientation, and g) fondness factors that assist students in being able to see themselves in their chosen field of study, treating students as essential, and celebrating student success and culture.

- Provided educational development for faculty and staff on equity topics, including equity versus equality, deficit thinking, culturally responsive teaching, and equity-mindedness in grading, assignments, and learning assessment.
- Developed the Equity Scholars program to train faculty and staff in culturally responsive teaching. Scholars were selected to include representation from all academic departments, with 23 Equity Scholars trained.
- Conducted a formal assessment of the equity gap in each academic Department, resulting in a department-wide intervention plan.

The Racial Equity Strategic Action Team (RESAT), included 47 staff and faculty from teams across the College, continued with their efforts to close the equity gap. RESAT asked all members to read the book *Power, Privilege, and Difference*, by Allan Johnson to inform the committee’s work. Each meeting began by discussing the book with an external facilitator. In FY 2022, RESAT worked within the larger context of strategic change and assessment with the following charges:

- Implementing racial equity practices in professional development and human resources
- Implementing racial equity practices through institutional interventions
- Utilizing racial equity practices to improve the student experience
- Ensuring Black and Latinx students have equitable access and success in dual enrollment
- Applying racial equity benchmarks to inform practice and programming
- Utilizing high-impact practices in academic affairs
- Encountered challenges in maintaining subcommittee leadership and activity

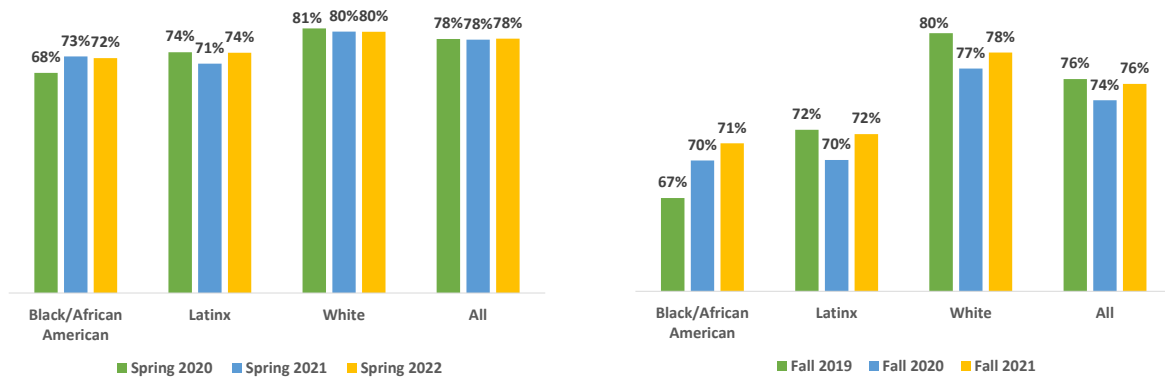
Table 3 shows the chronological plans of the Team to close the equity gap in access and success:

Table 3-Chronological Plans of RESAT, 2019, 2027

Period(s)	Goals
2019 and 2020	Strategic Action Team charged to develop a college-wide plan to close the opportunity and achievement gap and implement racial equity interventions to close gaps.
2021	Board of Trustees approved key performance indicators (KPI), benchmarks, and accountable staff to reach the goals by 2027.
2022	RESAT established benchmarking subcommittee and a process for engaging, accountable staff; begins meeting as a group.
2023	RESAT set team goals for the fiscal year: <ol style="list-style-type: none"> 1) Have fleshed out initiatives, data collection, and assessment methodologies; 2) Have committee roles filled, including more membership outside of Academic Affairs, Continuing Education, and Workforce Development, and 3) Make measurable progress on 50% of initiatives.
2024 – 2027	Make measurable progress on 100% of initiatives for reporting.
2027	Benchmark gaps are closed as a result of RESAT interventions.

Course success data show that, although the equity gap is narrowing for Black/African American and Latinx students, the success rate for these two groups is lower than for White students and the overall College average. See Figure 3 below.

Figure 3-Course Success Rate, Fall 2019-2021 & Spring 2020-2022



Dual students are not included.

Course Success = Grades of A, B, and C

The data for the racial equity indicators show that gaps exist in almost all of the indicators listed in Table 4 below. The pink cells suggest that the benchmarks have not been achieved, and the green shows that benchmarks have been achieved. FCC strives to achieve the benchmarks set for these indicators by 2025. The complete data is inserted in Appendix 1.

Table 4-Racial Equity Status, As of July 1, 2022

	Black/African American	Latinx
Successful-persist rate after four years for new students attempting 18+ credits in the first two years	Not Met	Met
Successful-persist rate after four years for all new students in the cohort	Not Met	Not Met
Graduation-transfer rate after four years: new students attempting 18+ credits in first two years	Not Met	Not Met
Graduation-transfer rate after four years: all new students in the cohort	Not Met	Not Met
150% Graduation Rate	Met	Not Met
Face to Face course failure rate	Not Met	Not Met
Online course failure rate	Met	Met
Hybrid course failure rate	Not Met	Not Met
Structured remote course failure rate	Not Met	Not Met
% of Adult Ed or ESOL students achieving at least one functioning level	Not Met	Not Met
% credit enrollment for FY age 15+	Met	Met
% CE enrollment for FY age 15+	Met	Met
% CE enrollment for FY ages 5-14	Not Met	Not Met
% credit students accessing Financial Aid	Met	Met

Pink = Benchmark not met	Green = Benchmark met
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In FY 2022, FCC maintained its per-credit tuition and fees rates at the same rates as in FY 2021, \$158.34. This tuition was largely consistent with the average per-credit (in-county) rate at other Maryland community colleges, \$160.00. The tuition and fees were at 48.0% of the Maryland state public universities rates, supporting the affordability of attending FCC. The total FCC, combined tuition and fees for 30 credits at FCC, were \$4,717 in FY 2022. This is less than half the average cost at the four-year public universities in Maryland, which was \$9,820. Figure 4 below compares the overall per semester, full-time tuition at peer institutions and the overall Maryland state public universities. FCC was more affordable than peer colleges in the state with the total semester tuition and fees at FCC at -3.91% less than the average peer institution. Figure 5 shows that FCC tuition and fees and the percent of tuition/fees compared to the Maryland public four-year institutions have been consistently lower than the peer colleges.

Figure 4-FCC and Peer institutions tuition/fees for Full-Time Students, FY 2019-2022

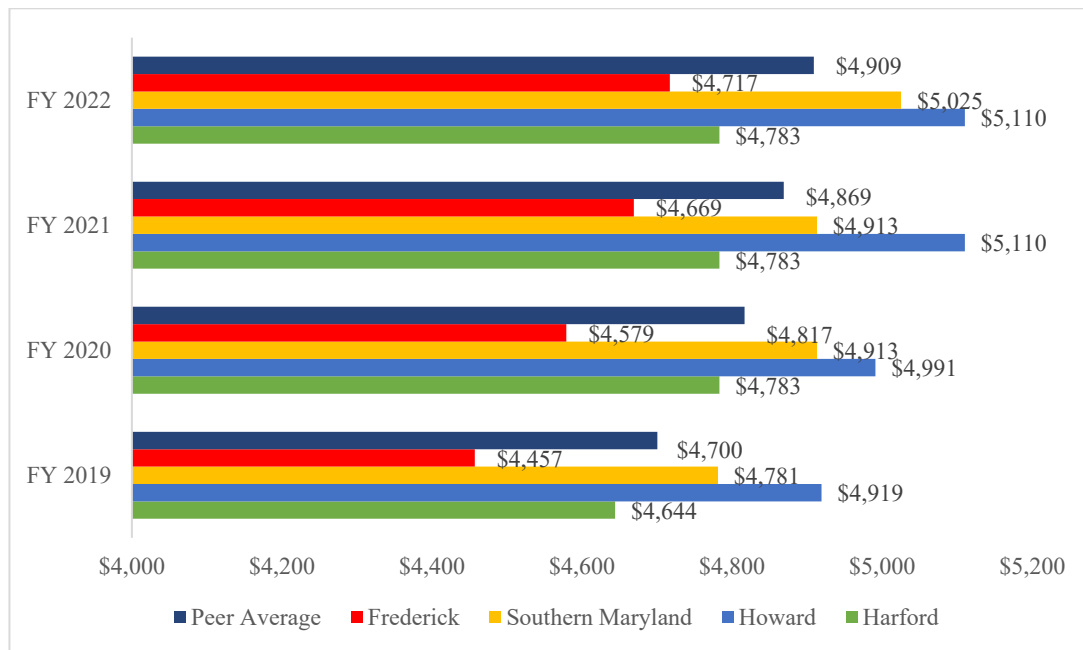
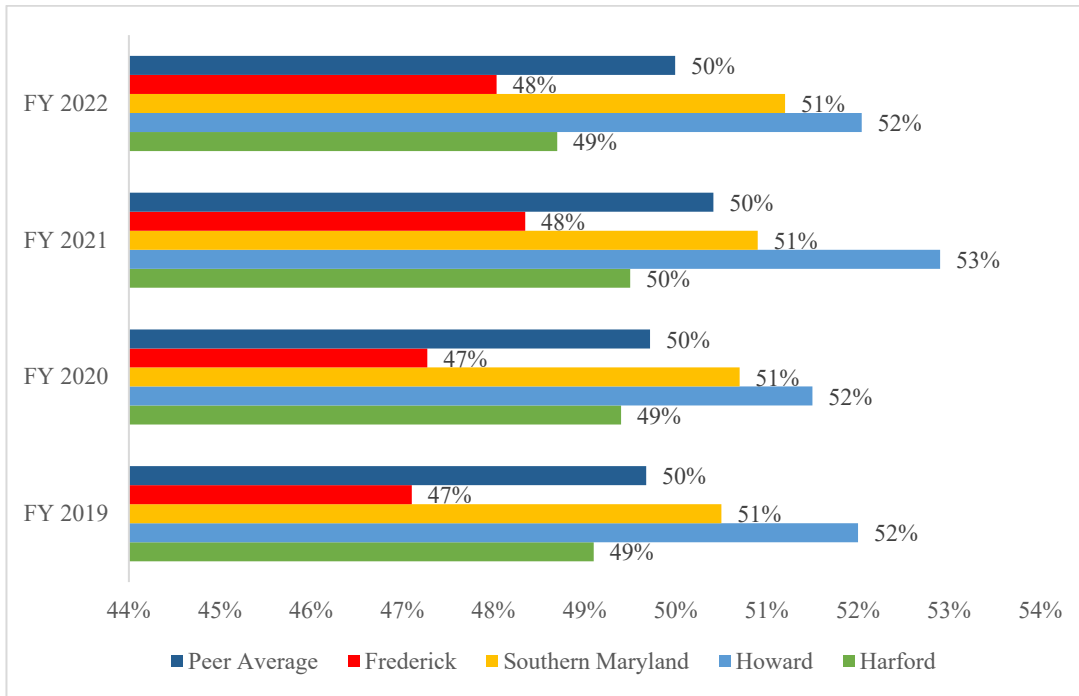


Figure 5-Percent of tuition/fees at Maryland Public Universities for Full-Time Students, FY 2019-2022



Increase student cultural and global competence through innovation and alignment of curricular and co-curricular programming

Student Leadership and Engagement

In FY 2022, FCC continued its commitment to Student Leadership and Engagement through partnerships with faculty, staff, students, and the community to expand student understanding and cultural awareness. In addition to the events listed in Table 5, FCC offered Drug and Alcohol Awareness and Recovery programming, Providing Volunteer and Community Service Opportunities for students and staff, United Way Day of Action, and Campus Volunteer Programs built around campus efforts to address food and housing insecurity.

Table 5-Student Leadership and Engagement Events, FY 2021-2022

Co-Curricular Speakers	
Wes Moore	Author, activities, public servant, Maryland Governor
Naima Costner	Best-selling author, What's Mine is Yours
Michelle Obama	A virtual conversation about her memoir, Becoming, with students from Maryland Community Colleges
A Panel from Know Your Rights	Immigration/racial profiling (ESL.)
Ronnie Taylor	Local author, educator, and trans activist
Beverly Tatum	Author of Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race
Reginald F Lewis	Program on Social Action related to new exhibit - Make Good Trouble:

Museum	Marching for Change
Weinberg Collaboration Events Free to Students and Staff	
Jon Meacham	Presidential historian and Pulitzer Prize-winning author
Terry Crews	Actor, artist, author, and activist
Temple Grandin	Professor, accomplished author, and leading animal welfare expert
Emmanuel Acho	Best-selling author, Emmy Award-winning sports analyst, and host of "Uncomfortable Conversations with A Black Man"
Vernice "FlyGirl" Armour	America's First Black Female Combat Pilot, Author, Former Marine, and law enforcement officer
Cultural and Social Impact Programming	
Global Education Weeks	Featured cultural theme months with food, music, tours, and bus trips
Bystander Intervention Training	Disrupting Bias
Suicide Prevention Walk	Out of the Darkness and Suicide Survivors Day events
LBGTQIA events	National Coming Out Day and PRIDE Month participation in County-wide Celebration

Provide quality academic support programs, resources, and services that meet teaching and learning needs in all learning environments

The Testing Center provided increased accessibility to services using technology tools and support systems by incorporating the following into its operations: Remote placement (Examity); remote Test of Essential Academic Skills (Proctorio); remote course testing (Honorlock); online self-registration for appointments (Registerblast); online Test Voucher Requests (Web Form); and online instructor exam submissions (RegisterBlast Faculty Portal and LibWizardTC Web Form).

