

FREDERICK COMMUNITY COLLEGE INSTITUTIONAL EFFECTIVENESS REPORT

Fiscal Year 2016



*Frederick
Community College
met all 14 Standards
of the Middle States
Commission on
Higher Education
and had its
accreditation
reaffirmed
with no additional
conditions on
June 23, 2016*

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At FCC, we believe institutional effectiveness is the ability of our institution to excel in support of its approved mission. What the College does for planning and assessment each year is changeable and often in response to external requests from the Maryland Higher Education Commission (MHEC), the Maryland State Department of Education (MSDE), or the Middle States Commission on Higher Education (MSCHE). For the next few years, planning and assessment will be driven more by our recent MSCHE Evaluation Team Recommendations, MHEC compliance report requests, and our Annual Strategic Priorities than a fixed set of procedures. The Institutional Effectiveness Team will guide some of this activity; however, other broader representative groups like the Strategic Advisory Team (SAT) and the President's Collaborative Council (PCC) give strong support to planning and assessment, as well as operationalizing the Annual Strategic Priorities.

At the end of each fiscal year, the Institutional Effectiveness Team will draft an Annual Institutional Effectiveness Report to submit for information to the Frederick Community College Board of Trustees at their November meeting. The report will highlight planning, budgeting, and assessment activities across the College that are formally measured, documented, and confirmed annually through six general processes: **MSCHE Regional Accreditation, Federal and State Reporting, Academic Program Review, Course Level Assessment, Non-Academic Program Review, and the Annual Strategic Priorities**. The report will also include a summary of any ad hoc assessment requests that occurred outside the six general processes for that year.

1. MSCHE Regional Accreditation

The first, formal institutional effectiveness assessment process is participation through membership with MSCHE. The College follows a formal schedule of monitoring and regularly confirming regional accreditation status. The MSCHE Accreditation Standards provide the framework for systematic, formal, and sustainable practices needed to maintain accreditation status. The effectiveness of the College is evaluated through a rigorous peer review process that is facilitated by MSCHE on a cyclical basis. In order to evaluate compliance with all Middle States Standards, a comprehensive self-study is conducted by the College in conjunction with MSCHE every ten years. The process includes a site visit from an Evaluation Team of peers to confirm the contents of the Institutional Self-Study Report, make recommendations to the College in support of improvement, and to advise the Middle States Commissioners whether the College meets the eligibility requirements established by MSCHE through the Accreditation Standards. The visiting team chair gives the College community an oral summary on the last day of their visit, and then submits the Evaluation Team Report to the Middle States Commissioners and the College. Based on the report, and any further information requested by the Commissioners, MSCHE makes a decision related to the continuation of the College accreditation status and any additional conditions needed for institutional follow-up.

Between Self-Study cycles, at five-year intervals, there is a Periodic Review Report (PRR) submitted to the Middle States Commissioners that reflects status of the College with respect to the Middle States Accreditation Standards. The PRR must also address any challenges and opportunities that have emerged since the last self-study, and any significant changes the institution has made. The Periodic Review Report (PRR) also addresses any formal

recommendations recorded by the MSCHE Evaluation Team in the most recent report to the College and the Commission. Based on the PRR, MSCHE once again makes a decision related to the continuation of the College accreditation status.

On an annual basis the College updates its MSCHE Institutional Profile, which is comprised of performance data, and data that evidences the current viability of the College.

The College received reaffirmation of its reaccreditation from MSCHE on June 23, 2016. FCC met all 14 Middle States Accreditation Standards and our accreditation was reaffirmed with no conditions. The visiting team members offered three commendations, 27 significant accomplishments, 19 non-binding suggestions, and 20 recommendations. Of the 20 recommendations, 10 were recommendations the College gave itself in the Institutional Self-Study. The positive report from the Middle States Evaluation Team supports the College commitment to student learning, student success, and institutional effectiveness.

The following significant accomplishments related to institutional assessment were extracted directly from the report by the Middle States Evaluation Team:

- The institution fosters a culture of continuous improvement and strives to measure the effectiveness in serving student and community needs for each strategic priority.
- The College institutional assessment activities are shared widely with the campus community and external stakeholders.
- The College has a well-established department for collecting accurate data and presenting it to the campus community for decision making.
- The College implemented a five-year program review process and completed the first cycle in FY 2016. FY 2017 begins a new five-year cycle.
- The College continued to expand the depth of course-level assessment projects completed as part of the Outcomes Assessment Council.

The Middle States Evaluation Team noted the following commendations, which exemplify the College commitment to student success:

- The College is to be commended on the use of data in revision of the Student Success Alert program and designation of Foundation funds to offset financial hardship.
- The College should be commended for the strong institutional support of the Office of Adult Services, the Multicultural Student Services, the Veterans Services Office and the Services for Students with Disabilities Office, which offer a safe haven for many students.
- The Center for Student Engagement should be commended for using Core Learning Outcomes and mapping them to student leadership programming.

The next Periodic Review Report is due in June of 2021. MSCHE recommends that the College begin working on the PRR two years prior to the due date.

2. Federal and State Reporting

The second institutional effectiveness assessment process is our federal and state compliance reporting. FCC submits data annually to the National Center for Educational Statistics (NCES) using the Integrated Postsecondary Education Data System (IPEDS). The NCES is “the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally.” The NCES resources are available to the public and are used in support of educational research, as well as to support student decision making in selecting an educational institution to attend.

