

2014 Performance Accountability Report Frederick Community College

1. MISSION

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

2. INSTITUTIONAL ASSESSMENT

The 2013-2015 Strategic Plan with eight goals and the vision of transforming individuals and communities through learning has realigned FCC's strategic efforts since its approval by the Board of Trustees in February 2013. An Institutional Effectiveness report was published in September 2014 based on the status of the Tactical Plans of different units of the College. In addition, the status of the benchmarks adopted for MHEC Accountability Indicators were integrated in the report. FCC's commitment to the utilization of data in decision making is evidenced by having a strategic goal of "*Advance the College's commitment to and success in assessing its effectiveness in achieving its missions and goals*" with five specific strategic objectives to lead our efforts in decision making. This goal underscores the notion in Goal six of 2014-16 State Plan: *Maryland Ready* which advocates the importance of data use and distribution. In addition, the College has begun the process of Self Study for the Middle States Commission of Higher Education's visit in spring 2016.

The College has recently formed a Strategic Advisory Team (SAT) with a membership of about 40 faculty and staff members representing different areas of the College. The SAT worked with the president to establish three Annual Strategic Priorities for 2014-2015 based on the Strategic Plan Goal of "*Enhance access, support, and opportunities that meet the needs of diverse and changing populations.*" The three priorities focus on Enrollment Development, the Adult Learner and Changing Populations, and Creating a Unified Culture of Persistence, Success, and Completion.

The College also continues with comprehensive program review to ensure that every program is evaluated on a five-year cycle. All academic programs have identified their missions, goals/objectives, and student learning outcomes. In FY 2013, action plans for forty-four (44) programs were completed and enacted. By the end of fall 2014, an additional 28 degrees, certificates, and letters of recognition program reviews will be completed.

FCC's credit students now average 21 years in age, are more likely to be female (57%), part-time (66%), employed more than 20 hours per week (56%), enrolled in transfer programs (69%), first-generation students (38%), Frederick County residents (92%) and more than 2,129 students took English for Speakers of Other Languages (ESOL) courses. Twenty-one percent of credit students attending FCC were Pell Grant recipients while an additional 23% received loans, scholarships and/or need-based financial aid. In fall 2013, 53% of first-time credit students needed developmental coursework in English, reading and/or Math.

In FY 2014, 63% of the continuing education students were women, 17% were 15-24 years old, followed by 29% 25-39, 27% 40-54, and 27% were 55 years and older.

MHEC Required Explanation

Enrollment in continuing education workforce development courses (Indicator 30).

Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31).

Enrollment in contract training courses (Indicator 33).

Commission Assessment: Despite decreases in headcounts and enrollments in the above areas over the past four years, the College has established benchmarks calling for significant increases by FY 2015. Please discuss the College's strategies in these areas.

FCC's Response: Enrollment in workforce development programs will be impacted by an increase in management positions and curricular and program revisions. In order to stay current with workforce needs in the industries of Frederick County, workforce development programs will undergo review and suggestions for revisions. In addition, environmental scans of industry and employment gaps will identify areas of program development. Curricular changes that have been completed to increase program effectiveness and enrollment include adding clinical experiences to healthcare programs such as Pharmacy Technician, adding shorter term training program (accelerated scheduling) options for Phlebotomy, Welding, HVAC, and Electrical. In addition, a review of prerequisites and program requirements are underway to identify barriers to entry without impacting student preparedness and success in the classroom. Small Business, Management, and Information Technology courses have undergone preliminary review for effectiveness. Curricular changes, program revisions, and program development in areas of IT certification, leadership development and software skills enhancements are underway.

Programs in the workforce development area have embarked on finding areas of synergy with credit programming and increased partnerships with other community colleges to escalate programming options and enrollment. The number of co-listed courses in the continuing education schedule has increased to include Medical Assisting, Information Technology, and Business Management courses. Additionally, defined career pathways that include articulation from continuing education to credit instruction are being developed. Partnerships with Harford, Hagerstown, Howard Community Colleges and the College of Southern Maryland allows Frederick Community College to offer online and traditional courses in the workforce development areas of Information Technology, Child Care Certifications, Waste Water Management, and Business Management and Entrepreneurship.