An increase in Library funding allowed the Library to purchase resources such as streaming film/video databases (Swank, JOVE, Feature Films for Education) and to expand the ability to fulfill faculty requests for specific digital content to support instruction in their courses. In addition, funding for Library systems, such as the online guides and live chat system allow FCC to continue to provide the needed infrastructure to connect students to resources, live remote research help, and information literacy instruction synchronously and asynchronously.

As explained earlier in this report, Online Learning and Instruction Innovation (OLII) took on many initiatives to improve the day-to-day efficiency and satisfaction in using technology, especially in response to the global pandemic. OLII also created a training module for student club leaders, using the BlackBoard (LMS), to deliver club info to current and prospective members. The OLII staff redesigned the ticket system categories to see where areas of support are needed most to be proactive moving forward. The OLII area also coordinated a project to make Blackboard courses available to students earlier in the semester (1-week prior to the session start date). This requires faculty to have their Blackboard shell open with a welcome message and posted syllabi. Audits were made of structured remote and online courses, and appropriate follow-up was provided to faculty if the course was not yet open by the deadline.

Ensure that the design and use of the learning management system effectively supports student learning and instruction in all learning environments

The College conducted a Course Format student survey with 1,000 responses from April 13 to May 23rd, 2022. The results revealed that only 21% of students preferred Structured Remote (SR) courses compared to 50% in-person and 39% asynchronous online. Additionally, students had a lower success rate (71%) in SR courses compared to in-person (82%), online (75%), and hybrid (79%). While these data do not explicitly show the reasons why there may have been a lower interest in SR courses, and reasons for lower success rates, some anecdotal evidence has suggested that some of the issues may include a need for better pedagogical training in this online format, student issues with technology, and lack of clarity in expectations. While FCC continues to offer SR courses, investments in faculty training, course design, and student preparation for online learning have been made to improve course success rates for virtual instructional modalities.

Goal II: Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems. [MSCHE Standard IV]

Optimize enrollment in all learning environments with intentional focus on underrepresented and emerging populations by enhancing access, improving success, and accelerating completion

OPAIR designed several data dashboards with underrepresented and emerging population filters allowing users to disaggregate and analyze data with a clear lens on these populations. At the close of FY 21, seven dashboards were related to student enrollment and/or success outcomes and operations. At the conclusion of FY 2022, there were a total of 22. This marked a 214% increase in the number of dashboards available to College staff and faculty related to students and their outcomes. Of note are the following new dashboards with specific portions of the dashboards dedicated to minoritized student populations:

- FCC Student Enrollment
 - a. Credit Student Profile Report
 - b. Daily Enrollment Headcount Report
 - c. Semester Credit Headcount Trends
- Student Outcomes
 - a. Time to Graduation
 - b. Student Outcomes by Cohort Start
 - c. Graduating Class Profile
 - d. Credit Course Success Rate Equity Indicators
 - e. Gateway Course Success and Subsequent Progress
- Academic Operations
 - a. Total Credits, Drops, Withdrawals, and Audits
 - b. Longitudinal Course Modalities
- Student Access
 - a. Campus Student Population Diversity
 - b. Students with Disabilities Data
- Strategic Enrollment Management

- a. HS to FCC within 365 Days of HS Completion
- b. New Student Profile by Semester
- c. Fall Cohort Start Profile

Course Modality Preferences Survey

In Spring 2022, FCC conducted an online student survey of credit and CEWD students related to course modality preferences. The survey was emailed to the prospective students who applied and never registered, and to students who started but did not complete registration. The purpose of the survey was to optimize enrollment in all learning environments. Figures 6, 7, and 8 below show the preferences for course delivery.

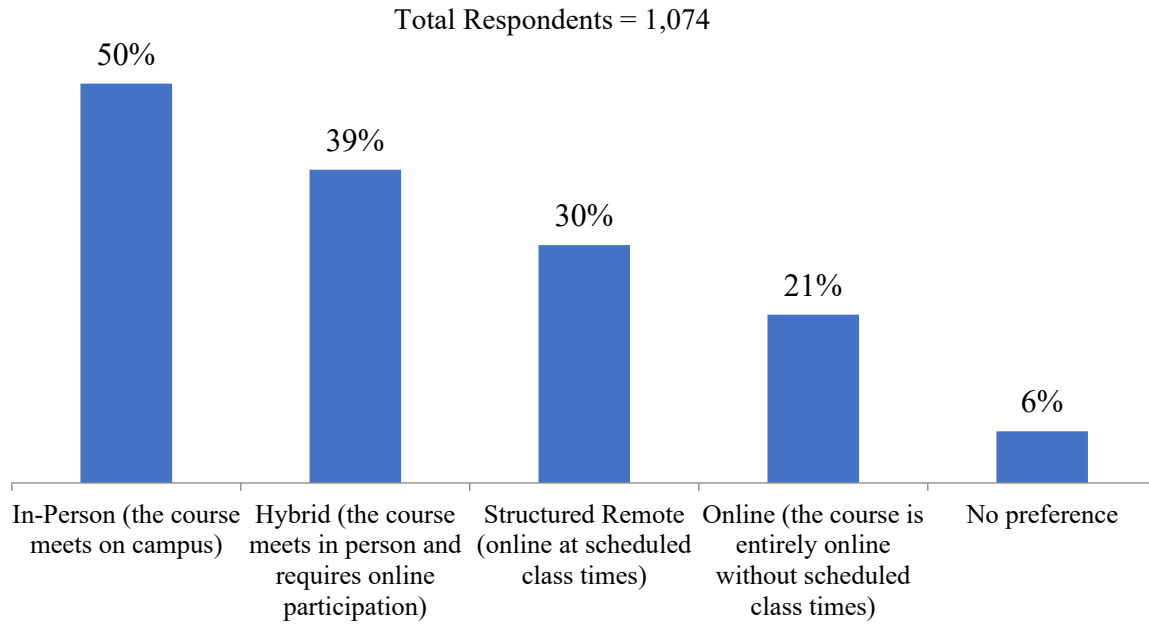
While the results provide insights into the student population and their preferences, it was likely more representative of students who were actively enrolled in school. Additionally, the responders were a smaller portion of the overall population who received the survey and may not have been fully representative of the wider population. This should be considered when reviewing the data. Some additional nuances are provided here for context.

- Multi-Response Questions: An important note is that students were asked to select all their preferences for the questions reported below. Therefore, one student might have selected multiple options.
- 77% of the respondents took credit courses during the semester the survey was conducted and 23% were students of CEWD.
- 90% of the respondents were 22 years and older, which represented only 31.8% of the total population attending in Spring 2022.
- 36% of respondents reported working more than 20 hours, 17% working 20 hours per week, and 26% not being employed.

These nuances should be strongly considered when reviewing the data below as they may not be generalizable to the wider population. The data do, however, provide important insights for consideration for current and future scheduling.

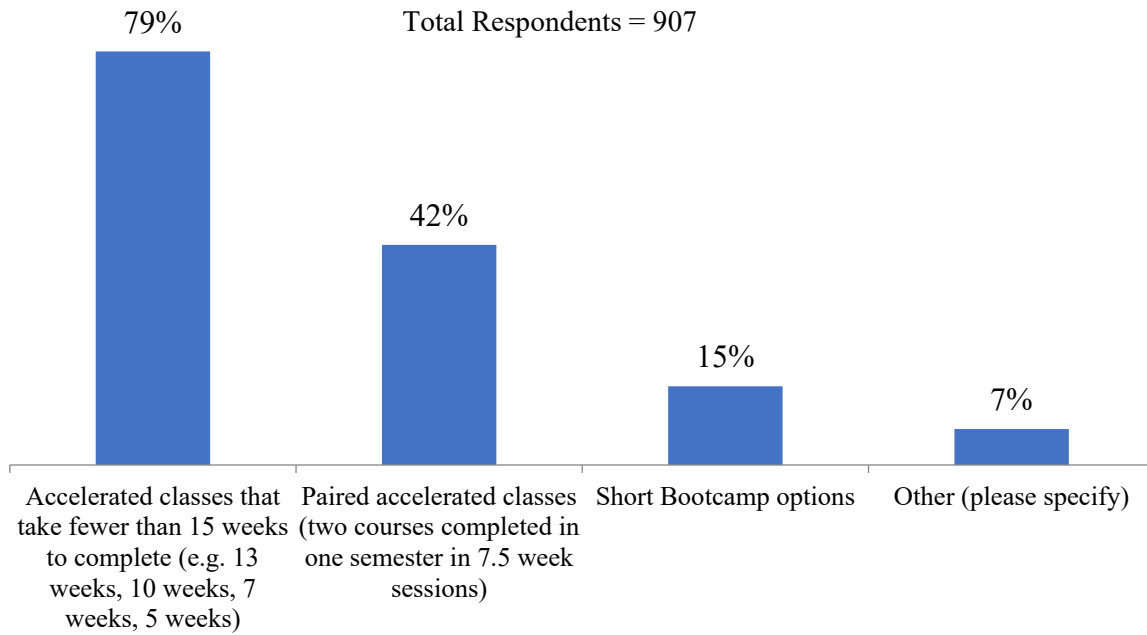
The question, “*Do you have a preferred course format?*” was responded to by 1,074 survey participants. For respondents, the In-Person instructional delivery was the most popular course format selected by 50% (534). This was followed by Hybrid with 39% (419) selected where students meet in-person and attend required online participation time. The third option was Structured Remote, with 30% (318), where students and faculty meet online at scheduled class times synchronously. Finally, the online format was the least preferred at 21% (225) of students, where the course is conducted entirely online without scheduled class times.

Figure 6-Do you have a preferred course format? Spring 2022 Student Survey



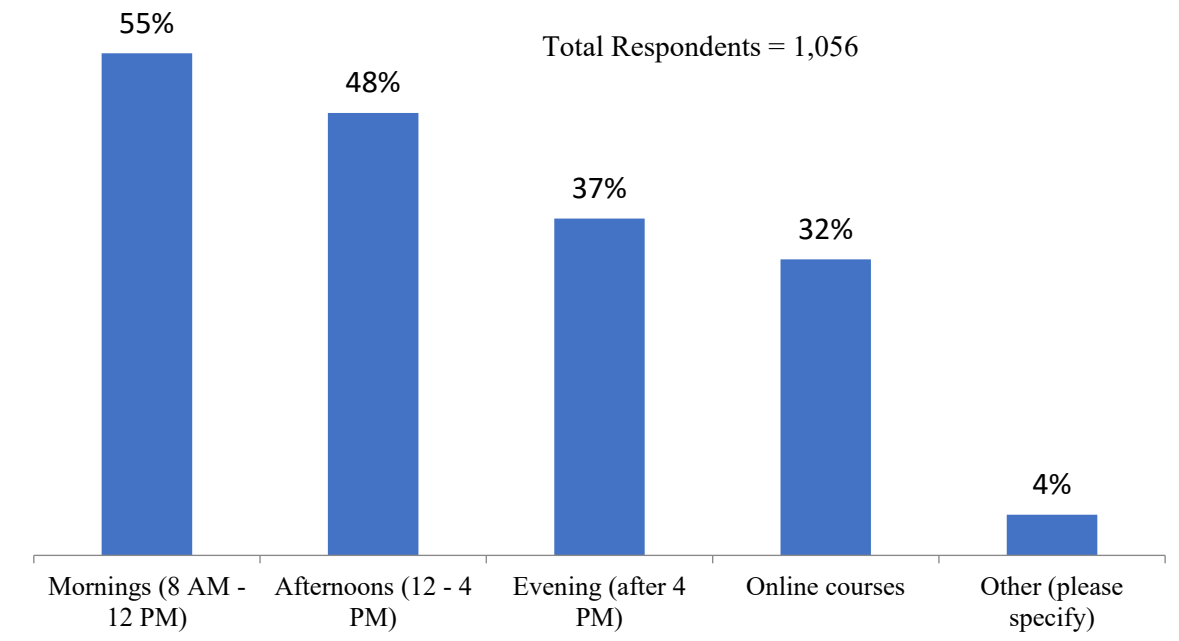
The survey also asked about preferences for potential options for different term lengths. The most popular session selected by respondents was quicker to complete than the current 15-week term, selected by 79% (714). Currently, most FCC courses are offered in 15 weeks sessions, but some programs do offer terms of different lengths. The survey provided an option for students to take two accelerated courses that would be completed in 7.5-week sessions, chosen by 42% (380) of survey participants.

Figure 7- Would you benefit from FCC expanding its offerings in the following areas? Spring 2022 Student Survey



The survey asked respondents to select their preference for timing options for their classes to include 8 am to 12 pm (mornings), 12 pm to 4 pm (afternoons), after 4 pm (evenings), fully online (asynchronous courses), or an open text box for “other.” The morning was selected by 55% (580), the afternoon by 48% (511), 37% (389) selected the evening, 32% (342) chose online offerings, and 4% chose other options.

Figure 8- What time of day are most convenient for you to take classes? Spring 2022 Student Survey



Guided Pathways

AACEWD collaborated with Student Affairs and applied to participate in the Guided Pathways Summer Institute offered by the Community College Research Center (CCRC). A group of administrators from AACEWD, Student Affairs, OPAIR, and faculty representatives were selected to participate in this work in June 2022. The Institute included analyzing student and community/workforce data to understand how the College currently operates in terms of getting students into a pathway from the start of their education experience at FCC. The selected attendees developed a plan for implementing guided pathways at the College that broadly include:

- Methods for implementing a model that would involve faculty chairs and program managers defining success;
- Evaluating student populations for success;
- Developing coursework that is intended to get students enthused about and engaged in their content areas from the start;
- Developing additional student services to include:
 - better onboarding of students and using/reviewing data about prospective/incoming students;
 - better collection of student interests and motivations, connecting students with faculty sooner than previously done,
 - connecting students to alumni and potential mentors,
 - helping students to better understand their program and available pathways;
 - better marketing strategies that target specific populations of students and highlighting their pathways at FCC.
 - improved collection and application of data for enrollment, student support, and student success.