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

On the state level, the College submits over 60 regularly scheduled compliance reports to MHEC, MSDE, and the Maryland Association of Community Colleges (MACC). The reports range in scope, and most of the reports reflect the performance of the College in a specific area designated by each report. In addition to assessing College compliance with the conditions of each report, many of the data sets are used in aggregate in the reports developed by the state agencies for reporting to the state legislature, the Governor of Maryland, or other federal agencies. A few of the reports, for example the Cultural Diversity Report, are collected by MHEC from each College and archived in their entirety for public access.

One particular report that is required of every state institution of higher education in Maryland is the Performance Accountability Report (PAR). The College uses the PAR to monitor institutional effectiveness and it requires Board of Trustee review and approval prior to submission to MHEC. According to MHEC, “The purpose of the Performance Accountability Report is to provide an annual opportunity for the State, MHEC, colleges and universities, and individual governing boards to review and evaluate institutions’ efforts to fulfill their missions and advance the goals of the State.” MHEC uses the PAR reports in aggregate to measure the collective efforts of all public higher education institutions toward achieving the goals of the Maryland State Plan for Higher Education. MHEC has responsibility for approving the individual plans, as well as reviewing and presenting the reports, with recommendations, to the Governor and the General Assembly.

The report can be divided into five main parts. The first four parts are narrative and the fifth part is a data spreadsheet. Part one is titled Institutional Assessment and is used to give an overview of what the College identifies as significant accomplishments and serves as the introduction of the report. Part two is the College response to any questions MHEC sent to the College after reviewing the PAR from the previous year. Part three is the College contribution toward the six

goals of the Maryland State Plan for Higher Education. The fourth section is a summary of College community engagement.

The fifth part is a spreadsheet that shows five-year comparative data around 35 performance measures referred to as “indicators.” The indicators were developed by a statewide community college workgroup and refined by MHEC, the Department of Budget and Management (DBM), and the Department of Legislative Services (DLS). The indicators are standard across all 16 community colleges. The indicators are updated every five years. Each College designates their own five-year benchmarks for each of the 35 indicators and new benchmarks are submitted and approved by their Board of Trustees along with the last PAR of the five-year reporting cycle. The College submitted new, five-year benchmarks along with the 2016 PAR to MHEC in October of 2016 and will begin a new five-year reporting cycle.

Another state mandated report to ensure institutional effectiveness is an independent financial audit that must be conducted each year to assess the financial control environment and evaluate key fiscal processes within the College. After conducting tests and reviews of College operations, the audit firm provides an opinion on the financial statements regarding whether they fairly present the financial position of the College. As part of the audit report, a management letter is provided to report any recommendations as a result of the audit. The report is presented to the Board of Trustees and forwarded to MHEC.

SB & Company, LLC was the independent auditor for FY 2016. The firm submitted the “Annual Financial Report to the Maryland Higher Education Commission from Frederick Community College” to MHEC on September 30, 2016. Representatives from SB & Company presented the report at the October 26, 2016 Board of Trustees meeting. There were no significant or material findings in the report.

3. Academic Program Review

The College assesses the instruction delivered through our credit programs using two specific processes. Academic Program review is a robust self-study of each of our programs on a five-year cycle. The purpose of Academic Program Review is to ensure that our programs are current and viable. The second way we assess instruction is through Course Level Assessment. This assessment process ensures that our courses are effective and achieve the learning outcomes we have assigned them.

The College assesses the effectiveness of its academic programs using a well-structured, five-year program review process. The process consists of an analysis of the program’s mission, goals, and objectives, an assessment of the program according to internal and external data, an assessment of the curriculum, an assessment of student learning outcomes, an assessment of program resources and viability, a summary of key findings and recommendations, a review by two external reviewers, and the submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years.

The College recently completed its first five-year cycle of program review. In total, the College completed 81 of the 107 total scheduled program reviews during the first cycle (76%). Programs that did not have completed reviews during the first cycle have been rolled over into the initial years of the new five-year program review cycle which started in Fall 2016. Program review serves as a strong foundation in assessing the effectiveness of the program offerings at the College.

4. Course Level Assessment

In addition to program review, the College also assesses its general education competencies at the course-level. Academic departments designate a high-enrollment general education course or courses that requires general education competencies to undergo a three-year cycle of assessment. These projects are identified during the first semester of the three-year cycle and faculty are required to assess any two of the general education competencies with one of their selections to include one of the four competencies (critical thinking, quantitative/scientific reasoning, oral/written communication, and technological competence). These competencies are required to be assessed by MHEC and MSCHE.

The process begins with the development of an assessment plan, then proceeds to a pilot assessment collection, followed by three consecutive semesters of assessment collection, and the completion of a final course level assessment report. Currently, faculty are in the process of completing the fourth three-year cycle at the College. The current projects include:

- Scientific reasoning and critical thinking skills of Surgical Technology students
- Critical thinking, oral/written communication, and educational and ethical values of Introduction to Business students
- Critical thinking, arts & humanities knowledge, and cultural competence of Introduction to Drawing students
- Critical thinking, oral/written communication, and cultural competence of English Composition and Literature students
- Technological competence and quantitative reasoning competence of Foundations of Mathematics with Algebra students
- Scientific reasoning and critical thinking competence of Anatomy and Physiology students
- Social sciences knowledge, critical thinking, and oral/written communication of Introduction to Psychology students
- Health and wellness knowledge and cultural competence of nursing students

5. Non-Academic Program Review

The new Middle States Accreditation Standards set the expectation that the College will systematically assess all the areas of its operations. The College has developed a framework and process for periodic, comprehensive review. The primary purpose of the periodic, comprehensive review is for each of the operational teams to self-reflect upon, evaluate, and improve the

services provided by their area. The review process provides a framework within which to identify needed improvements, and also provides an opportunity for each area to showcase success. The process requires a self-study, an external evaluation, and an action plan that will support each senior leader to facilitate planning and continuous improvement. A review schedule has been established and will begin in the Spring 2017 semester.