Staffing changes within the department have been made in order to positively impact enrollment. In FY 15, professional licensure programming will benefit from the addition of a full-time manager to review, revise, and develop programming in line with industry needs. Customized Training and Contract Training will now be supported by a business development manager that will focus on regional outreach to expand the work done in this area. The College has taken an innovative approach to staffing this position. Currently, only 13% of community colleges

nationwide have a compensation plan for business development that includes commission. In FY14, a comprehensive report was completed by the continuing and workforce development department that showed compensation plan impacts the ability to recruit and hire sales professional within this area. We expect that this new structure will expand the already positively trend in enrollment seen in FY 15 to date. In the past year, contract training opportunities have included clients such as the Department of Social Services, Frederick County Manufacturing Partnership, City of Frederick, Music & Arts, and WLR Automotive Group and have exceeded the number of businesses served reported in FY 13. Much of the instruction that is facilitated focuses on software training and leadership development of incumbent workers. Longstanding and ongoing partnerships with regional partners for unemployed and underemployed also continue to thrive. The College works with Goodwill Industries and Frederick County Workforce Services (FCWS) to support skills development. Lastly, in concert with the goals of the FCWS, we have developed training to support regional workforce needs in areas of welding, CNA, and Bookkeeping.

Goal 1: Quality and Effectiveness as a goal in *Maryland Ready*, clearly expresses the value of “*maintaining and improving the quality and effectiveness of postsecondary institutions.*” One of the strategic goals of the College mirrors this view and emphasizes “*promoting academic excellence in teaching and learning*” and the effectiveness of this goal is evident in the following indicators and achievements of the benchmarks:

- Graduate satisfaction with educational goal achievement remains high (97%) and higher than the benchmark (96%),
- Fall-to-fall retention rate revealed that this rate is higher (64%) for developmental than college ready (52%) students, and both achieved the benchmarks of 64% and 51% respectively,
- Developmental students completed their requirements four percentage higher (64%) than the benchmark (58%),
- Successful/persister rate for all students (78%) is lower than the benchmark (80%) while among college-ready students (84.4%) is higher than last year (80%) and almost met the benchmark of 85%. Moreover, the developmental completers rate declined compared to the prior cohorts (80% vs. 88%, 82%, 81%) and is lower than the benchmark (85%); this rate with about 100 students in the cohort has been fluctuating for developmental non-completers (39%) for the past three cohorts (51%, 32%, and 60%),
- Graduation/transfer rate after four years is 66% for all students and is 3% higher than the benchmark (63%). The rate for developmental completers is 2% higher than the benchmark (62% vs. 60%), while the rate for college-ready students is four percent higher than the benchmark (81% vs. 77%),
- First time pass rates for Registered Nursing (88%) is lower than last year (95%) and the benchmark (94%). Historically, there will be a slight drop in the pass rate immediately after a new passing standard is introduced. The new National Council State Boards of Nursing exam was initiated on April 1, 2013. The Board changes the exam every three years. Since the passing standard has been raised, a higher level of ability will be required to pass the exam. Borderline and low performing candidates will most likely be affected,

- Practical Nursing (100%) licensure and certification exams are high and reached benchmarks,
- First time pass rate for Respiratory Care (67%) licensure and certification exam has declined eight percentage points compared to last year and declined 25% compared to the 2010 year (92%) and is 25% lower than the benchmark set for this indicator. However, the students have option of taking the test multiple times and the final pass rate is 93%.
The Respiratory Care Program reviewed the test results and suggested the following improvements: Collecting and Evaluating Additional Pertinent Information, Manipulating Equipment by Order and Protocol, Evaluating and Monitoring Patients Objective and Subjective Responses to RC, Independently Modify Therapeutic Procedures Based on Patients Response, Recommend Modifications in the RC Care Plan Based on Patients Response. The EMR software and simulations in combination with above mentioned plans may facilitate success in some of these categories,
- Percent of expenditures on instruction was 48%, Academic support 6%, Student Services 13%, and other expenditures 33%.