While the Institute started in FY 2022, it has continued into FY 2023. It is included in this report and it continues to be an essential focus for the College moving forward.

Expansion of Student Support

FCC expanded the Success Outreach and Retention (SOAR) coordinator position, previously existing only in Math, to cover all Liberal Arts Departments. This included hiring additional personnel into coordinator positions to support all of the programs within Liberal Arts. Coordinators respond to Student Success Alerts, and engage in outreach and triage work with students to put them in touch with appropriate College resources (faculty, advisors, Learning Centers, counselors, and community resources). Faculty are instructed to send alerts at critical touchpoints in a semester and as needed. The SOAR coordinator responded to 1,487 alerts and successfully contacted 29% of students alerts responded to (423 students).

AACEWD created additional support to help students stay on path by addressing learning gaps for students transitioning from high school to FCC during the pandemic. The SOAR coordinators were created to support students during this difficult time. To respond to potential learning gaps, AACEWD took the following steps:

- English:
 - Initiated writing diagnostic in the first two weeks of all English classes
 - Developed assessment and “Community of Practice” sessions for all ENGL/HUMN adjuncts, dual enrollment instructors, and FT faculty

- Conducted a student needs survey at the beginning of Fall 2021 to target academic and non-academic needs. A total of 188 responses were received. Additional follow-up occurred for students who indicated they had a need.
- Created an online portal for incoming students to know “What to Expect in ENGL 101,”; including a welcome video, the Maryland statewide C-Standard, and sample student writing.
- Math:
 - Conducted pre-assessments and shared the results with Frederick County Public Schools (FCPS) guidance counselors to help students engage in placement self-assessment
 - Mandatory pre-assessments were given at the start of the semester in MATH 120 (Statistics), MATH 145 (College Algebra), MATH 165 (Precalculus), and MATH 185 (Calculus I), 65 of 93 total course sections. Pre-assessments were completed by the first week. Instructors analyzed pre-assessment data to identify class-wide gaps in learning so the course could be adjusted at the start of the semester. Students with significant learning gaps above those identified by the majority of students were identified for additional supportive interventions. These students were phased in throughout the semester based on ongoing student support, including a follow-up with the SOAR Coordinator.

AACEWD adjusted the First-Year Experience (FYE), Academic and Career Engagement (ACCE) courses, and alternate delivery opportunities (summer bridge, etc.). Also, the curriculum committee approved ACCE 112 in Fall of 2021, and fully developed it in Spring of 2022. An initial cohort of instructors was trained in the summer of 2022 as part of the summer grant process.

Forge new and strengthen existing enrollment in programming that engages students across their lifespan.

Student Affairs completed the implementation of phase one of EAB Navigate, a student success management system, which included appointment scheduling and kiosk check-in functionality, and the launch of the Navigate Student application to include messaging, to-dos, intake surveys, and study buddies. Academic and faculty advisors can document case notes, review a student's academic history and alerts, and enhance communication between a student's support network throughout their lifecycle. In addition, Student Affairs focused on forging new and strengthening existing programming to engage students. Student club and organizational offerings provide opportunities for students to strengthen their academic discipline knowledge while engaging them in leadership and community service. Currently, 21 of 35 established clubs are related to an academic program.

The Career and Academic Planning Services (CAPS) implemented a case management advising model. Advisors work with student cohorts by major, and provide academic advising, workshops, and success programs for students. Advisors collaborate with faculty to support students who may need additional assistance in providing continuous outreach throughout the lifecycle of the student. CAPS developed [developed Career Communities](#) and ten [Discovering Your Future podcasts](#) produced in collaboration with the Audio Production program at FCC as part of a President's Innovation Grant. The series allows students to explore information about career industries aligned with academic majors and pathways. There have been 231 downloads since the creation of the series.

The Admissions Department provided effective technology solutions, systems, and interfaces by acquiring Customer Relationship Management (CRM) software and Slate technology solutions.

The Registration and Records Department developed a process to confer and award Workforce Training Certificates to non-credit student programs and implemented digital credentials for credit Associate and Certificate credentials.

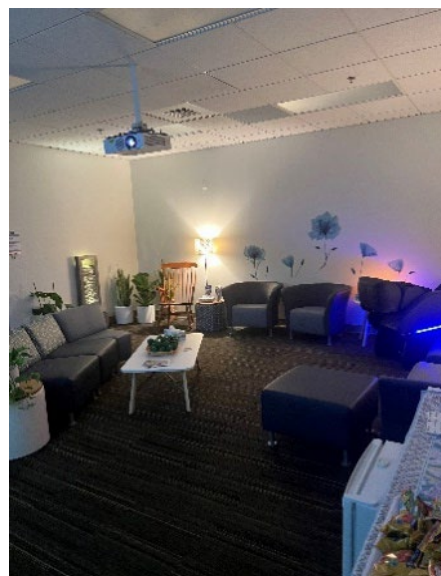
The literature has shown that students' grades and persistence improve when engaged in educationally purposeful activities outside of the classroom. Applying this model, the MOSAIC Center opened in July 2022 and offered programs designed to challenge and expand understanding of various topics. The goals of the Center are to encourage students to understand and evaluate their own beliefs, to have people hear the stories of diverse people, and to see the value in diversity. The selected discussion topics and programming is in response to a survey completed by 158 members of the FCC community. There have been 583 visits to the Center since it opened.

Expand resources that support student well-being

Student Affairs increased access to food resources by installing food lockers, allowing students to access food support anytime the College is open. Over 50 bags of groceries have been distributed using the food locker program. The food pantry continues to demonstrate the increasing need to provide food/snacks for hungry students.

The College has long recognized the importance of helping students with mental health issues. As a result, in FY 2022, it renamed the Office of Behavioral Health and Wellness to the Office of Counseling and Wellness Services. The new office was established in a more prominent location with a nurturing environment on campus suitable for the service. Additionally, funds were allotted to hire an additional full-time counselor, bringing the total number of certified counselors on staff to two. Both counselors have supervisory certification through state licensing to work with local graduate social work programs to expand offerings to FCC students.

Also, through a HEERF grant acquired in FY 2022, FCC will offer three Mental Health First Aid (MHFA) classes for students and employees. The goal of MHFA is to train the participants about mental health and substance-use issues and to provide information on how to identify, respond, and understand when others need mental health support or are in crisis.



Effectively steward students from enrollment through completion by improving student communication and aligning support services, programs, engagement, and operations

The College supported student success during the global pandemic through expanded outreach and support. As indicated above, FCC implemented access in FY 2022 to the mobile application in EAB Navigate to help students connect to College resources and to schedule appointments with advisors and support staff efficiently Table 6 reports Navigate utilization.

Eliminate the achievement and opportunity gaps with targeted support programs, tools, and resources

Student Campus Climate Survey Related to Racial Equity

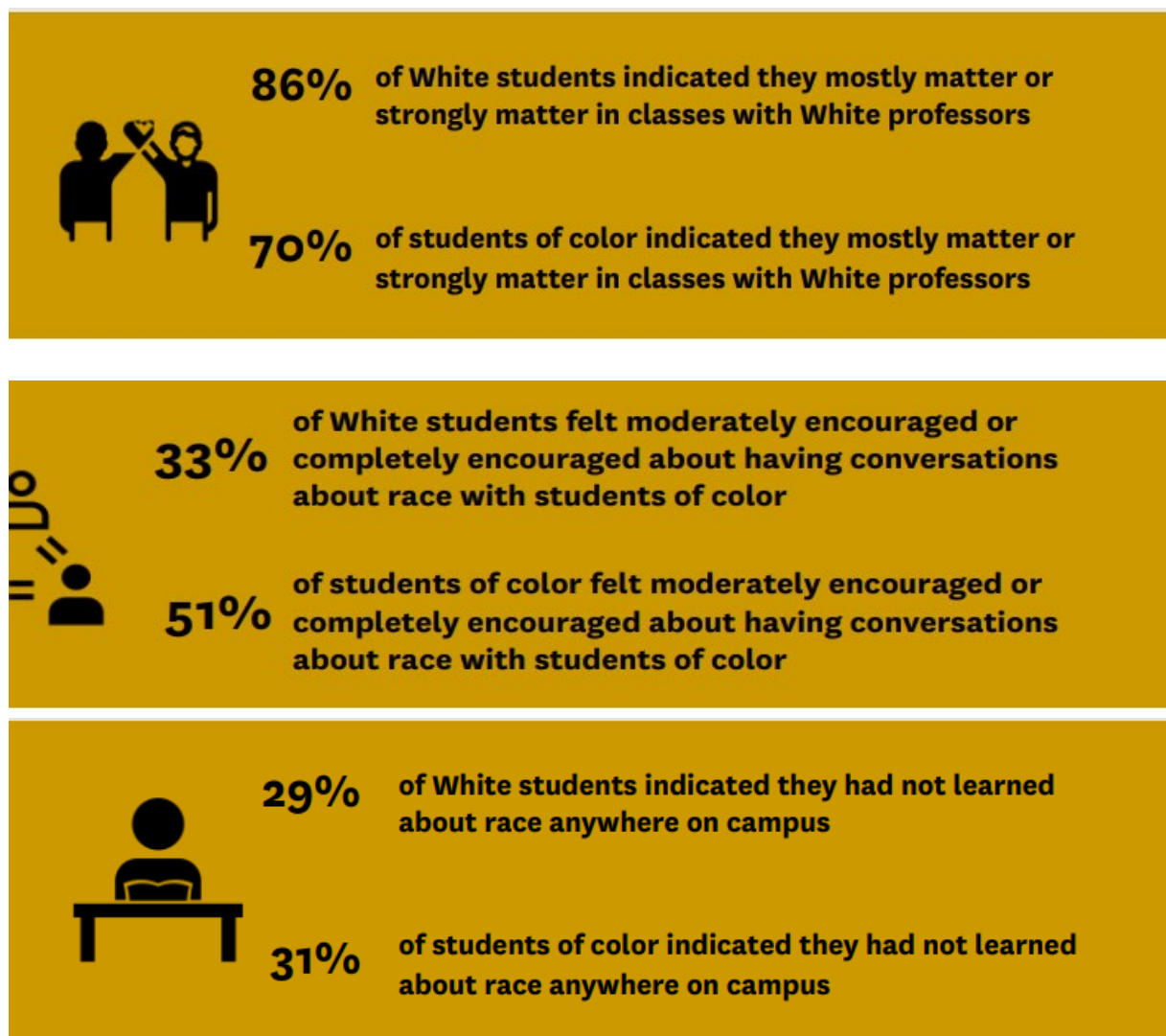
FCC Conducted the National Assessment of Collegiate Campus Climate (NACCC) Survey in spring of 2022. The survey covered six climate areas including:

- Mattering and Affirmation;
- Racial Learning and Literacy;
- Appraisals of Institutional Commitment;
- Cross-Racial engagement;
- Counters with Racial Stress; and
- Impact of External Environments.

The results showed a racial gap in all six survey content areas. Different teams will review the data to implement initiatives to close the gaps in FY 2023. The full results will be reported in the next year's IE report.

Figure 9 below summarizes the results.

Figure 9-Results of the NACCC Results, Spring 2022





67% of White students felt moderately included or completely included on campus

62% of students of color felt moderately included or completely included on campus



53% of White students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively

43% of students of color believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively



65% of White students felt moderately welcome or completely welcome in the city/town surrounding campus

61% of students of color felt moderately welcome or completely welcome in the city/town surrounding campus

Developmental Education and Equity

In 2015 the Math and English departments began a comprehensive redesign of their developmental education programs to reduce student costs and increase success. In English, a four-course, eight-credit sequence was reduced to a single four or five-credit course. Math eliminated all standalone developmental courses for all but their lowest-placing students and created a series of credit math courses with extra developmental support. These courses reduced students' time in developmental courses and accelerated their path to their degrees.

The Dean of Liberal Arts, the English and Math Department Chairs, and OPAIR assessed the outcomes of developmental reform on both design measures:

- Were students spending less time and money (measured by total credits taken) under our new developmental model compared to the old?
- Were students placed into developmental coursework more likely to complete their credit Math and English requirements under the new developmental model than the old one?

Research revealed the following outcomes:

- Developmental reform reduced the total developmental credits taken annually by 67%.

- The probability of a student who tested into developmental Math completing their credit math requirement increased from 24% -34% to 51%-58% (depending on the credit math course).
- The probability of a student who tested into developmental English completing their credit English requirement increased from 40%-45%
- While the overall probability of a student completing their credit requirements remains higher with direct placement (see figures 10 and 11 below), this outcome was expected, and not a success criterion of developmental reform. In addition, there is particular variability in math courses as different populations of students take Math 101, Math 120, and Math 145.

The data indicate that developmental reform has been successful along both key measures; however, the Math and English departments are continuing to refine their developmental courses.