6. 2015-2016 Annual Strategic Priorities Set by the Board of Trustees

The Board of Trustees annually sets three to five Annual Strategic Priorities that provide direction for College operations based on the College strategic plan “FCC 2020”. Team Plans are developed around the Annual Strategic Priorities through the engagement of team members. All College employees develop an individual Employee Development Plan (EDP) each year in relation to their team plan with the support of their direct supervisor. The budget is allocated based on connections to the objectives of “FCC 2020” and the Annual Strategic Priorities. At the end of each fiscal year, the status of team plan objectives are reported to Office of Planning and Institutional Research (OPAIR) by each Senior Leader to ensure the cycle of assessment is closed. OPAIR uses the team plan status reports to assess the Annual Strategic Priorities through this report. This process ensures that the College is committed to Goal 4 of “FCC 2020,” which requires the College to, “Prepare for the future through effective planning, resource development, and continuous institutional improvement that is aligned with the College mission.”

At its annual retreat in September of 2015, the FCC Board of Trustees developed the five Annual Strategic Priorities for FY 2016. The President brought the Priorities to the SLT to be used in developing their team plans, which also supported the development of each individual EDP. The President then engaged the Strategic Advisory Team (SAT) to focus on initiatives that support the operationalization of the Annual Strategic Priorities. During each fiscal year, the SAT will present progress updates on the Annual Strategic Priorities to the Board of Trustees at two of their regular monthly meetings.

The Middle States Evaluation Team recommended in March 2016 that, “The College will strengthen the alignment between budget development and resource prioritization with the Strategic Goals and Annual Priorities to create a more synchronized flow through various levels of goal setting and resource allocation.” Based on this recommendation, the Board of Trustees moved its annual retreat to July 30, 2016 in order to develop the FY 2017 Annual Strategic Priorities earlier, so they could be used more effectively for planning and budgeting. At this retreat, the Board developed six Annual Strategic Priorities. The FY 2017 Annual Strategic Priorities are provided as Appendix 1.

Status of FY 2016 Annual Strategic Priorities

Annual Strategic Priority:

Implement operational and best practices which enhance persistence, completion, and success with particular focus on adult learners and emerging populations.

Major Outcomes:

The Academic Affairs Team remodeled the existing library and opened a Learning Commons which co-located academic support services.

- Streamlined administrative processes related to the daily operations of the Learning Commons and the Center for Teaching and Learning areas integrated into the space. Formation of the Tutoring and Writing Center and reconfiguration of drop-in services streamlined and increased hours of access.

New career pathway programs were developed specifically marketed to adult students:

- **The Radio Frequency Technician Letter of Recognition (LOR)** program serves as an on-ramp to a stackable credential that feeds into a career pathway in the field of engineering. This LOR prepares students for Building Industry Consulting Service International (BICSI) Technician certification and National Association of Radio and Telecommunications Engineers (NARTE) Wireless System Installers certification.
- A pathway was created from **Certified Nursing Assistant (CNA) program to Medical Assisting Program (MDA)**. CNA students who pass the Maryland Board of Nursing Certificate exam can apply seven credits to a certificate or A.A. in MDA. Students who graduate with an MDA certificate or A.A.S. can apply three credits of Health Education and Wellness credit and earn 10 credits to apply to their A.A.S. Nursing program if they are accepted.



- A **Computed Tomography (CT) Certificate** program was developed to offer opportunities for Registered Nuclear Medicine and Registered Radiologic Technologists to learn entry level skills in molecular imaging using positron emission tomography (PET), and fusion imaging using hybrid scanners, such as PET/CT and SPECT/CT.
- A **Healthcare Information Technology Certificate** was developed under the existing Medical Assistant, A.A.S. degree (pending MHEC approval),
- The **Sign Language Interpreter, A.A.S. Degree and Certificate** was developed (pending MHEC approval).

The Continuing Education and Workforce Development (CEWD) team facilitated the process of updating and adding courses and programs for MHEC approval for Workforce Innovation and Opportunity Act (WIOA) funding. FCC increased approved programs from 10 in 2015 to 29 in 2016.

- CEWD and Academic Affairs teams developed an articulation between the CNA and Phlebotomy programs and the Medical Assisting program.
- Building Trades curricular revisions ensured financial aid eligibility for credit students. Changes were made to the certificate programs so that students met the minimum number of credits required to meet financial aid eligibility.
- CEWD created an “Access Agenda” to provide internal and external scholarships, and financial support to students.
- The Mid-Atlantic Center for Emergency Management (MACEM), in collaboration with Jacobs Technology, developed a completion incentive program to encourage academic success and persistence. The incentive encouraged students enrolled in the program to compete for a one-time, \$1,000 award. The MACEM Completion Incentive is in its third iteration and has helped seven students make progress on their academic goals.
- CEWD collaborated with the Office of Institutional Advancement to efficiently award scholarships to students. As a result, students now apply directly to the Office of Institutional Advancement. A long-term application process for non-credit students will be implemented.
- A cross-functional transition team was formed to align the intake and registration processes, and enhance the CEWD registration process. The new CEWD Registration Office opened in April 2016.