FCC endorses the value that Goal one of *Maryland Ready* emphasizes: “*College completion begins with college readiness.*” FCC recognized some of the struggles that developmental students experience in completing their course requirement. Therefore, the English Department adopted an initiative based on assessment of course completion. EN60/61 are two 7-week classes that replace the 15-week EN50A Developmental Writing class in helping students to complete their Developmental English requirement. EN50A, Writing Skills II, has an average annual enrollment of 400. About 65% of those enrolled successfully complete the class. About 10% earn a grade of “Z” indicating that they completed the course, but did not meet exit criteria. Experience has shown that most of these repeating students have made progress and just need a bit more time. Currently, they must pay another \$579.40, and re-enroll. Under this proposal, they need only pay another \$289.70 and can try again in the following 7-week session. If they are successful on the 2nd attempt, they can proceed to EN101. Successfully completing EN50a following an initial failure would cost \$1158.80. Completing the EN60/61 equivalent after an initial failure will cost \$869.10—saving the student \$289.70 and 7-weeks.

Goal 2: Access and Affordability of the State Plan emphasizes the importance of accessibility of education to students. To further support Goal 2 of *Maryland Ready* and its associated emphasis on student access as the first step to postsecondary education, the FCC Foundation awarded \$372,248 in scholarships to 814 credit students. The Foundation implemented new protocols for issuing scholarships to non-credit students and awarded 7 scholarships totaling \$11,503. Seventy-three percent of fall scholarship applicants received scholarships and 80% of spring applicants. The average scholarship was \$517 per student.

The College also strongly supports the completion focus in *Maryland Ready*, as well as the values and goals supported by the College Readiness and Completion Act of 2013 (Senate Bill 740). FCC offered early college access opportunities to high school students and increased its on-site dual enrollment by 41.4% between fall 2013 and 2014. FCC and Frederick County Public School (FCPS) have a strong history of collaboration and our partnership has been strengthened by the success of offering college level courses at three public high schools.

Overall, the College has met nine of its 14 established benchmarks for achieving student access and affordability. The College is pleased to find it has been able to:

- Achieve the benchmark of FCC's market share of part-time undergraduates (76%),
- Increase enrollment of students in college level courses concurrently with their high school courses by 26% (400 vs. 318) since 2010 and 46% higher than the benchmark (274) and an increase of 95 more students in fall 2014 (495),
- Increase enrollment in on-line credit courses since 2010 by 7% (5,640 vs. 5,254) and 340 more students than the benchmark for 2015 and 83% (324 vs. 177) increase of Continuing Education online headcount which is 124 more students than the benchmark,
- Increase annual course enrollments in continuing education, community service, and lifelong learning between FY 2010 and FY 2013 by 16% (5,930 vs. 5,116) and surpassed the 2015 benchmark by 730 students. At the same time, the unduplicated annual headcount increased by 5% (2,886 vs. 3,019) and 19 more students compared to the benchmark (3,000),
- Increase enrollment in continuing education basic skills and literacy courses from 166 students in FY2010 to 1,528 in FY 2013 which is 16 times higher and surpassed the benchmark by 1500% or 1,848 more than the benchmark of 1,200 students,
- Maintain total tuition and fees affordable for students and is at 48.4% of the MD state public universities rates and almost the same as the benchmark (48%).

The College continues to work on other benchmarks and has one more year to achieve its goals.

- Credit headcount has experienced a decline of 5% (8,553 vs. 9,012) compared to last year and it is 9% lower than the benchmark (9,360),
- Continuing Education headcount declined -13% (8,635 vs. 9,875) compared to last year and is 18% less than the benchmark,
- Unduplicated combined credit and continuing education enrollment declined by -9% (16,673 vs. 18,222) and is 14% lower than the benchmark,
- The market share of first-time, full-time freshmen (54%) is higher than last year and it is 2% shy of achieving the benchmark of 56%.

Goal 3: Diversity as it is broadly defined in *Maryland Ready* which “*extends beyond equitable representation of underrepresented groups*” mirrors FCC’s mission statement and the Strategic Plan. One of FCC’s six core values is: “Diversity: Visible and invisible human differences that affect the success of students, staff, and members of the community.” To complement this, one of FCC’s six strategic goals is to: “Enhance access, support, and opportunities that meet the needs of diverse and changing populations.” In support of this strategic goal, four (4) strategic objectives reflect a decisive commitment to assuring that diversity remains central to our work throughout the College.

FCC continues to place emphasis on the recruitment, support, and retention of culturally diverse students. Between fall 2010 and 2014, total students of color increased by 20% while the enrollment declined by 3%.