Figure 10-Pass Rates in Math Courses, Longitudinal Analysis, FY 2013-2021

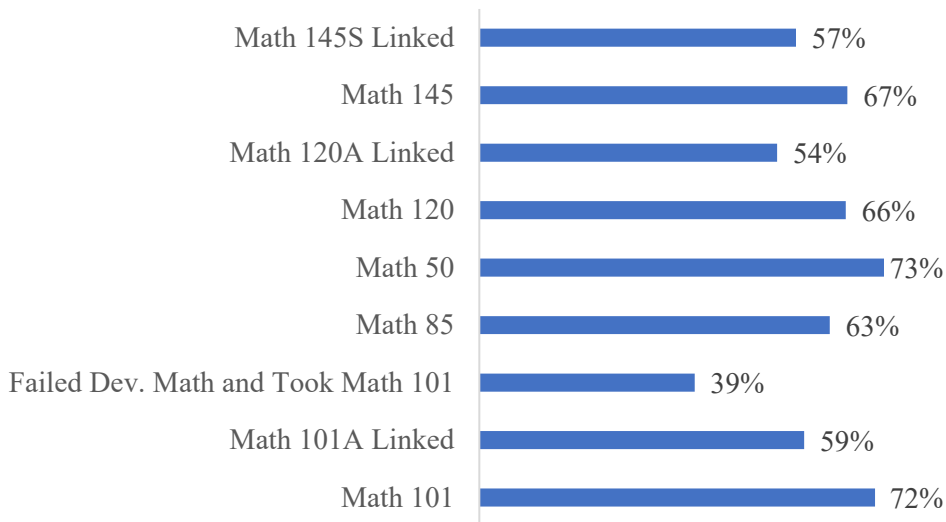
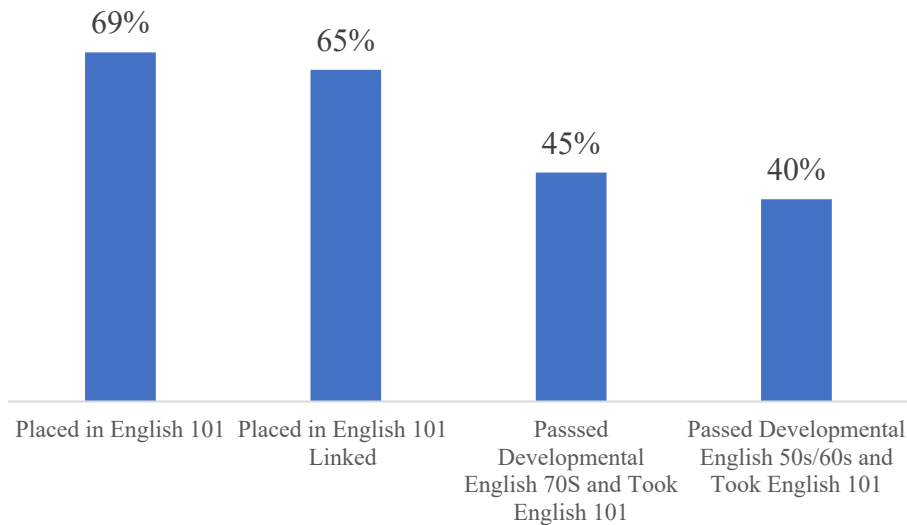


Figure 11-Pass Rates in English Courses, FY Longitudinal Analysis, FY 2013-2021



Math and English Placement:

Math has eliminated English prerequisites in several math courses that were well above the Lexile level and reading skills required for success. This should further increase student access to credit math courses, as the reading prerequisites were delaying the ability to enroll for some students. English has adopted multiple placement measures for students in developmental courses to provide equivalence to the 3.0-grade exemption for English 101. Students with GPAs between 2.75-2.99 may find their placements bumped up one level (from English 70 to 75, or from 75 to the 100/101 linked course)

Math and English Equity

Both the Math and English departments have conducted extensive analyses of equity gaps in their developmental courses and are instituting various reforms to address those gaps. Math is replacing some high-stakes tests with project-based assessments incorporating culturally responsive teaching practices and is experimenting with different class period lengths. They have also designed standard Blackboard shells based on culturally responsive principles. English has committed to a syllabus redesign based on culturally responsive teaching principles and created resource archives to support faculty. The English Department is also exploring adopting a co-requisite model to replace straight developmental courses, mirroring the structures developed by the Math Department.

Implement advising models, staffing structures, and technical systems that align with college and career pathways

The College developed a collaborative workgroup that achieved the following action items in responding to the case management system of advising by faculty in 2019. The following happened in FY 2022:

- Created an inventory of existing practices to identify gaps between ideal experience and current capabilities.
- Held panels focused on faculty and student advising experiences, needs, and expectations.
- Solicited feedback from relevant college stakeholders
- Researched best practices.
- Recommended solutions to the Vice President for Student Affairs for an integrated advising model featuring professional case management advisors working in tandem with faculty mentors to best leverage the expertise and strengths of each to provide a consistent advising experience for all students.
- Launched a preliminary case management advising model in broad alignment with the recommendations made by a strategic advisory team workgroup. Currently, Student Affairs is clarifying the relationship between case management advisors and faculty mentors and addressing other logistical questions related to a more comprehensive implementation.
- The “Career Pathways” program, in collaboration with FCPS, continues to bear fruit, with more than 10 FCPS students participating in FY22, on track to double that number for FY 23. In addition, FCPS won an MSDE Innovation Grant to explore adding a Dual Enrollment Dental Assisting program at CTC.
- Eighteen credit courses were offered to CEWD students as non-credit in Fall 2022. The table 6 below reports the course and number of CEWD students who took courses simultaneously with credit students.

Table 6-CEWD Students Who Took Credit Course, Fall 2022

	Class Name	Enrollment	Course Type
1	AutoCAD I	1	Hybrid
2	Fundamentals of Structural Wiring	5	Hybrid
3	Residential Electric	4	Hybrid
4	Introductory Arabic I	1	In-Person
5	American Sign Language I	2	In-Person
6	Introductory Spanish I	1	In-Person
7	Sanitation and Food Safety	1	Online
8	Fundamentals of HVACR	3	Hybrid
9	Controls for HVACR	2	Hybrid
10	FCC Big Band Jazz Ensemble	2	In-Person
11	FCC Wind Ensemble	20	In-Person
12	String Ensemble	7	In-Person
13	FCC Handbell Ensemble	12	In-Person
14	FCC Jazz Workshop: Introduction	3	In-Person
15	Biotechnology and Society	13	In-Person
16	Regulatory Aspects of Biotechnology	13	In-Person
17	Introduction to Welding	4	Hybrid
18	Welding Symbols and Blueprint Reading	1	Hybrid

**Goal III: Lead the College with excellence, transparency, and accountability.
[MSCHE Standards II, VII, VI]**

Enact participatory decision-making that clearly delineates roles, responsibilities, communication processes, and timelines.

This objective is address in the next section below titled **Key Objectives for the Interim Year**. Interim President Powell used this process to guide the College in FY 2022.

Utilize data and evidence-based practices to align planning, budgeting, and resource allocation, inform decision-making, and support continuous improvement

This objective is address in the next section below titled **Key Objectives for the Interim Year**. Interim President Powell used this process to guide the College in FY 2022.

Infuse diversity, equity, and inclusion goals throughout academic, support, administrative, and team plans

This objective is covered throughout this report particularly on pages 9, 23, and 27. In addition,

the Registration and Records Department worked with the Executive Director of Diversity, Equity, and Inclusion, to review the tuition refund appeals processes, outcomes, and communications to students to ensure the policy was fair and equitable for all populations.

Ensure transparency in employment practices

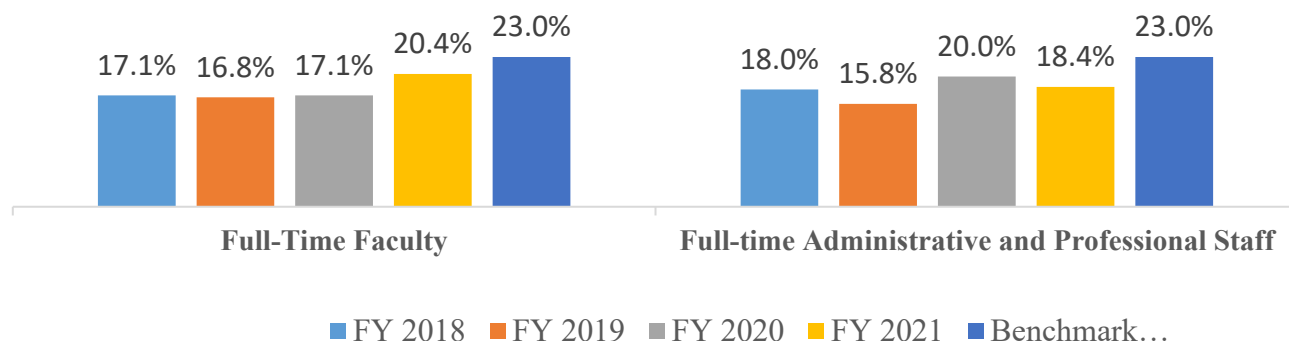
July 1, 2021 to June 30, 2022 was a period of transition for the HR Department. Due to the changes in HR leadership and the leadership of an Interim President, the HR department did its best to maintain continuity and integrity of our recruiting and hiring practices. In FY 2022, the College hired a total of 50 budgeted employees. During the same time frame, a total of 58 budgeted employees left the College.

In FY 2022, the College contracted with Evergreen Consultants to initiate a comprehensive compensation study for all employees. The study continued into FY 2023 and will be covered in the FY 2023 IE Report.

Increase the recruitment and retention of a diverse workforce

FCC has been committed to increasing the recruitment and retention of a diverse workforce. As a result, the percent of full-time, non-white faculty (20.4%) increased 3.3% between fall 2018 and fall 2021. However, the percent of full-time non-white administrative and professional staff was 18.4% in fall 2021 and fluctuated between fall 2018 and fall 2021 (18.0%, 15.8%, and 20.0%), respectively. The College closely monitors the progress of diversity in full-time faculty, administrators, and professional staff as part of the MHEC Performance Accountability Report.

Figure 12-Employee Racial/Ethnic Diversity, FY 2018-FY 2021



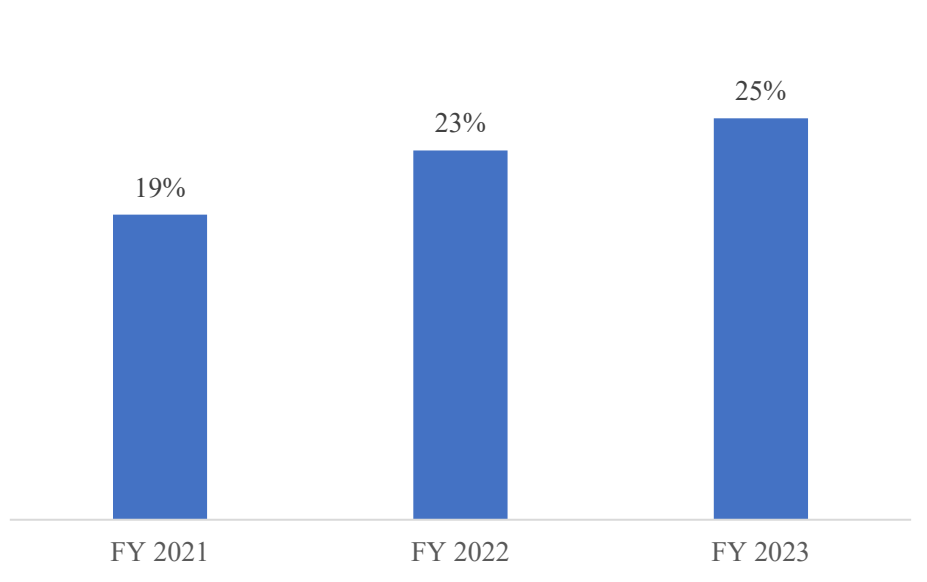
The College continues to be intentional in its work of threading diversity, equity, and inclusion into the fabric of the culture of the College and all of its activities and making FCC a place where racial and ethnic minority students, faculty, and staff thrive. Through the collaboration with the Diversity, Equity, and Inclusion (DEI) office, HR continues to recruit racially diverse faculty and staff based on the following interventions supported by literature and research to diversify hiring.

- Recruiting a diverse applicant pool using a consistent process
- Providing annual search member training on how to reduce implicit bias in searches
- Assigning diverse representation to search committees and,
- Writing interview questions that communicate the institutional commitment to diversity and how diversity, equity, and inclusion are all central to work at the college.

The first step in the recruitment process in FY 2022 was for HR to ensure that 23% of the applications have racial/ethnic minority representation. This rate was 19% in FY 2021. If the applicant pool is less than the set goal, the Senior Leader for the area must approve that the search can still move forward without further recruitment, or reasonable efforts must be made to diversify the applicant pool. Then, HR shares the applications with the Search Committees. In FY 2022, the College conducted 111 searches and only eight of those searches did not meet the 23% threshold for a diverse applicant pool by the best consideration date. As a result, all eight searches had their best consideration dates extended, at which point Human Resources continued recruitment. At the end of the new extended date, one of the remaining eight searches met the 23% goal. The remaining seven searches either received approval to proceed or the search was canceled due to a change in the budget.

In summary, 94% of the College searches had a racially/ethnically diverse applicant pool at 23% or higher. For FY 2023, the College has set a new 25% racial diversity benchmark for applicant pools. In addition, the HR and DEI offices set an internal benchmark to increase faculty, full-time administrative, and professional staff of color to 25% by fall 2025, which is two percent higher than the College benchmark for the PAR (23%)

Figure 13- Percent of Racial/Ethnic Diversity Applicant Pool, FY 2021-2023



Provide training and resources that develop employee job-specific and technology skills, cultural competence, team development, and leadership

The Human Resources (HR), Information Technology (IT), and Diversity, Equity, and Inclusion (DEI) offices collaborated in offering the professional development session listed in Tables 7, 8, 9, and 10 to employees in fall 2021 and spring 2022.