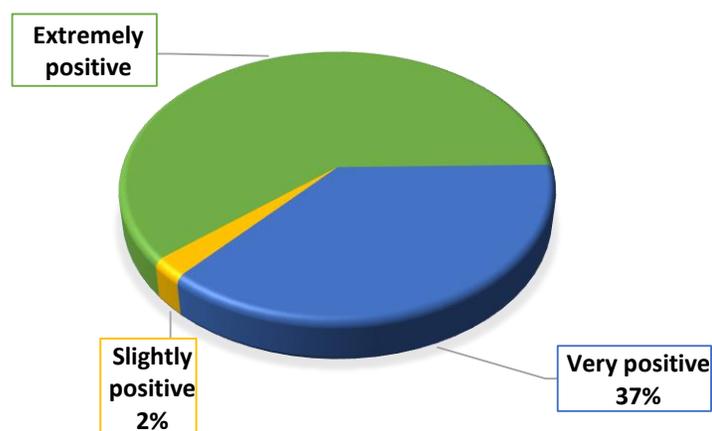
The Learning Support Team reviewed and assessed student-centered College initiatives in the critical areas of onboarding/intake, recruitment of emerging populations, financial aid, prior learning assessment, and retention, to ensure the initiatives met the needs of new students.

Onboarding/Intake

- A Required Orientation, Advising, and Registration (ROAR) program was developed. This four-pronged, collaborative process involves multiple Learning Support teams including Counseling and Advising, Registration and Records, Admissions, Office of Adult Services, and Multicultural Student Services. The program includes an online orientation, an on-campus meeting with an advisor to help students develop their academic plan, and time in the registration lab where students learn how to enroll in classes.

- At the conclusion of the ROAR orientation this year, 349 participants completed a survey and evaluated the process. The first three questions were related to the online orientation piece which was the ROAR video. Students were required to watch this video prior to making the appointment to meet face-to-face with an advisor. The video covers general materials applicable to each new student advising session, leaving more time for personal one-on-one discussions. Students were satisfied with the experience as evidenced by the data. For example, 86% of the students rated the length of the online orientation as “just right”, 75% agreed that the online orientation was engaging and personable, and 69% reported that the online orientation prepared them for the advising session.
- The next two survey questions were related to the one-on-one advisor discussion and asked students whether advisors were knowledgeable about College programs and services, and helpful in making recommendations. Students who responded to the survey were satisfied with their experience as 100% agreed that the advisors were knowledgeable about the College and its programs and services.
- The last section of the survey was related to the experience in the Registration Lab (if they used it). After students met individually with an advisor, they went into the Registration Lab where they were shown how to log onto PeopleSoft, navigate to the Degree Plan (which satisfies the CCRCCA/SB 740 requirement), and register for the classes they selected with the help of an advisor. Again, 100% of the survey respondents reported that their lab advisors were helpful in providing information and making recommendations, 84% agreed the registration lab was convenient, 94% reported they know how to access and navigate their Degree Plan in PeopleSoft, and 99% understood that they must complete a College Math and English course within their first 24 credits. Overall, 97% rated the quality of their ROAR experience as positive. None of the survey respondents selected the option of “not at all positive” when evaluating the quality of their ROAR experience.

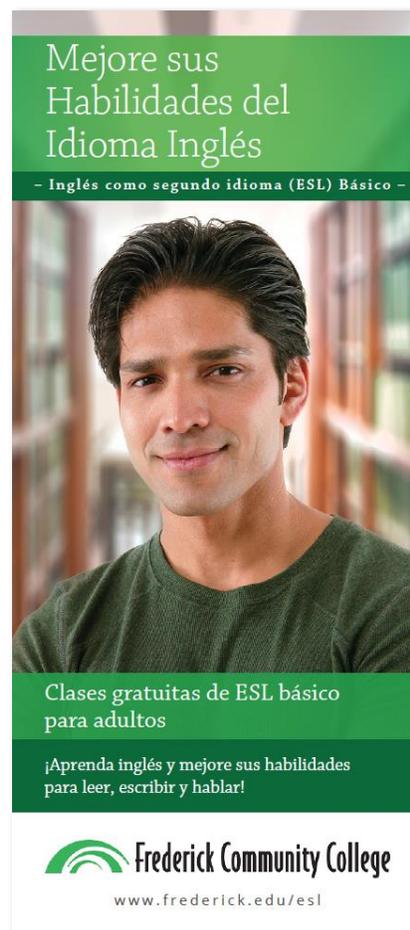
**OVERALL, HOW WOULD YOU RATE
THE QUALITY OF YOUR ROAR
EXPERIENCE?**



An SAT workgroup designed a robust process to help ensure that the online credit application form was easy to access and use. FCC staff members were recruited to act as students to review and fill out the credit application for admission and responded to a survey to help identify areas of difficulty completing the application.

Recruitment of Emerging Populations

- The SAT workgroup who designed the application process ensured the process was easy for non-native English speakers to complete. Ninety English as a Second Language (ESL) students completed the online credit application and responded to the survey. The collected information helped to improve the process, clarify the language, and increased ways to collect information at the point of entry. All changes were implemented for the Summer and Fall 2016 applications.
- A general adult recruiting brochure was developed in English and Spanish as part of a joint collaboration between the Admissions and Marketing departments. Also, the recruitment materials were distributed in the following languages:
 - Burmese, ESL Rack Card
 - French, ESL Rack Card
 - Spanish, ESL Rack Card
 - Spanish, ESL Flyer
 - Spanish, ESL Postcard
 - Spanish, Adult Recruitment Brochure
- A postcard was mailed to 15,000 Hispanic/Latino households.
- Television advertisements were aired on Spanish Cable TV networks for ten weeks, and on ESPN Deportes for the 2016 season of Monday Night Football.
- Existing brochures, booklets, and financial aid materials were translated to Spanish.
- A Spanish language advertisement was placed on the interior ceilings of 14 Frederick City buses.
- The ESL web page was updated to include Spanish language materials available for download.
- A new Spanish language FCC View Book for parents and family members of prospective students was developed.
- ESL Beginner and Intermediate Campaign was created with ‘free beginner’ and ‘conversion to credit’ message using email, TV, direct mail, and other forms of digital media.