The College achieved two out of three of its diversity benchmarks as it has aligned itself with this goal and strives to promote accessibility and achievement of historically under-represented student and staff populations.

- Frederick Community College now enrolls proportionately more minority students (32%) than similar residents who live in its service area (21%),
- There was a steady growth in the percentage of minority full-time faculty from fall 2010 (13%) to fall 2013 (14%) and although fall 2013 shows one percentage lower than the 2015 benchmark (15%) but, as of October 2014 the rate is 17% and surpassed the benchmark,
- The percentage of minority full-time administrative and professional staff from fall 2010 (16%) declined by two percent in fall 2013 (14%),
- Successful-persister rate for Hispanic students (73%) and African American (62%) are lower than all students combined (76%),
- Graduation-transfer rate for Hispanic (56%) and African American (51%) students is lower than all students combined (66%).

FCC is endorsing the importance of “*Closing the Achievement Gap*” that is highlighted in *Maryland Ready*. The College for the fourth consecutive year received a grant from MHEC to continue with the Partnership for Achieving Student Success Program (PASS) program. PASS is designed to assist first-time degree-seeking students who are at-risk, first generation, Pell eligible, or from an underrepresented population to attain college success by increasing their persistence rate and good academic standing. The data shows that PASS is a successful program. The persistence rate from fall 2013 to spring 14 was higher for students who participated in PASS program (87%) compared to Non-Pass (72%), all minority students (68%), and all Pell students (53%). Also, in fall 2013, developmental course completion for PASS students was higher (78%) than Non-Pass (77%), all minority students (69%), and Pell students (61%). Moreover, credit course completion for the same semester was the same for both PASS and Non-PASS students (82%), total minority students’ rate was 78% and Pell students was 84%. This data was compiled as part of the grant evaluation and for submission to MHEC.

The Woman to Woman Mentoring Program (W2WM) is an intergenerational program that assists Frederick County women ages 18-35 who desire personal and professional guidance to transform their lives through mentoring relationships focused on career, education, and family concerns. FCC offers Woman to Woman Mentoring Program to its students with the mission of “*Building success for life among young women of Frederick County*”. Since the program’s inception in 2009, W2WM staff have interviewed, matched, and supported 108 mentoring pairs; 81% who have fully completed the program and 6% who have partially completed the program (meaning they attended more than 50% of workshops and fulfilled at least 50% of the one-on-one time requirement with their mentors). From 2009-2012, W2WM offered one 10-month program each year. In 2013, W2WM expanded to offer two-10 month programs, allowing W2WM to increase the number of mentoring pairs served to up to 50 mentoring pairs a year.

Goal 4: Student-Centered Learning of the State Plan emphasizes the importance of educational transitions and an effective alignment across all higher education segments for enhancing student success. In response, the College has articulation agreements with thirteen

institutions of higher education in the State and sixteen out-of-state institutions to facilitate the transition of two-year degree students to baccalaureate degree programs. In many cases, individual institutions have multiple agreements with the College representing various educational programs or degree options. In FY2014 the College developed one new articulation agreement with a four-year university in the State and two articulation agreements with four-year universities outside of the state. Curriculum revisions were made to fourteen programs with two A.A.S. degrees and three Letters of Recognition being discontinued. In addition, the Curriculum Committee approved fifty-three new courses, thirty-nine revisions to existing courses and the removal of four courses.

Overall, the College has met six of its 10 established benchmarks for student-centered learning indicators. The College can report that the:

- Average student performance at transfer institutions remains high (2.93) which is higher than last year (2.82) and the benchmark (2.76), and the rate of students attaining a Cumulative GPA of 2.0 or higher for transfer students to MD public four year institutions is high (88%) and is higher than last year (84%) and the benchmark (83%) both benchmarks were met. Also, National Student Clearinghouse Research Center reported the completion rate of FCC students six-year after first enrollment was 53% compared to 40% of national benchmark,
- Increase in graduate satisfaction with transfer preparation is 3% higher than the last time surveyed (82% vs. 79%) and 2% higher than the benchmark,
- Number of degrees and certificates increased 13% in FY 2013 (906 to 1,023) compared to FY 2009. However, the same rate declined 3% from 1,050 to 1,023 or 27 fewer awards from FY 2012 to FY 2013. The College met the benchmark of Career Degrees (308 vs. 273) and Certificates (176 vs. 159) and did not meet Transfer Degrees benchmark (539 vs. 611),
- Fall to fall retention rate for Pell grant recipients (58%) is below the benchmark (62%). The non-recipients (58%) met the retention benchmark,
- Number of students enrolled in Education transfer program in fall 2013 (238) is higher than 2012 (210) and the enrollment increased to 262 in fall 2014, which is lower than the benchmark (296). In addition, the number of FCC graduates has stayed the same (21) for the past two years and it is short by 7 graduates to reach its benchmark of 28.