Table 7- IT Trainings, Fall 2021-Spring 2022

Topic	Number of Sessions	Number of Participants
VOIP (Jabber)	14	186
Flex Classroom Technology	21	60
Cybersecurity Awareness Training Assigned 883 Access Codes	N/A	646
PeopleSoft Campus Solution	15	24
Perfect Form	2	35
Perceptive Content (Individual Training)	4	55
Microsoft Office 365	16	148
Student/Parent Convocation Training for 55+ Attendees	2	N/A

Table 8- Human Resources Trainings, Fall 2021-Spring 2022

Health and Wellness
Portable Meditation
Master Your Mind: Emotional and Physical Health
Putting Out the Fire: Preventing and Managing Burnout
Riding the Waves of Change
It's Not Selfish, It's Self Care
Personal Development and Training
Social Media for Parents
Five Strategies to Actually Enjoy the Holidays This Year

Table 9- Human Resources Trainings, Fall 2021-Spring 2022

#	Fall 2021 Sessions	Number of Participants
1	The College's Racial Equity Plan and Culturally Responsive Teaching	16
2	Going Virtual: Leveraging Technology for Global Learning	4
3	Common Roadblocks on the way to Racial Equity	14
4	Join 10 Days of Learning for Latino/Hispanic Heritage	4

5	Sexual Orientation & Gender Identity	9
6	How To: Captioning Video	4
7	Celebrate Disability Employment Awareness Month with a visit to the self-care space in the Disability Access Services suite	N/A
8	Developing Measurable Outcomes for Diversity, Equity, Inclusion, and Belonging (DEIB) in Higher Education	5
9	Listening to the Native Voices in <i>There There</i> for Indigenous People's Day	25
10	Indigenous Peoples' Day: Black-Indigenous Youth Advancing Social Justice	6
11	Inclusiveness, Racial Equity, & Social Justice in World Language and Cultural Studies Classrooms and Beyond	2
12	Conflict Management in the Workplace	8
13	How To: Using the M.O.S.T. Commons to Support Open <i>Education Resources (OER) Adoption</i>	12
14	Faculty/ Staff of Color Gathering	12
15	Ableism 101: Interrupting "You are so strong!" and other ableist ideas that get us into trouble	14
16	Identity and Storytelling: The Role and Importance of Popular Culture	28
17	Deaf and/or hard of hearing Student Experiences: Providing Access and Embedding Inclusivity	6
18	The Urgent Need for Compassion: A Discussion of the Man Enough Podcast	4
19	Deaf Community Inclusion	14
20	Meet the Author: A Virtual Conversation with the Author Tommy Orange	24
	Total Participants	211

Table 10- Office of DEI Trainings, Fall 2021-Spring 2022

#	DEI Spring 2022 Sessions	# Participants
1	Supervision with a DEI and Antiracist Lens	8
2	Mental Health First Responders- Train Faculty & Staff to Identify At-Risk Students	9
3	Black Student Initiatives: Short and Long-Term Programs for Retention and Persistence	6
4	Support Your LGBTQIA+ Campus Community Webinar	5
5	Black Frederick During the Nadir (SR) online	2
6	Using Historical Resources to Add to Your Family History (SR) online	3
7	Racial Justice at Work: Combating Antiracism and Racism in the Workplace	5
8	Supporting students with disabilities: How to fight ableism and ensure access	5
9	Culturally Responsive Pedagogy for Latinx Students with Dr. Alejandro Covarrubias via zoom- Friday, 02/18/22; 10:00 am- 11:30 am	19
10	Lunar New Year Celebration via Zoom hosted by Asian American Center of Frederick	4
11	Global Learning Committee for a Global Coffee Chat with Uganda, East Africa	15

12	Bias Incident Reporting & Response Webinar	7
13	Please join the Global Learning Committee for a Black History Month Student Panel Program with students from FCC and The Edna Manley School for the Visual and Performing Arts in Kingston, Jamaica	26
14	Faculty/ Staff of Color Gathering	16
15	Using Restorative Practices to Interrupt and Address Microaggressions in the Classroom	5
16	Supporting Students' Basic Needs	10
17	Identity and Storytelling: The Role and Importance of Popular Culture	8
18	Bystander Intervention at Work	16
19	Should I stay or Should I go?	7
20	Hidden Figures Viewing	5
21	Tracing African American Family Lines	2
22	Pride Month Virtual Dance Party	6
23	Know news? Is good news!	N/A
24	"Now I Know" a documentary by Professor Charles Thomas	12
25	Global Coffee Chat with Belgium	6
26	Let's Talk Language: Implicit Bias, Microaggressions, Privilege, and Alternative Ways to Engage in Conversations Around Protected Classes	5
27	How To Designing Learner-Driven Course Experiences	3
28	Emancipation and Reconstruction	2
29	Faculty/ Staff of Color Gathering	16
30	"The Tale of the Lion"	2
Total Participants		235

Provide effective technology solutions, systems, and interfaces that support learning, instruction, communication, and College operations

The College expanded Wi-Fi access for all outdoor areas of the campus in spring 2022. Additional wireless access points were procured, installed, and configured around the campus to provide additional wireless coverage. After the work, the Network Services team completed a signal strength assessment and created a digital “heat map” to show Wi-Fi signal strength within the College footprint. Students have been taking advantage of the expanded Wi-Fi coverage and are more frequently utilizing outdoor spaces and parking areas that are now part of the expanded wireless coverage.

The Disability Access Services (DAS) implemented the Accommodate platform, a technology that enhances student access to support services by allowing students to request accommodations without coming to Campus. The technology will also automate accommodation workflows and enable the Department to track usage and run reports for assessment purposes. Also, DAS received HEERF funding to purchase two laptops and software for C-print training for the Interpreter Coordinator and Lead Certified Interpreter, enabling staff to meet needs for real-time captioning during class without hiring from an outside agency. Lastly, DAS updated the campus accessibility map to include locations of the following items, automatic door openers, gender-inclusive single-stall restrooms, and lactation, meditation, and prayer rooms.

Strengthen the safety and security of both individuals and data in physical and virtual environments

A campus security consultant was hired to conduct an independent review of the (then) Campus Security department by observing and applying campus public safety standards and conducting interviews with campus constituents. This review was completed in November of 2021 and the report outlined 33 recommendations to be considered and implemented. The report was presented to both the Interim President and the Board of Trustees. Most of the recommendations were agreed upon and several were implemented within the fiscal year. Some recommendations require additional funding, either one-time or ongoing.

Expand environmental sustainability goals and practices

FCC is committed to sustainability in both its built environment and operational practices. Highlights of these efforts in fiscal year 2022 include:

- Participation in the Electrical Peak Demand Response program with Potomac Edison. This results in less natural gas generators being deployed during periods of peak demand on the electrical grid and thus reducing greenhouse gas emissions.
- The purchase of 2 electric campus work vehicles for Facilities and 1 hybrid vehicle for Public Safety.
- Purchase and deployment of interior side-by-side trash and recycle receptacles in common spaces to increase recycling participation.
- Linganore Hall Renovation
 - LEED certification in process
 - Compliance with the current energy code, lowering energy use and demand
 - The replacement of older HVAC equipment with high efficiency equipment
 - Installation of new LED lighting
 - Use of occupancy sensors for both lighting and HVAC
 - Installation of low-VOC materials
 - Recycling of construction waste

Goal IV: Ensure the fiscal stability and sustainability of the College. [MSCHE Standards II, VII, VI]

Align fiscal resources with emerging, ongoing, and annual strategic priorities

The main priority for the College in FY 2022 was to support student learning and success under the effect of the COVID-19 pandemic. FCC was fiscally healthy in FY 2022 due to the support of the county, the state, student tuition, and the federal government. The FY 2022 Operating budget of \$59,732,461 represented an increase of \$7,076,081 or 13.0% from the FY 2021 budget. It is important to note that this increase follows a \$3,478,722 decrease or -6.2% in FY 2021 due to the pandemic. In keeping with the goal to keep College affordable for our students, the Board of Trustees approved a minimal increase to tuition for FY 2022 in February 2021. The budget included an increase of only \$1/credit for in-county tuition, which increased in-county tuition from \$128/credit to \$129/credit. County funding for FY 2022 included an additional \$1,500,000 to provide a 2% COLA increase for

FCC employees. State funding included an appropriation to the College of \$13,283,579 for FY 2022, which represents a 19% increase in state aid from the FY 2021 budget.

In addition, the College continued to be supported by Federal Higher Education Emergency Relief Funds (HEERF) funds. The funds were divided into two funding streams, one for student aid and one for institutional support. In FY 2022, the College was able to award significant additional aid to eligible students using HEERF funds. Emergency Financial Aid funds from HEERF were distributed as follows:

- Between July 1, 2021 and September 30, 2021, a total of \$2,505,800 in Emergency Financial Aid grants was distributed to students.
- Between October 1, 2021 and December 31, 2021, a total of \$34,474 in Emergency Financial Aid grants was distributed to students.
- Between January 1, 2022 and March 31, 2022, a total of \$923,892.80 in Emergency Financial Aid grants was distributed to students.

This additional aid to FCC students was very helpful in giving them the resources to stay in College and meet their goals.

For HEERF Institutional Relief Funds, the College used approximately \$4,500, 000 in FY 2022 to help navigate the COVID-19 Pandemic.

Strengthen enrollment management to ensure maximum access to courses and efficient use of facilities and resources

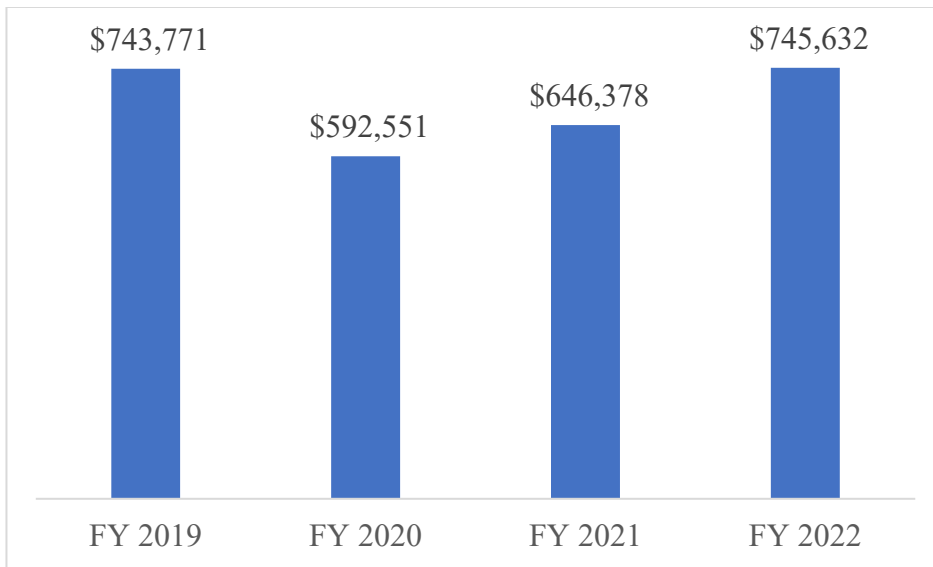
FY 2022 was the last year the College instructed and operated under COVID-19 protocols. The [instructional formats](#) developed in response to the pandemic continued to be used throughout FY 2022. Most courses had the capacity to be fully remote, so the College facilities were very open to safely accommodate the few face-to-face class and lab meetings.

Pursue grants and alternative sources of revenue to provide funding for program growth and emerging priorities

FCC Foundation

In FY 2021, the FCC Foundation had 708 donors, increasing to 805 in FY 2022. Gifts increased by \$99,254 or 15% in FY 2022. FY 22 had the highest amount of raised funding for scholarships of the past four FYs, with FY 19 having the second highest amount. Note that in FY 2020, the FCC Foundation received fewer gifts during the Covid-19 pandemic, see Figure 14.

Figure 14-FCC Foundation Raised Scholarship, FY 2019-2022



External Grants

During FY 2022, FCC continued to use grant funding previously awarded by the U.S. Department of Education through the Higher Education Emergency Relief Fund (HEERF), spending a total of \$8,024,956 on expenses related to mitigating the effects of the COVID-19 pandemic. Table 11 shows that FCC received nine new grant awards during the period July 1, 2021 – June 30, 2022, equaling \$1,428,877.