The College has experienced continued growth in its Hispanic/Latino population. Between the Fall 2011 and Fall 2015 semesters, the credit Hispanic/Latino enrollment increased by 83%. The growth between Fall 2014 and Fall 2015 was 14%.

Financial Aid

- Financial aid and scholarship workshops were developed and conducted in April, May, and June. One workshop each month is offered from 4-5 pm and one from 6-7 pm. Flyers were developed and provided as inserts into ROAR folders in addition to the financial aid roadmap.
- Automated emails are now being sent to students when financial aid events occur, such as when the FAFSA is received and when financial aid is awarded and disbursed.
- Information cards were distributed around campus.
- A message was posted on the student email portal.
- Emails were sent to departments with specific information on scholarships for students in programs, or on athletic teams.
- Partner with College Goal Maryland to conduct two presentations on FAFSA and scholarships in addition to computer lab assistance for FAFSA Completion. Both presentations were added to the Financial Aid website.
- Open lab time was advertised in the Financial Aid Office for FAFSA completion.
- Workshops for student athletes, ESL students, and high school students were conducted.
- At the Welcome Back days in January, staff handed out financial aid information.
- Congressman Delaney sponsored a financial aid workshop.
- Two Financial Literacy workshops (Budget Basics and Power over Debt) were offered by the Office of Adult Services and Veterans Services to FCC students.
- The Financial Aid Business Office developed an information sheet that was made available in all offices that students visit, and posted the information sheets on the College bulletin boards.
- Students completed 19% more online scholarship applications between the Fall 2015 and Fall 2016 semesters.
- The Financial Aid Office experienced a 5% decrease in receiving the FAFSA in 2015-16 compared to the 2014-15 award year despite the increase in the outreach activities.
- The Finance Team revised the tuition and fees invoice to provide information to students related to payment deadlines and Drop Zone dates. In addition, the Team has started a process to track financial aid accounts receivable balances in order to measure trends and recommend strategies for improvement.



- During Spring 2016 semester, the FCC Foundation implemented the Student Success Fund program and awarded \$30,475.98 which was disbursed through 75 awards to 51 students to address their emergency needs. Thirty-four students received multiple awards. Overall, these students took 108 courses.
- Adult Services offered follow-up assistance to anyone who applied for Student Success Funds. Students were provided information about multiple resources and offered two free financial literacy workshops co-sponsored by Veteran Services.

- The Office of Institutional Advancement, the Financial Aid Office, and the Office of Adult Services developed a business process for Student Success Funds (from application, to notification, to follow-up).
- The process enables the College to ensure that students are not over-awarded if they are receiving Federal Direct Loans. If a student receives a Student Success Fund Award and also has been awarded financial aid, an item type is created and used as a reference on the award screen. In addition, the Financial Aid Office is responsible for responding to requests for financial aid status information when a student applies for Student Success Funds. All financial aid staff understand the process and availability of funds to assist students in need of Student Success Funds to enable them to be successful at FCC. Also, trainings were conducted to inform staff about the new process for all offices impacted.

Prior Learning Assessment

- Prior Learning Assessment (PLA) is a priority at FCC and in FY 2016 work groups of the SAT and a taskforce led by Continuing Education and Workforce Development reviewed the efforts the College has made to-date and made some recommendations for improvement. PLA continues to be important in FY 2017, and the oversight of it has been moved to Academic Affairs.
- FCC has long had the practice of awarding transfer credits for the service affiliated members of Active Duty, Veterans, National Guard, and Reservists. The Registration and Records Office and Veteran Services collaborated during the FY16 academic year to accomplish two objectives:

1. Increase the number of military-affiliated students submitting military transcripts. The table below shows that the number of awarded credits increased 72% between FY 15 and FY 16, from 1,711 to 2,938.

FY	NUMBER OF STUDENTS AWARDED MILITARY CREDIT	NUMBER OF CREDITS AWARDED
FY15	153	1,711
FY16	265	2,938

2. Increase the number of academic credits awarded for learning acquired through military training courses or experiences. The Registration and Records Office and academic departments added course descriptions, recommended courses, and credit values into a database based on the American Council on Education (ACE) guideline.

- Credits were awarded in the following disciplines:

Biology
 Business
 Information Technology
 Criminal Justice
 Communications
 Construction
 English

General Education Arts
 General Education Science
 Health
 Hospitality
 Interdisciplinary/
 Multicultural
 Math

Medical Assisting
 Physical Science
 Physical Education
 Cultural Competency &
 Elective

- FCC students are able to earn credits for prior learning based on the following five options:
 1. **Credit for Prior Learning (CPL):** includes but is not limited to options such as credit by exam, evaluation of workplace and military training, individualized assessments, and portfolio.
 2. **Prior Learning Assessment (PLA):** Examines knowledge a student may have gained through work and life experiences and evaluates it for College credit.
 3. **Experiential Learning:** Process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting, such as internships, service learning, undergraduate research, study abroad, and other creative and professional work experiences.
 4. **Alternative Credit:** College credit obtained for competencies gained through formal training, work experience, or certain approved examinations.
 5. **FCC Portfolio Assessment:** Portfolio assessment is a process that enables students to effectively document prior learning acquired through employment, self-study, volunteer work, or civic activities.
- The table below shows that 148 out of 683 active courses (22%) are eligible for Credit for Prior Learning.