Frederick Community College has pledged to substantially increase the number of graduates by 2025. To achieve this pledge, the College has focused on strategies to create a unified culture of persistence, success, and completion. To that end, the Early Alert system was reviewed and improvement strategies are being adopted. The College is adopting a proactive strategy to alert students at risk by offering individualized interventions.

Goal 5: Economic Growth and Vitality of the State Plan articulates the importance of promoting the economic growth and the vitality of the State through the development of a highly qualified workforce. In response, the College offers a variety of opportunities to Frederick County residents to advance their careers. The College's Mid-Atlantic Center for Emergency

Management recently received a \$1.2 million FEMA grant. FCC will develop and deliver six training courses for up to 750 emergency management professionals nationwide.

Additionally, in response to the State Plan's emphasis on the preparation of "*students for careers in high-demand, cutting-edge industries such as cyber-security,*" the College applied for and was awarded a \$731,614 training grant to create a Cyber-Security degree program by providing high-end training, internships, and IT jobs to Marylanders including veterans and their families, low-skilled workers, and underrepresented groups. The program will lead to cyber-related careers including Computer Repair Technician, Computer Network Support Specialist, Computer User Support Specialist, and Information Security Analyst.

Current positive trends include the fact that:

- The rate of career program graduates employed full-time in a related field (90%) is higher than the benchmark (89%),
- Graduate satisfaction with job preparation (96%) is higher than last surveyed (89%) and its benchmark (89%),
- The number of awards in STEM programs for FY 2013 is 26% higher than FY 2010 (317 vs. 251) and higher than the benchmark (271),
- Employer satisfaction with contract training is 100% and is higher than the benchmark (95%).

However, performance on the following indicators should be improved within the next year to reach the benchmarks, specifically:

- Credit enrollment in STEM programs for fall 2013 is 2% higher than fall 2010 (1,676 vs. 1,673) and lower than the benchmark (1,800). However, fall 2014 is 1,707 and higher than fall 2013,
- Enrollment in continuing education workforce development courses is down 39% (4,355 vs. 7,172) in 2010, and lower than the benchmark (7,853),
- Enrollment in continuing professional education leading to government or industry-required certification or licensure has declined 6% compared to FY 2010 (1,503 vs. 1,605), and lower than the benchmark (1,649),
- Enrollment in contract training courses has declined 50% compared to FY 2010 (2127 vs. 4,278), and lower than the benchmark (4,500) and number of business organizations received training declined from 62 in FY 2010 to 49 in FY 2013 and lower than the benchmark of 78.

The declines in Continuing Education and Customized training enrollment are attributed to the ongoing economic slump. As a result, the demands for professional development and non-credit courses by clients from public, private, and associations decreased and overall annual course enrollments in non-credit courses declined.

FCC recognizes the importance of critical workforce needs in science, technology, engineering, and mathematics (STEM) as it is emphasized by *Maryland Ready* for technological innovation, economic growth, and increased productivity. FCC Strategic Goal 1 is to, "*Promote academic*

excellence in teaching and learning.” The first strategic objective of this goal is to ensure that our learning environments are appropriate for our programs. The College is currently renovating the science building by upgrading current labs and is adding additional labs and learning areas in support of our growing STEM programs. In addition, the Math department offered math-focused events such as lectures, Pi-Day, and the Differential-Bee, took STEM students to state competitions (PGCC), conferences (Towson), seminars (Towson, NIH) as well as using iPads and apps for STEM final review sessions.