Table 11- Grants and Sponsored Projects Summary, July 1, 2021 – June 30, 2022

Funding Source: U.S. Department of Education, passed through Maryland State Department of Education
Grant Program: Perkins Postsecondary – Maryland Career and Technology Education (CTE) Grant
Award Amount: \$94,460
Grant Period: 7/1/21 – 6/30/22
Purpose of Funds/Description: Awarded annually, Perkins funding supports Career and Technical Education (CTE) programs identified in the FCC Perkins Local Plan. In FY 2022, a grant of \$94,460 enabled program improvements in the following program areas: Health Sciences; Biotechnology; Information Technology; Hospitality, Culinary, and Tourism Institute; and American Sign Language Interpreter. The grant also supported a part-time position to work with CTE programs in the records and registration office and provided targeted student support through the offices of Adult Services and Multicultural Student Services.
Funding Source: U.S. Department of Education, passed through Maryland State Department of Education
Grant Program: Maryland Career and Technology Education (CTE) Reserve Fund Grant
Award Amount: \$27,849
Grant Period: 7/1/21 – 6/30/22

<p>Purpose of Funds/Description: Reserve funds are awarded to support CTE priorities identified annually by the state. In FY 2022, a grant of \$27,849 was awarded to fund three projects: developing a high school career exploration, outreach, and recruitment program for biotechnology careers; program equipment upgrades for Film & Video Production; and development of an American Sign Language Interpreter training certificate program.</p>
<p>Funding Source: U.S. Department of Education, passed through Maryland State Department of Education</p>
<p>Grant Program: Career and Technology Education (CTE) Program in Homeland Security and Emergency Preparedness</p>
<p>Award Amount: \$45,076</p>
<p>Grant Period: 10/1/21 – 10/31/22</p>
<p>Purpose of Funds/Description: For the ninth 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 2022, a grant of \$45,076 was awarded to support activities, including review and recommendations regarding skill standards and student outcomes for the HSEP program; development and implementation of 200-level, three-credit course for new CTE HSEP instructors; implementation of a Summer Institute Planning Working Group; gap analysis of the curriculum guide and model lesson plan formats; and delivery of a virtual GIS training workshop to assist new and experienced HSEP Information/Communications Technology pathway instructors.</p>
<p>Funding Source: Maryland State Department of Education</p>
<p>Grant Program: Child Care Career and Professional Development Fund</p>
<p>Award Amount: \$75,145</p>
<p>Grant Period: 7/1/21 – 6/30/22</p>
<p>Purpose of Funds/Description: In FY 2022, FCC received an award of \$75,145 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 2022 was the 15th consecutive year FCC participated in this program and the grant funds were used to cover the cost of tuition, fees, and books for participating students.</p>
<p>Funding Source: Maryland State Department of Education</p>
<p>Grant Program: Career and Technical Education (CTE) Innovation Grant</p>
<p>Award Amount: \$134,070</p>
<p>Grant Period: 11/1/21 – 6/30/22</p>
<p>Purpose of Funds/Description: In FY 2022, FCC received a Career and Technical Education (CTE) Innovation Grant award of \$134,070 to support three innovative projects: the development of a Food Business Entrepreneurship program; a biotechnology pre-apprenticeship program (in collaboration with Frederick County Public Schools); and CTE badge curriculum development and design project.</p>
<p>Funding Source: U.S. Department of Education and the State of Maryland, passed through the Maryland Department of Labor</p>

Grant Program: Consolidated Adult Education and Family Literacy Services Program
Award Amount: \$928,422
Grant Period: 7/1/21 – 6/30/22
Purpose of Funds/Description: Through the Consolidated Adult Education and Family Literacy Services program, Maryland Department of Labor allocates federal and state funding to support local programs in adult basic and secondary education, English language acquisition, and civics education. In FY 2022, FCC received a grant of \$928,422 to provide these programs in Frederick County. This was the 12th consecutive year FCC received an award under the Consolidated Adult Education and Family Literacy Services program.
Funding Source: Northeast Beef Promotion Initiative
Grant Program: Beef in the Classroom
Award Amount: \$500
Grant Period: 11/1/21 – 6/30/22
Purpose of Funds/Description: Culinary instructors used this grant funding to provide in-depth instruction to Culinary 2 students as it pertains to the core learning outcomes set forth by the American Culinary Federation. By taking a deeper dive into the primal and sub-primals of beef, instructors were able to educate the students on understanding where a cut of meat comes from, and proper preparation methods (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.
Funding Source: U.S. Department of Health and Human Services passed through Maryland State Department of Education
Grant Program: Child Care Stabilization Grant
Award Amount: \$56,500
Grant Period: 9/6/21 – 3/6/22
Purpose of Funds/Description: Child Care Stabilization Grant funds were used to help stabilize the Carl and Norma Miller Children’s Center and address the childcare crisis created by the COVID-19 pandemic. Funds were used to support personnel costs and purchase necessary supplies.
Funding Source: U.S. Department of Health and Human Services passed through Maryland State Department of Education
Grant Program: Child Care Stabilization Grant (Round 2)
Award Amount: \$66,855
Grant Period: 1/3/22 – 12/31/22
Purpose of Funds/Description: Child Care Stabilization Grant funds were used to help stabilize the Carl and Norma Miller Children’s Center and address the childcare crisis created by the COVID-19 pandemic. Funds were used to support personnel costs and purchase necessary supplies.

Optimize business practices that enhance College operations

During FY22, the College conducted a thorough evaluation of the operation of the Carl & Norma Miller Children’s Center with the examination of several models, including outsourcing, shifting to a learning

lab school, and maintaining the Center as a break-even auxiliary. As a result, Dr. Powell, the interim President, decided to provide the incoming President the opportunity to review and finalize the model for the Center. Options were provided to President Cheek.

A review of potential dining services partners was conducted by Auxiliaries. As a result, an existing E&I Cooperative Services (a clearinghouse for contract sourcing in higher education) was identified for the College to piggyback with Compass Group, USA, operating as Canteen. The Canteen manages and provides services to Carroll Community College. The Board of Trustees, at their March meeting, approved the request to piggyback, and the College signed an agreement entered into on June 14, 2022. The agreement began on July 1, 2022, and continues until July 1, 2025. The Canteen opened for business on July 12, 2022.

Key Objectives for the Interim Year, FY 2022

Many processes were influenced during the “Interim Year,” FY 2022. Annual Planning was modified by Dr. Powell in support of FCC Forward, 2020-2025 and to better position the College for a new President in FY 2023. In place of developing Annual Strategic Priorities (ASP) at the July 2021 Board of Trustees retreat, Dr. Powell articulated 35 Key Objectives that he felt were achievable in 12 months.

On July 1, 2021 Maryland’s Governor Larry Hogan called an end to the state-of-emergency related to the COVID-19 pandemic. However, due to fluctuations of COVID-19 variants, the College continued inform operations and instruction under the four-stage plan titled the *Frederick Community College Roadmap to Resilience and Recovery* ([3R Plan](#)). The *3R Plan* was a gradual, safe path forward for FCC based on Governor Larry Hogan’s *Maryland Strong: Roadmap to Recovery* and recommendations from the Frederick County Health Department. The *3R Plan* did not function as a calendar, or a set of fixed dates, but as a four-stage guide for instruction and operations to maximize the safety of our College community. Depending on the status of COVID-19 in the county and state, the College moved forward or backward between Stage 3 and a modified Stage 4 in FY 2022.

In August of 2021, Dr. Thomas Powell gave guidance to the College for the interim year through a set of objectives that he felt could be completed in one fiscal year. He articulated 35 objectives in a document title “Key Objectives for the Interim Year”.

COLLEGE WIDE ADMINISTRATION

- 1. Assist the Board of Trustees with the search for a new President with an appointment by April 15, 2022.**

Status: Completed

Dr. Annesa Cheek was officially appointed as the 11th president of Frederick Community College during the Board of Trustees meeting on Wednesday, February 16, 2022. Her presidency began July 1, 2022.

- 2. Ensure that we prioritize the health of our students, employees, and College community and follow all County, State, and CDC COVID-19 guidelines.**

Status: Completed

- On September 9, 2021 the College formed the Coronavirus Advisory Group (CAG) that

continues to evaluate the effects of COVID-19. The CAG consists of employees from different departments and teams throughout the College and is co-chaired by Dr. Tony Hawkins, Provost/Executive Vice President of Academic Affairs, Continuing Education, and Workforce Development and Dr. Nora Clark, Vice President for Student Affairs. The CAG is tasked with gathering, discussing, and sharing information with the College community, but is not a decision-making body. Meeting minutes are available online at [COVID19-RTC - Frederick Community College](#)

- The College hired a Pandemic Coordinator who served the College from November 1, 2021- May 27, 2022. The Pandemic coordinator served as the liaison between FCC and the Frederick County Health Department and was the College staff member who oversaw all aspects of COVID-19 and helped make recommendations that were best practice for the College on any given day. The Coordinator supported Dr. Hawkins in CAG meetings and tracked COVID case data for students and employees on a daily basis. She also coordinated regular COVID test days and vaccination days during her tenure. The first vaccine day was November 17, 2021 at which 177 individuals received vaccinations.
- On January 7, 2022, based on the surge in the COVID-19 virus cases due to the Omicron Variant, as well as Governor Hogan’s declaration of a State of Emergency and the advice of Frederick County officials, the President moved the College operations back to a modified Stage 3 of the Roadmap to Resiliency and Recovery Plan. This included a masking requirement in classrooms and instructional spaces through the end of the Spring 2022 semester. The College moved back to Stage 4 of the Roadmap to Resiliency and Recovery Plan on March 1, 2022.

***Recommendation:** Review and update the existing Continuity of Operations Plan and incorporate the learning from the College response to the COVID-19 Pandemic.*

3. Complete a review of the Carl and Norma Miller Children’s Center at FCC and make recommendations to the Board of Trustees by February 1, 2022.

Status: Continue in Process for FY 2023

During FY22, the College conducted a thorough evaluation of the operation of its Children’s Center. Several models were reviewed, including outsourcing, shifting to a learning lab school, as well as maintaining the Center as a break-even auxiliary. No conclusion was made as it was determined that it should be a decision that the incoming permanent president should have the opportunity to review and weigh in with her vision and direction prior to making any substantive changes.

***Recommendation:** Review any existing evaluation data and revisit the efficacy of the College continuing to support the operation of the Center.*

4. Provide additional training and development for College leaders on issues of race, equity, and inclusion by April 1, 2022; including a laser focus on narrowing and eliminating achievement gaps.

Status: Continue in Process for FY 2023

On Friday, March 4, from 10:00-11:30, Dr. Xhercis Mendez offered a professional

development session titled “Transformative Justice within the Workplace.” The College hosted this session to decide if this should be an institutional approach to address microaggressions for employees and students. The Office of Diversity, Equity, and Inclusion (ODEI) invited employees to assess “Transformative Justice” and Dr. Mendez as a potential consultant to lead the College in the next phase of improving the climate at FCC for women, people of color, members of the LGBTQIA+ community, and other marginalized populations. Also, the intent was to assess if this approach would be helpful in framing how it can be an additional tool in the aftermath of bias and microaggressions, as well as for Human Resources to use in the grievance process. The attendees agreed that “Transformative Justice” is the right approach to address microaggressions. However, the Interim President deferred the final decision to Dr. Cheek for consideration after her arrival.

Recommendation: *Support the work that the Office of Diversity, Equity, and Inclusion and President’s Diversity Advisory Council are currently working on in the context of the Diversity Strategic Plan and the ACEWD Master Plan.*

ACADEMICS

1. Increase the number of full-time faculty to reach 55% of total faculty.

Status: Completed, with modification

While the Maryland Higher Education Commission (MHEC) Databook reports a 29.9% (101) full-time faculty figure for fall 2020, this data represented the total number of full-time faculty and part-time faculty members by headcount. However, full-time faculty members have a larger impact on instruction in that they teach a full course load on average of 15 course credits. MHEC in compliance reporting considers credit hours when assessing an institution’s faculty ratio. COMAR specifically requires as part of 13B.02.02.17.17 Faculty-G. that, “at least 50 percent of the total credit hours offered by an institution within a normal academic year of 2 semesters or 3 trimesters, normally September to May, which are creditable toward a formal award, shall be taught by full-time faculty members at the institution.” The College maintained in FY 2021 a FT to PT Faculty Ratio by credit hour of 51%, which is consistent with the required threshold in COMAR.

Recommendation: *While increasing this ratio is a productive goal, it comes with a cost. The College will continue to evaluate strategies that improve instruction, including the possibility of hiring new full-time faculty and the evaluation of allocated reassigned time. The impact of any strategy undertaken will be assessed in terms of its impact on the quality of instruction. The FT/PT Faculty Ratio will be measured by student credit hour contact.*

2. Propose a new management system for the JBK Theater by December 1, 2021.

Status: Completed, Position filled 8/15/2022

The College developed a job description that was posted for an Arts Center Director to provide leadership and support for all administrative action and creative endeavors in the Arts Center, including the Jack B. Kussmaul (JBK) Theater and the Black Box Theater. The goal of this position was to hire an individual that can build stronger relationships with the community and the vibrant art culture in Frederick County. Tabettha White was hired for the position and started on 8/17/2023.

3. Develop clear articulation agreements for specific academic programs with Hood College and Mount St. Mary's University

Status: Completed

Hood College: The College maintains three formal agreements with Hood College that help students transfer. FCC has two Memorandums of Understanding (MOU), one which provides a tuition discount for students when transferring to Hood College and another agreement for Honors program students. FCC also has one additional 2+2 transfer agreement for our Human Services students to continue their education at Hood College toward their Bachelors of Arts in Social Work.

Mount St. Mary's University: The College maintains many agreements with Mount St Mary's University. The College maintains 2+2 programmatic agreements for psychology, STEM, Cybersecurity, Arts & Humanities, Social Sciences, Accounting, Business, Biology, Chemistry, Communications, Human Services, Criminal Justice, Elementary Education/Elementary Special Education, Honors College, and Pre-Health Professions students. These 2+2 agreements are all designed to allow students to transfer up to 75 credits as long as they meet the GPA requirements and graduate from FCC. The College also has an overarching MOU that currently qualifies students for a 20% tuition discount to attend Mount Saint Mary's-Frederick Campus. Finally, we started the development of a Concurrent Admissions Enrollment Program (CAEP) before the pandemic hit which allows students to declare CAEP within their first 30 credit hours and receive benefits including 20% tuition discounts, the ability to take their first course at the Mount for \$500, access to Mount St. Mary's facilities, and access to Mount St. Mary's advisors and support during their time at FCC.