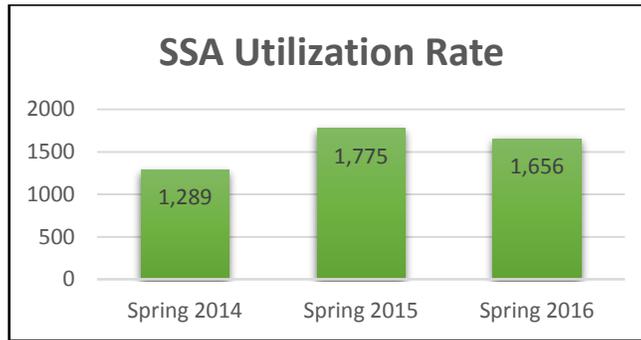
Academic Organization	Total Active Courses	PLA Courses
Non – Specific Department (ACAD)	47	6
Allied Health (AH)	84	0
Building Trade (BT)	17	9
Computer Business Technology (CBT)	150	47
Communication, Humanity, And Arts (CHA)	175	29
Center For Teaching And Learning (CTL)	7	0
Emergency Management (EM)	1	1
English (ENGL)	23	5
Math	17	6
Nursing	10	0
Science	49	14
Social Sciences	103	31
Totals	683	148

- The Mid-Atlantic Center for Emergency Management has expanded its Prior Learning Assessment offerings to include the newly developed courses for DHS/NTED into credit offerings at FCC.

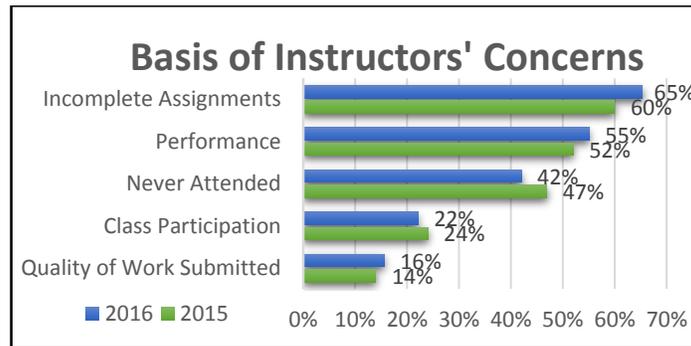
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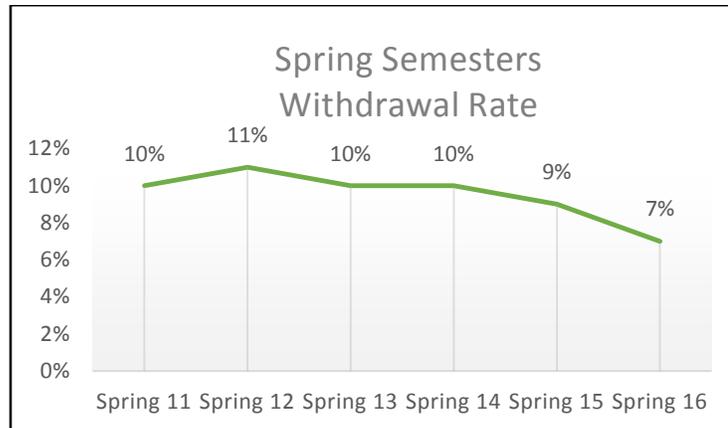
- The SAT facilitated the development of a revised Student Success Alert (SSA) system was adopted in the Spring 2015 semester with proactive strategies to alert at-risk students by offering individualized interventions. The College continued with utilization of the

SSA in 2016. The chart below shows instructors emailed 1,656 duplicated SSAs to 966 students in the Spring 2016 semester.



- The College collected data on the factors faculty determined were area(s) of concern impeding student success. The reasons instructors documented for their alerts are shown on the graph below. The data retrieved from PeopleSoft indicated that although faculty members issued seven percent fewer SSAs in Spring 2015 compared to Spring 2016, they issued 28% more SSAs compared to the same semester in 2014. The main concerns of faculty issuing SSAs were incomplete assignments, lack of academic performance, lack of class participation, and quality of work. The data for the past two years shows similar proportions for faculty concerns in issuing SSAs.





- The SSA process and form was adopted in Spring 2015 and the grade trend is moving in the right direction, which is an indication that SSA utilization is increasing student success. The withdraw rate declined 3% since Spring 2014 from 10% to 7%. Also, the F grade declined 1% in Spring 2016 compared to 2015 and the A grade increased by 1%.

All Students -Grade Distribution: Spring 2011-Spring 2016												Only Students Received SSA				
Grade	Spring 2011		Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2015		Spring 2016	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
A	5721	34%	5539	33%	5446	34%	5547	35%	5274	35%	5643	36%	31	2%	45	3%
B	4188	25%	4217	25%	3948	25%	3869	25%	3758	25%	3867	25%	171	10%	132	8%
C	2185	13%	2080	13%	2102	13%	2038	13%	2079	14%	2207	14%	225	13%	234	14%
D	727	4%	721	4%	770	5%	759	5%	710	5%	775	5%	170	10%	187	12%
S	434	3%	479	3%	434	3%	283	2%	312	2%	318	2%	34	2%	65	4%
F	1620	10%	1566	9%	1601	10%	1550	10%	1702	11%	1592	10%	726	42%	615	38%
U	84	1%	104	1%	125	1%	46	0.3%	75	0.5%	83	1%	59	3%	65	4%
Z or I	69	0%	63	0%	73	0%	46	0.3%	13	0.1%	131	1%	2	0.1%	20	1%
W	1724	10%	1818	11%	1573	10%	1581	10%	1324	9%	1147	7%	303	18%	251	16%
Total Grades	16752	100%	16587	100%	16072	100%	15719	100%	15247	100%	15763	100%	1721	100%	1614	100%
Successful	13255	79%	13036	79%	12700	79%	12496	79%	12133	80%	12810	81%	631	37%	663	41%
Unsuccessful	3497	21%	3551	21%	3372	21%	3223	21%	3114	20%	2953	19%	1,090	63%	951	59%
AU (Audit)	130		130		101		118		139		114		30		27	