Cost Containment

During fiscal year 2014, FCC utilized many measures to control expenses and assist with savings to the overall College. As a result of employees electing early retirement in fiscal year 2013, the College realized savings in personnel costs in FY 2014 due to the lapse in filling vacated positions and the reduction in salaries. FCC has joined a consortium with the Frederick County Government and the Frederick County Public School System to contain energy costs through block purchases for electricity usage. Additionally, the College began working with the County government to gain synergies in providing purchasing services to the College. The College entered into an MOU with Frederick County Government to utilize the County’s purchasing office for competitive bidding for the College.

3. Community Outreach and Impact

Community is one of the six values adopted by FCC for 2013-2015 Strategic Plan and it is described as *“Encouraging the engagement of all internal and external stakeholders through communication and collaboration.”* Additionally, part of the mission statement emphasizes the importance of community involvement as *“In traditional and alternative learning environments, we anticipate and respond to the needs of our local, regional, and global communities.”*

College’s Outreach:

- The College’s President served as a member of the Frederick Regional Higher Education Advisory Board with Hood College and Mount St. Mary’s University. This Board was created by the General Assembly and provided funding to MHEC on behalf of the Board to conduct a study of higher education needs and capacity in the local Frederick region. The Board is charged with assisting and supporting the development of a Higher Education Center in the Frederick Region and setting the missions and goals of the Center. In addition, the Board provides guidance and support in identifying institutions and programs to serve higher education and workforce needs in Frederick County, facilitate interactions among the local business, non-profit, education, military, and Frederick National Laboratory communities.
- The College’s President and several staff are members of the Frederick County Chamber of Commerce with the goal of connecting the College to the businesses and community leaders.
- FCC’s staff and Frederick Public School (FCPS) Central Office personnel collaborated in establishing efficient policies, procedures, and best practices for Dual Enrollment. The Director of Dual Enrollment meets regularly with building principals, counselors, and teacher leaders as we plan, prepare, and implement school-based Dual Enrollment programs. In addition, the College participated in fall and spring college readiness testing

at the comprehensive high schools and the Career Technology Center. The College also has recently initiated discussions with private schools on Dual Enrollment.

- FCC's staff participated in collaborative meetings with Frederick County Government entities including Frederick County Workforce Services to provide better communication and access points for clients interested in the Workforce Development training opportunities with FCC.
- The Admissions Office staff members have served on the following boards: ANSR (Advocates for Non-Speaking Residents), Leadership Frederick Education Board, the Executive Committee for the Chamber of Commerce's Future Link (STEM) program, Life After Middle School Committee, and the Business Relations Team.
- The College actively participates in the community events to promote the value of education at FCC. The staff had recruitment booths or participated on panels at the Chamber of Commerce Fairs, Frederick City Government, Frederick County, Frederick Memorial Hospital, ARC of Frederick, Maryland School for the Deaf, Frederick Foster Care Services, ESL groups at FCPS, Fort Detrick, New Direction Academy, Senior Living Family Partnership, Camp David, BB&T, Bechtel, CitiBank, Great Frederick Fair, and Ft. Detrick. Also, participated in the multicultural events including: Latino Festival, Pathways to the Future, Women's Conference, Kappa Alpha Psi Event, International Student Festival, Asian Lunar New Year Festival, and the Convoy of Hope event.
- The 9th Frederick Latino Festival attracted more than 1,500 attendees to the campus.
- Approximately 3,000 FCPS students attended College Night with over 100 college representatives staffing tables to present collegiate options for college-bound county students.
- Coordinated the College's "Life After Middle School" event and presented "The High Schools and Beyond" with career and education options to over 400 parents of eighth graders.
- FCC collaborated and hosted the annual "Future Link" program with the Chamber of Commerce for 900 seventh graders to explore careers in the STEM programs.
- The College partnered with each of the area high schools in preparing students with college exploration, completing college applications, and applying for financial aid by holding four to six events in each of the 11 public high schools, two private high schools, and MD School for the Deaf. Recruiters made special outreach efforts to first generation and economically disadvantaged students.
- College's staff served on the FCC Business Relations Team that sponsors an annual Business Relations Breakfast honoring Frederick County/surrounding area businesses. The recognized businesses have supported FCC through advisory council service, providing goods and services to the institution, and supporting the FCC Foundation, Inc., through scholarships and program support.
- The Office of Adult Services assisted in planning and working at the annual concert and the FCC Women's volleyball "Dig Pink" fund-raising event to benefit the Anne-Lynn Gross Breast Cancer Resource Center and scholarship. The Director of the Office of Adult Services serves in a supervisory role for the Allied Health Academy (AHA) Case Manager. AHA was designed to assist individuals in becoming Certified Nursing Assistants or Geriatric Nursing Assistants. Informal partnerships have been developed with Frederick County Workforce Services and Project Alive to assist with both the

referral process and consideration for funding of the course costs. In FY 14, 25 students were served in the Allied Health Academy.