Current Hood and Mount St. Mary's agreements:

- Hood College Social Work Agreement
- Hood Honors College MOU
- Hood College Transfer Policy MOU
- Mount St. Mary's-Frederick Campus MOU for Tuition Reduction
- Mount St Mary BA Philosophy
- Mount St Mary BS in Psychology
- Mount St Mary Police Science to BA Criminal Justice
- Mount St. Mary's Articulations (Accounting, Business Admin, Addictions, Bio, Chem, Comm, CJ, Elementary Ed, Pre-Health, Honors College)
- Mount St. Mary's BA English
- Mount St. Mary's BA Fine Arts & Music Articulation
- Mount St. Mary's BA in History Articulation
- Mount St. Mary's BA in Theology Articulation
- Mount St. Mary's BA Political Science Articulation
- Mount St. Mary's BS Biology Articulation
- Mount St. Mary's Concurrent Admissions Enrollment Program (CAEP) Agreement
- Mount St. Mary's Cybersecurity Articulation

4. Seek to promote the success of all students and eliminate achievement gaps.

Status: Continue in Process for FY 2023

- At the start of the fall 2021 semester, in AACEWD, all academic departments were given a broad array of College wide and departmental data around student success and equity. After trainings in the use of Dashboards, each program chairs and managers were asked to analyze their own equity data to inform AACEWD's larger equity initiative. This process was repeated in the spring of 2022 and initiatives to address racial equity gaps were identified. Meanwhile, CEWD program administrators were asked to review data identifying access issues in their programs and to report on the data provided. In some cases, the data reported did not provide the information needed to understand student enrollment patterns and additional information was sought. The analysis of the data by each department was an opportunity for them to review and reflect on where there were gaps in representation across gender, ethnicity, and race. Departments identified gaps based on the diversity of the students and their needs to focus improvement on using culturally responsive teaching, diversifying the adjunct pool, and making curricular changes.
- The College has worked to strengthen and expand culturally responsive practices of faculty through the 2021-2022 Equity Scholars Institute, which was held in the summer of 2022. Fourteen scholars completed a 7-week intensive training program that resulted in transformed syllabi and assignments in their courses. They met throughout the fall and spring semesters to collaborate as well as share ideas with their cohort. In January, all faculty and administrative leaders received further training on core equity concepts through the AACEWD Leadership Institute. In the spring of 2022, Equity Scholars took what they learned and shared with faculty and staff both inside and outside the institution. A group of Equity Scholars presented their experiences at the Association of Faculties for the Advancement of Community College Teaching (AFACCT), and others presented at FCC during the January professional development program. In February and March 2022, Equity Scholars visited their departments to listen to racial equity initiatives and provided feedback and suggestions on how to approach departmental REI plans from a culturally responsive and equitable lens. A second cohort of Equity Scholars will participate in training for the 2022-2023 school year in June 2022.
- The AACEWD team is currently coordinating with other areas across the College to review and recommend changes to the hate bias protocol and discuss ways to offer culturally responsive teaching into more easily digestible modules and smaller segments to provide more flexible training options for full-time and adjunct faculty. Additionally, the College implemented the National Assessment of Collegiate Campus Climate (NACCC) survey, a survey designed to assess students' sense of belonging. The survey ran from March 1, 2022-April 18, 2022. The survey was incentivized with weekly \$25 gift cards along with 3 Apple iPads. Out of sample size of 4,893 students, the survey closed with 623 student participants completing the survey (12.73%).

Recommendation: A significant College research initiative currently centers around equity and achievement gaps. In addition, support the work that the ODEI and President's Diversity Advisory Council are currently working on in the context of the Diversity Strategic Plan and the AACEWD Master Plan.

STUDENT LIFE

- 1. Develop plans for a campus health and wellness center for students and employees with a commitment and dedication to student well-being.**

Status: Continue in Process for FY 2023

Senior Leaders Dr. Nora Clark, Vice President for Student Affairs and Lewis Godwin, Chief of Operations met with representatives from Frederick Health to discuss the development of a partnership in the delivery of basic health services to FCC students. A decision was made to continue discussion into FY 2023.

Recommendation: Continue to discuss the necessity and feasibility of a campus health and wellness center.

- 2. Increase the enrollment of graduating high school seniors by 250 students.**

Status: Continue in Process for FY 2023

This goal was assigned after the recruitment cycle for fall 2022 had ended. Therefore, the focus to meet this objective has been the focus of the spring 2022 and fall 2022 semesters. The Office of Planning, Assessment, and Institutional Research (OPAIR) collected data on high school graduates from 2019 - 2021 and tracked their enrollment through summer 2022. The data show that the number of high school graduates who immediately enrolled after graduating has actually decreased for that time period. OPAIR will review the 2022 high school graduate data after the fall 2022 census date.

- 3. Complete the external review of Student Life services and develop an action plan based upon recommendations with a target date of February 1, 2022**

Status: Completed

The external review of Student Affairs was conducted between July and October of 2021. The final report was delivered in October 2021. The consultants presented their findings to the Senior Leadership Team and the Student Affairs Team. The recommendations were reviewed by the Vice President for Student Affairs and a memo was delivered to Interim President Powell noting the acceptance of a number of recommendations. The Vice President for Student Affairs also presented the recommendations to the Board of Trustees at the November 2021 Board of Trustees meeting during closed session. Many of the recommendations are currently being implemented. This is an ongoing project that will take a few years to complete.

FINANCE

- 1. Conduct a Comprehensive Compensation study for all employees. Targeted completion by May 1, 2022.**

Status: Completed

The College contracted with Evergreen Consultants to complete a comprehensive compensation study for all employees. The study was completed in July of 2022.

- 2. Streamline the hiring process for critical staff.**

Status: Completed

A new streamlined hiring process was created with input from departments who would use the

new process.

3. Formally designate essential employees.

Status: Completed

Job descriptions were reviewed by employees and their supervisors as part of the compensation study. During this review, each job was reviewed and designated as essential or non-essential.

4. Improve the employee evaluation system by November 15, 2021.

Status: Modified for FY 2022

The employee evaluation system was reviewed and implemented for this interim year. Employees were asked to complete a self-evaluation answering questions regarding their work, suggested areas for professional growth, and how they support the mission of the College. Self-evaluations were given to employees' immediate supervisors to be included in the evaluation completed by the supervisor. New forms for both the employee self-evaluation and supervisors' evaluation of their direct reports were created.

***Recommendation:** Review performance appraisal process, instrument, and outcomes for process consideration for FY 2023.*

5. Prepare bids for College food services operations by December 31, 2021.

Status: Completed

A review of potential dining services partners was conducted and an existing E&I Cooperative Services (clearinghouse for contract sourcing in higher education) was identified for the College to piggyback with Compass Group, USA operating as Canteen. Canteen manages and provides service to Carroll Community College. The Board of Trustees at their March meeting granted approval of the request to piggyback and the College signed an agreement entered on June 14, 2022. The agreement began on July 1, 2022 and continues until July 1, 2025. Canteen opened for business on July 12, 2022.

6. Develop and implement a telework policy by December 1, 2021.

Status: Completed

The Telework policy was approved by the FCC Board of Trustees on November 17, 2021 and implemented by December 1, 2021.

***Recommendation:** In FY 2023, assess the effectiveness of teleworking.*

COLLEGE EFFECTIVENESS AND ADVANCEMENT

1. Publish Health Indicators 2016 - 2021 by September 15, 2021.

Status: Completed

- The initial Health Indicators 2016-2020 document was published on September 2, 2021. FY 2021 data was not sufficiently available to include in the initial document. It was updated to Health Indicators 2017-2021 on March 11, 2022, and updated again on April 18, 2022.
- Health Indicators 2018-2022 will be developed when sufficient FY 2022 data is available in Fall of 2022.

2. Complete the mid-year peer review for Middle States accreditation.

Status: The MPPR was postponed for FY 2022 and was removed from the accreditation process in FY 2023.

- According to MSCHE, our Mid-Point Peer Review was to take place in FY 2021-2022. On February 16, 2022, Gerald Boyd sent an inquiry related to the status of the FCC Mid-Point Peer Review to Dr. McKitrick, our VP Liaison. He responded, *“For now we are on hold with the MPPR. Will be in touch as soon as we know more...”*
- The College received notice from MSCHE on June 10, 2022 that Dr. Paul L. Starkey would be replacing Dr. McKitrick as our VP Liaison. Gerald Boyd sent an inquiry to Dr. Starkey related to our Mid-Point Peer Review on June 24, 2022. He responded that, *“The Commission is in the process of reviewing the MPPR process to determine if there can a greater value-added for member institutions. While doing so the Commission has opted not to conduct MPPR in this year nor the cohort from last year. Hope this helps.”*
- According to the current MSCHE web page during FY 2022, *“The Commission is evaluating the Mid- Point Peer Review (MPPR) to consider improvements to the process based on feedback from institutional representatives, peer evaluators, and Commissioners. That evaluation is ongoing, and as a result, institutions with an MPPR scheduled for 2021 and 2022 have been delayed. The Commission will continue to keep the membership informed of next steps and will provide additional information to any institution scheduled to go through the MPPR process, if that process is reinstated. The delay in the MPPR does not change an institution’s scheduled self-study year.”*

3. Increase publicity in Frederick County via 12 editorials and press releases for the Frederick News Post, Frederick Magazine, and other media outlets.

Status: Completed

- Highlighted positive College news in a monthly President's e-news sent to members of the Frederick community.
- Dr. Powell had five editorials published in the Frederick News Post. In addition, a public relations campaign highlighting our faculty and staff has resulted in 39 faculty and staff profiles in the Frederick News Post in the past 40 weeks. Press releases highlighting new FCC programs and initiatives, student and employee achievement, campus events, and other College news were sent to local media outlets throughout the year, resulting in positive media coverage in the Frederick News-Post, WDVM-TV, WFMD radio, and other outlets.

INFORMATION TECHNOLOGY

1. Expand Wi-Fi access for all areas of campus (outdoors).

Status: Completed

This project was completed in the spring of 2022. Additional wireless access points were procured, installed, and configured around the campus to provide additional wireless coverage.

The Network Services team completed a signal strength assessment after the work was done and created a digital “heat map” to show Wi-Fi signal strength within the College footprint.

Students have been taking advantage of the expanded Wi-Fi coverage and are more frequently utilizing outdoor spaces and parking areas that are now part of the expanded wireless coverage.

2. Develop a new IT strategic plan.

Status: Not Completed

This initiative has been put on hold so that the plan can be developed by the new CIO to be hired.

3. Improve wireless and web portal access at the Monroe Center.

Status: Completed

This project was completed in the spring of 2022 as part of the larger Wi-Fi expansion on the main campus.

The College portal will allow acknowledgment of our acceptable use terms but does not require individual mobile technology registrations or credentialed authentications when accessing public Wi-Fi. The College will consider these additional enhancements as a future objective.

4. Complete the plans for the Data Center build scheduled for FY 2023.

Status: Continue in Process for FY 2023

The plans for the new Data Center were completed in FY22 and construction is underway as part of the larger Langanore Hall renovation project. As part of the renovation, the new data center will house the core network and servers of the College. Proposals were solicited from qualified firms to provide technical expertise and consulting assistance to develop and execute a plan to migrate the core network and server equipment from the current location to the new data center room. The goal of the project is to consolidate the College network and server infrastructure into the new data center room with minimal risk and with the least amount of outage time. The timeline cutover to the new equipment in the Data Center is dependent on the completion of the final buildout. We are anticipating that the temporary network outage and equipment move will take place in the fall of 2022, or possibly over the Winter break in 2022.

5. Effectively implement technology strategies to support student learning.

Status: Completed

The IT team has assisted with several initiatives over the past year to support student learning.

- The most visible is the classroom-related changes that we have made to support instruction. Throughout the year we have been replacing older classroom projectors with new, state-of-the-art digital projectors to provide a more engaging classroom experience for students.
- The IT team has also converted many traditional classrooms to HyFlex classrooms by incorporating new video and audio systems to make class sessions a seamless experience for everyone, no matter where or when they’re participating. HyFlex combines the terms “hybrid” and “flexible.” Hybrid learning refers to learning that integrates complementary face-to-face (synchronous) and online learning (asynchronous) experiences in service of intended learning objectives.
- The IT team has also assisted with the implementation of several new applications in support of faculty and students:

- EAB navigate is now live and in use by students and staff at FCC. Navigate is an enterprise-level student success platform that unites students, administrators, advisors, faculty, and other staff in a collaborative network to improve student support.
- The College purchased and has been rolling out the CourseLeaf application which is an advanced curricular management platform. The modules integrate with our PeopleSoft Campus Solutions application and allow the College to manage the course catalog, assist with and manage curriculum development, and aid with the publishing of the online course catalog and schedules.
- The Information Technology team also assisted with the implementation and integration of the Accommodate platform. This new accommodation system allows for easier tracking of a student's record and his or her interactions with the Student Accessibility Services office. It also allowed for easier tracking of a student's record and his or her interactions with the Disability Access Services office. By embedding technology into its workflows, Disability Access Services can provide students with an easier and seamless way to request their accommodations.
- Thinking Storm was purchased earlier in the year and this application, like those above, also integrates with our PeopleSoft Campus Solutions application.
- The ThinkingStorm application helps students bridge the gap between the classroom and independent study and tutoring.
- The IT Help Desk area has been heavily involved in replacing PCs, Macs, and laptops throughout the year as part of our technology replacement plan. This allows our students to complete classroom work on a modern, highly reliable, technology platform.