- All special population offices (e.g. Disabilities, Veterans, Adult Services) supported this effort by meeting with students, informing them of support services available such as the Writing Center, and developed success plans when appropriate. All Learning Support offices supported faculty who issued SSAs and students who received them.
- In addition, students who are undecided, or have not been assigned advisors are the responsibility of the special population offices. All such students who have been referred as part of the Student Success Alert system are contacted by the appropriate special population office staff who meet with students, ensuring they are informed about support services available such as the Writing and Tutoring Center, and success plans are developed as deemed appropriate.
- Veterans Services SSA contacts resulted in 4% lower withdrawals from courses compared to of all students who received the alert.

- Services for Students with Disabilities (SSD) provided monitoring and intervention to 185 students which resulted in 61% of them passing their courses compared to 41% of all students who received the alert.
- Counselors provided case management to targeted students using services on Academic Alert/Academic Probation or students with behavioral concerns. Case management includes weekly or bi-weekly meetings with students and other individualized follow-up.
- Adult Services offered educational case management to its participants and contacted each student who received an SSA to assist them and to reinforce the importance of contacting the instructor. For Fall 2015, 31 students received at least one SSA. For Spring 2016, 40 Adult Services participants received at least one SSA.
- Multicultural Student Services and the Athletics Department contacted all students under their purview who received Student Success Alerts.

Annual Strategic Priority:

Empower leadership to foster continuous institutional improvement.

Major Outcomes:



The Employee Handbook was developed by the Finance and Human Resources Team and approved by the Board of Trustees on May 18, 2016. The handbook includes a CEWD and credit faculty addendum. All employees have access to the handbook on the College Intranet.

The Senior Leadership Team is responsible for keeping the Employee Handbook current.

The College developed and/or reviewed and revised the following policies and procedures in FY 2016, which were then approved by the Board of Trustees:

- Academic Assessment and Placement Policy and Procedures
- Academic Standards Policy and Procedures
- Admissions Policy and Procedure
- Advertising by External Parties Policy and Procedures
- Alcohol, Tobacco, and Other Drug Use and Awareness Policy and Procedures
- Auxiliary Benefits Policy and Procedures
- Board of Trustees Bylaws
- Business and Expense Reimbursement Policy and Procedures
- Complaint Policy and Procedures for Employees
- Complaint Policy and Procedures for Students

- Employee Code of Ethics
- Employee Misconduct Policy and Procedures
- Employee Recognition Policy and Procedures
- Inclement Weather-College Closing Policy and Procedures
- International Travel Policy and Procedures
- Leave Benefits Policy and Procedures
- Privacy and Access to Education Records Policy and Procedures
- Public Information Requests Policy and Procedures
- Reserve Policy and Procedures
- Residency Policy and Procedures
- Sick Leave Bank Policy and Procedures
- SPA Distinguished Status (approved in FY 2016 and later repealed in FY 2016, made part of Employee Recognition)
- Student Withdrawal Policy and Procedures
- Technology Use Policy and Procedures
- Travel and Expense Reimbursement Policy and Procedures
- Tuition and Fees Policy and Procedure
- Use of Facilities Policy and Procedures
- Weapons Policy and Procedures

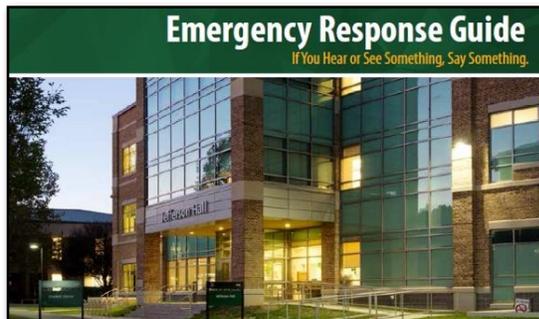
Other Continuous Improvement Initiatives:

- Temporary hourly employee job status was converted to a part-time variable schedule (PTVS) employee group aligned with FLSA and EEOC requirements.
- Time and labor software for timekeeping and leave reporting was implemented.
- A schedule for policy and procedure review was established.
- A Financial Procedures Manual was developed.
- A Grants Management Standard Operating Procedures Manual was initiated.
- A Parent Handbook and Teacher’s Guide for the Carl and Norma Miller Children’s Center was completed.
- Dining Services, Bookstore, and the Copy Center Standard Operating Procedures manuals were developed.
- An online student handbook was completed.



- Standard operating procedures for the Welcome Center Registration and Records were created.