Students' Outreach:

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

Some of the partnerships and programs included:

- The United Way Poverty Simulation
- State Conflict Resolution Initiative
- Frederick County Public Schools Peer Mentor Program
- Frederick County Literacy Council
- Anti-Bullying Initiative
- The Frederick Rescue Mission
- The ARC of Frederick County
- National Collegiate Alcohol and Drug Awareness Campaign
- Wellness Month Programming
- African American History Month
- Women's History Month
- Service Learning as part of class assignment
- The Annual "Alternative Prom" for Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ)

Employees' Outreach:

- One of the staff is a member of the Women's Giving Circle of Frederick County, an organization of women who raise funds to promote and support programs that enable and empower women in challenging situations to improve the quality of their lives and the lives of those for whom they are responsible.
- An FCC staff member is the Commissioner on the Executive Committee of the Frederick County Commission for Women advising Frederick County government on issues affecting women and serves as Recorder.
- One of the staff is an advisory board member of the Light of Truth Center (LTC) which has created an innovative, all-inclusive therapeutic recovery system. Continuum of Services model includes Level I Housing with support services, (self-referrals, women leaving treatment and institutions.) Level II housing provides Permanent Supportive Housing for women who have completed treatment, after care and are currently self-supportive. As a member of the Advisory Board, the staff member provides advice and guidance to the governing board of directors.
- An FCC staff member serves as a board member of the following community organizations: the Workforce Development Board, Fort Detrick Alliance Committee, National Museum of Civil War Medicine, Leadership Liaison, Letterman Institute, and Clara Barton Museum.
- One of the staff helped with the 72 Hour Film Fest, which is an annual time-based film competition where teams have 72 hours to make a movie. The mission of the 72 Film

Fest is to provide an outlet for the creative community by hosting challenges in the fields of filmmaking, stage, writing, and other arts.

- One of the staff is a member of Frederick Reads, which is a partnership among Frederick County Public Libraries and dozens of local organizations to foster a love for reading.
- An FCC staff member is on the Board of Directors for American Institute of Graphic Arts – the Blueridge Chapter, which organizes a regional student design competition that generates brand materials to promote The Bernard W. Brown Community Center in Downtown Frederick. Students design brand materials, advertising, and promotional materials for organizations such as Public Housing Project or Animal Control in Frederick County.
- One of the faculty members is a member of The Delaplaine Visual Arts Education Center and serves on the Art Selection Panel.

Additionally, the College's staff continues to take the importance of community outreach seriously by serving on various committees in the community such as actively supporting their local PTAs, volunteering with and donating to the American Red Cross, volunteering with the Special Olympics organization and volunteering for the following organizations:

Maryland State Emergency Management Agency, Frederick County Emergency Management, Agency Frederick County Chapter of the American Red Cross, Relay for Life Volunteer for "Bernie House" a traditional home for domestic violence victims, Olney Theater, U. S. Department of Homeland Security/Federal Emergency Management Agency/Emergency Management Institute Higher Education Program, Maryland State Department of Education - Career and Technology Education Programs, Anti-Terrorism Task Force of Maryland, Rotary Club of Carroll Creek and Fredericktown, ACE Mentoring Program of Frederick MD, RISE Program, homeless shelter, Volunteer Firefighter/Rescue Technician with Frederick County DFRS, Frederick County Public Schools PTA Organization, Running for the Board of Education, Eliminating Achievement Gaps, Kappa Alpha Psi Fraternity Inc. , Board Member & Finance Chair - Interfaith Housing Alliance, Mentor for Woman to Woman mentoring program, Student Homelessness Initiative Partnership of Frederick County, Project Hope Thurmont, Asian American Center of Frederick, and Maryland Coalition Against Sexual Assault.

4. Accountability Indicators

Attached.