CAMPUS OPERATIONS AND PHYSICAL PLANT

1. Complete a thorough review of Public Safety Operations and implement approved changes by December 17, 2021.

Status: Continue in Process for FY 2023

Campus security consultant Barry Titler was hired to conduct an independent review of the (then) Campus Security department by observation, application of campus public safety standards, and interviews with campus constituents. This review was completed in November of 2021 and the report outlined 33 recommendations to be considered and implemented over time. The report was presented to both the Interim President and the Board of Trustees. Most of these recommendations were agreed upon and several were implemented within the fiscal year. Some recommendations require additional funding, either one-time or on-going.

2. Complete the renovation of the Memorial Garden area in the main quad by April 15, 2022.

Status: Continue in Process for FY 2023

The Memorial Garden was cleaned up thoroughly in the Fall of 2021. Preliminary discussions in the Facilities Master Plan process indicated that a redesign of the main quad, including the Memorial Garden, would likely be a high priority design and construction project in the final plan.

3. Add additional outside gathering spaces for students.

Status: Completed

Additional picnic tables, Adirondack chairs and umbrellas were purchased and distributed across campus.

4. Complete the renovations of Linganore Hall by December 15, 2022.

Status: Continue in Process for FY 2023

The majority of the project is still on track to be completed in this time period. Timing of the completion of the Data Center is still under discussion.

5. Develop a Facilities Master Plan.

Status: Continue in Process for FY 2023

A solicitation process was developed and completed in fall of 2021 and a consulting team led by Marshall Craft and Associates was placed under contract. The Senior Leadership Team was identified as the steering committee. Progress Report 1 and the Facilities Condition Assessment were submitted at the end of May 2022. The Plan is scheduled to be substantially complete by December of 2022. However, by waiting on the arrival of President Cheek, the completion date may be delayed a few months.

6. Complete needed renovations of the Provost's Office by March 15, 2022.

Status: Continue in Process for FY 2023

Minor renovations were completed in the Provost's Office in June 2022. There is a schematic design of more extensive renovations, but these are on hold pending the completion of the Facilities Master Plan.

7. Improve signage at the Monroe Center.

Status: Completed

Signage is regulated by the City of Frederick. The complex at 200 Monroe has a maximum square footage of signage that is proportionally shared by the tenants and is fully utilized.

8. Improve internal signage on the main campus.

Status: Continue in Process for FY 2023

Interior signs have been updated in several buildings as various functions have relocated or changed names. A project to update and alter the exterior directory kiosks is in development and will be implemented during FY23.

FCC FOUNDATION

1. Raise \$400,000 for new student support.

Status: Completed

The Foundation raises funding in support of its mission to remove barriers to a community college education. Thanks to generous donors, the Foundation continued to fulfill this mission. As a result of their financial support, the College was able to provide the following:

- Overall total revenue raised this year was \$1,159,783. Of the total revenue raised, the Contribution and Fundraising Event revenues totaled \$526,942, and grant revenues totaled \$219,750. Donors generously provided gifts for new and established student scholarships. Approximately 1548 awards amounting to nearly \$854,611 were offered in scholarships. 91.25% of the funds available to spend in FY2022.
- One exceptionally generous gift came through the establishment of a new diversity, equity

and inclusion scholarship and was funded by a donor with a singular interest in supporting students from historically underrepresented backgrounds who are pursuing their education at FCC.

2. Raise \$200,000 for overall College support

Status: Completed

Local private foundations supported the College with extraordinary generosity this year in the amount of \$339,114. Their giving focused on helping support those in our community who are Asset Limited, Income Constrained, and Employed (ALICE).

3. As of May 31, 2022, the total revenues of the FCC Foundation were \$1,068,209. This total is 19% higher than last fiscal year at the same time. Contribution revenue is \$466,864. Grant revenue is \$219,750. Revenue from fundraising events including the golf tournament and Hospitality, Culinary and Tourism Institute events total \$43,626. Also included in total revenue is administrative endowment fee income of \$70,813, dividend and interest income of \$2,235, and investment income of \$264,921.

MHEC Performance Accountability Report

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 institutional 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 [2021-2025 Maryland State Plan for Higher Education](#) (MSP). MHEC has responsibility for approving the individual plans and reviewing and presenting the reports with recommendations to the MHEC, the Governor, and the General Assembly.

The 2022 Performance Accountability Report for FCC was reviewed and approved by the Board of Trustees (BOT) in their September 21, 2022 meeting and was sent to MHEC prior to the October 1, 2022 due date. The report was then made publicly available on the College website. OPAIR shared relevant indicators and benchmark data to College teams. The BOT approved the current 2021-2025 PAR benchmarks at their September 22, 2021 meeting.

The Maryland Higher Education Commission (MHEC) has recently encouraged community colleges to give the PAR more attention and utility. In support of this, Office of Planning, Assessment, and Institutional Research (OPAIR) plans to:

- update the data in the PAR annually,
- identify which benchmarks were met and which ones require further action,
- send the PAR indicators with data and benchmark status to Senior Leadership and the Responsible Administrators for their respective benchmark(s),
- oversee the progress on unmet benchmarks,
- support the development of an intervention plan to meet the benchmarks by 2025
 - Intervention Plans will be sent to OPAIR to monitor progress.

Appendix A-Closing the Racial Equity Gap: Benchmarking for Success

Frederick Community College Closing the Racial Equity Gap Benchmarking for Success									
Implement racial equity interventions to close existing gaps in access and success for Black/African American and Latino/a/x students									
Success Key Performance Indicators									
1 Successful-persist rate after four years for new students attempted 18+ credits the first two years	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Average 2012-2015 Cohorts	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Based on Cohort Fall 2023 for Reporting in Fall 2027	
	a. Black/African American	69%	71%	70%	68%	70%	74%	74%	
	b. Latinx	80%	76%	73%	78%	77%	79%		
	c. White	77%	80%	75%	77%	77%	83%		
	d. All Students	77%	71%	74%	76%	74%	80%		
2 Successful-persist rate after four years for all new students in the cohort	Data Not Available for Prior Cohorts				Fall 2015 Cohort	Fall 2016 Cohort	Average 2015-2016 Cohorts	Fall 2017 Cohort	Benchmark Based on Cohort Fall 2023 for Reporting in Fall 2027
	Data Not Available for Prior Cohorts				42%	59%	51%	43%	59%
	Data Not Available for Prior Cohorts				57%	62%	59%	48%	
	Data Not Available for Prior Cohorts				55%	68%	62%	54%	
	Data Not Available for Prior Cohorts				54%	65%	59%	52%	
3 Graduation-transfer rate after four years for new students attempted 18+ credits the first two years	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Average 2012-2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Based on Cohort Fall 2023 for Reporting in Fall 2027	
	a. Black/African-American	61%	59%	60%	60%	60%	62%	62%	70%
	b. Latinx	68%	63%	62%	61%	64%	70%	65%	
	c. White	70%	73%	70%	71%	71%	72%	75%	
	d. All Students	69%	60%	68%	76%	68%	70%	62%	
4 Graduation-transfer rate after four years for all new students in the cohort	Data No Available for Prior Cohorts				Fall 2015 Cohort	Fall 2016 Cohorts	Average 2015-2016 Cohorts	Fall 2017 Cohort	Benchmark Based on Cohort Fall 2024 for
	Data No Available for Prior Cohorts				36%	49%	42%	36%	51%
	Data No Available for Prior Cohorts				41%	54%	48%	37%	
	Data No Available for Prior Cohorts				50%	59%	54%	47%	
	Data No Available for Prior Cohorts				46%	57%	51%	44%	
5 150% Graduation Rate	Fall 2014 - 2017	Fall 2015 - 2018	Fall 2016 - 2019	Fall 2017 - 2020	Average 2014-2017 Cohorts	Fall 2018-2021	Benchmark Based on Cohort Fall 2023 for Reporting in Fall 2027		
	a. Black/African-American	23%	25%	29%	25%	26%	24%	23%	
	b. Latinx	22%	18%	29%	14%	21%	17%		
	c. White	22%	24%	23%	21%	22%	21%		
	d. All Students	22%	23%	25%	21%	23%	22%		
6 Face-to-Face course failure rate (courses with grades of D/F/FNA/W)					Average Fall 2017-2020 & Spring 2018-2020	Average Spring 2021, Fall 2021, & Spring 2022	Benchmark 2027		
					30%	25%	21%		
					25%	24%			
					19%	16%			
					18%	16%			
7 Online course failure rate (courses with grades of D/F/FNA/W)					Average Fall 2017-20 & Spring 2018-2020	Average Spring 2021, Fall 2021, & Spring 2022	Benchmark 2027		
					38%	28%	28%		
					32%	28%			
					27%	21%			
					26%	22%			
8 Hybrid course failure rate (courses with grades of D/F/FNA/W)					Average Fall 2017-Fall 20 & Spring 2018-20	Average Spring 2021, Fall 2021, & Spring 2022	Benchmark 2027		
					27%	23%	22%		
					27%	26%			
					20%	22%			
					19%	18%			

9	Structured Remote failure rate (courses with grades of D/F/FNA/W)					Fall 2020	Average Spring 2021, Fall 2021, & Spring 2022	Benchmark 2027	
		a. Black/African-American					35%	36%	28%
		b. Latinx					32%	33%	
		c. Asian					19%	29%	
		d. White					25%	24%	
		e. All Students					28%	28%	
10	Percentage of adult education student achieved at least one ABE educational functioning level	FY 2017	FY 2018	FY 2019	FY 2020	Average FY 2017-2020	FY 2021	Benchmark FY 2027	
		a. Black/African-American	19%	31%	20%	24%	24%	18%	25%
		b. Latinx	28%	29%	21%	35%	28%	23%	
		c. White	23%	26%	26%	21%	24%	13%	
		d. All Students	23%	30%	22%	27%	25%	19%	
11	Percentage of adult education student achieved at least one ESL educational functioning level	FY 2017	FY 2018	FY 2019	FY 2020	Average FY 2017-2020	FY 2021	Benchmark FY 2027	
		a. Black/African-American	59%	65%	49%	38%	53%	29%	43%
		b. Latinx	44%	51%	44%	30%	42%	20%	
		c. White	54%	54%	43%	32%	46%	8%	
		d. All Students	45%	53%	44%	31%	43%	21%	
12	Workforce training completers:						2022	Benchmark 2027	
		a. Black/African-American	Began collecting the data in 2022.					60	
		b. Latinx						54	
		c. White						286	

Access Key Performance Indicators

Black/African American and Latinx Enrollment Compared to Frederick County Population

13	Percent credit enrollment for a fiscal year 15+ years old compared to Frederick county population	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Average FY 2017-FY 2020	Benchmark 2025	
		a. Black/African American FCC Headcount	12%	12%	12%	13%	13%	13%	
		Frederick County population	9%	9%	10%	10%	N/A	10%	10%
		b. Latinx FCC Headcount	7%	11%	9%	9%	10%	9%	9%
		Frederick County Population	8%	9%	9%	10%	N/A	9%	
		c. Asian FCC Headcount	5%	5%	5%	5%	5%	5%	5%
		Frederick County population	5%	5%	5%	5%	N/A	5%	
		D. White FCC Headcount	67%	65%	64%	62%	58%	65%	
		Frederick County Population	76%	75%	74%	73%	N/A	75%	73%
14	Percent Continuing Education and Workforce Development enrollment for a fiscal year, 15 years and older compared to Frederick county Population	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Average FY 2017-FY 2020	Benchmark 2025	
		a. Black/African American	13%	12%	12%	11%	14%	12%	
		Frederick County population	9%	9%	10%	10%	N/A	10%	10%
		b. Latinx	7%	7%	7%	7%	11%	8%	
		Frederick County Population	8%	9%	9%	10%	N/A	9%	9%
		c. Asian	4%	4%	4%	4%	4%	4%	
		Frederick County population	5%	5%	5%	5%	N/A	5%	5%
		D. White	75%	76%	76%	77%	70%	75%	
		Frederick County Population	76%	75%	74%	73%	N/A	75%	75%
15	Percent Continuing Education and Workforce Development enrollment for a fiscal year, 5-14 years old compared to Frederick county	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Average FY 2017-FY 2020	Benchmark 2025	
		a. Black/African American	6%	8%	9%	10%	10%	9%	
		Frederick County population	11%	11%	11%	12%	N/A	11%	11%
		b. Latinx	5%	8%	5%	7%	5%	6%	
		Frederick County population	14%	15%	15%	16%	N/A	15%	15%
		c. Asian	11%	12%	13%	11%	24%	14%	
		Frederick County population	6%	6%	6%	6%	N/A	6%	6%
		D. White	78%	75%	73%	73%	59%	71%	
		Frederick County Population	63%	62%	61%	60%	N/A	62%	62%
16	Percent of credit students accessing Financial Aid	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Average 2017-2020	Benchmark 2025	
		a. Black/African-American	27%	27%	27%	29%	27%	27%	27%
		b. Latinx	14%	15%	17%	17%	19%	17%	17%
		c. Asian	5%	6%	5%	6%	6%	6%	6%
		d. All Students	52%	51%	50%	48%	47%	50%	50%
17*	Number of High School Based Dual Enrollment Courses	2017	2018	2019	2020			Benchmark	
		a. Frederick High School	0.58	1.89	3.14	5.01			8
		b. Governor Thomas Johnson High School	1.25	1.68	1.86	2.56			8
		c. Tuscarora High School	4.56	4.7	4.93	4.72			8
		Compared to Middletown High School (86.4% White Students)	4.05	6.01	8.02	8.16			N/A

Most benchmarks are based on the average data for the past four years for ALL students and are highlighted in yellow.

The latest available data for population estimates by race and age prepared by the Maryland Depart of Planning is July 1, 2020
 FCPS developed Key Performance 17 and its benchmark. They provide data to FCC annually.