- The CEWD Registration Office opened for summer session on April 4, 2016.
- Adjunct faculty job descriptions were updated.
- Professional development/training opportunities were made available and accessible for support staff. Academic Office Managers were trained on schedule-building and PeopleSoft.
- Academic Affairs conducted a three-day training session on teambuilding and leadership.
- The Faculty Leadership and Academic Management (FLAM) development track for existing and emerging faculty leaders was developed and implemented.
- AMC, HR, and other campus constituents collaborated to develop a faculty professional development teaching system.
- The Promotion and Equivalency (PEC) review for full-time faculty was completed.
- The Operations Team was reorganized for greater accountability and empowerment.
- The Institutional Effectiveness Team replaced existing College fiber and network infrastructure with the latest technologies.
- Implementation of 25Live space utilization software began.
- The first Title IX - Campus Climate Survey was implemented. The results were shared with the College community and submitted to MHEC.
- Student workshops and staff professional development heightened awareness of Title IX requirements and alcohol, tobacco, and other drug use.
- LGBTQ awareness and bullying prevention student workshops were conducted.
- The College Crisis Management Team (CMT) developed a new Emergency Response Guide which was posted in all classrooms and office suites. Professional development was provided for faculty and staff on new procedures.



Annual Strategic Priority:

Align Frederick Community College program development with city, county, and state economic development priorities.

Major Outcomes:

- Modified marketing plans based on economic and workforce information.
- Provided the results of several research reports on developmental education, which includes work on the achievement gap.
- The Mid-Atlantic Center for Emergency Management increased strategic partnerships with emergency management stakeholders. Also, the following initiatives were conducted by MACEM to align FCC program development with city, county, and state economic development priorities:

- Served as presenters in two national symposiums to align education and training offerings with professional emergency management competencies and workforce requirements.
- Became member of statewide Homeland Security and Emergency Preparedness Advisory Committee.
- Developed partnership/contract relationship with Prince George’s County Public Schools
- Expanded partnership with the Maryland State Department of Education.
- Expanded relationship within the geospatial community.
- Developed an additional eight articulation agreements.
- Developed a new quarterly meeting with EMI federal representatives.
- Developed and implemented a comprehensive program review process and three-year schedule.
- Developed or expanded partnerships with Tech Frederick, SCORE, Frederick Chamber, and Frederick County Work Release program through the Frederick County Sheriff’s Office.
- Developed Sterile Processing program in response to labor market information.
- Advisory committee was developed for Pharmacy Tech curriculum revision.
- Created and/or expanded contract training relationships with WLR Automotive, Aircraft Owners and Pilots Association (AOPA), Frederick City Police, Cement Concrete Research Laboratories, Dr. Nils Olson Dental Office, ProList, Frederick County Parks and Recreation, Frederick County government, and FEMA.
- Business Solutions participated in more than 35 formal networking events, professional/industry association meetings, and/or other business outreach events:

Annual Strategic Priority:

Reimagine and reconstruct developmental education to ensure students are appropriately prepared and supported to succeed in credit-bearing courses in a way that supports goal completion and makes FCC more affordable.

Major Outcomes:

The Academic Affairs Team focused on reimagining and reconstructing developmental education. A workgroup comprised of developmental English and math faculty, in consultation and collaboration with Learning Support staff, analyzed current developmental education persistence and completion rates, curricular pathways to credit-bearing courses, and academic placement policies and practices.

The SAT workgroup created a vision and mission statement for developmental education at FCC.

- **English:** The mission of the Developmental English Program at Frederick Community College is to promote academic literacy and critical thinking through quality instruction for students to help them achieve individualized educational and professional goals. The

program embraces diversity and provides a learning environment that supports and engages students on their path to becoming more active, independent learners.

- **Mathematics:** In addition to supporting the mission, goals, and student learning outcomes of the FCC Mathematics Department, Developmental Mathematics courses at Frederick Community College focus on building foundational mathematical skills in an active learning environment. Developmental Mathematics courses emphasize the following:
 - I. Preparation for Credit Math
 - a. Foundational Math Skills
 - b. Critical thinking skills
 - c. Real world applications and problem solving
 - d. Integration of technology
 - II. Development of Lifelong Learning Strategies
 - a. Read the text effectively
 - b. Apply strategies to decode application problems
 - c. Effectively reflect, communicate, and collaborate

- Employed best practices in developmental education through the following reform:
 - Developmental mathematics courses redesigned and streamlined into STEM and non-STEM tracks; math faculty collaborated with continuing education to support students identified as needing additional remediation; and college-readiness outcomes and transition courses that align with the Maryland College and Career Readiness and College Completion Act of 2013 have been established.
 - Developmental English and reading courses were combined. Co-requisites and linked course options expanded and reading is now heavily integrated with credit-level English.
 - Identified multiple entry and exit points for developmental students. Multiple formats and options were made available to students based on developmental needs and early exit opportunities for those who demonstrate readiness.
 - Expanded options outside of traditional stand-alone developmental math classes.
 - EN101-ACE is available to students who place within five points of reading and sentence skills scores required for credit-level coursework.

- Other Outcomes
 - Participated in statewide workgroup to reevaluate current placement cut scores. In addition to regular attendance at the statewide English group meetings, worked at the state level to clarify new general education mathematics requirements.
 - Alignment with FCPS English and math curriculum was made and transition courses were identified and implemented. Data-sharing MOU was signed. Dual Enrollment operation staffed.
 - Faculty received summer grant to examine Lexile levels of textbooks used in general education classes to determine the need for developmental reading as a prerequisite.

- Completed the review of existing academic policies for course repetition to determine if a specific procedure needs to be included for developmental course repeaters.

Annual Strategic Priority:

Successfully complete the Middle States Accreditation process and respond as needed to the visiting team report.

Major Outcomes:

- Frederick Community College met all 14 Middle States Standards and had its accreditation reaffirmed on June 23, 2016 with no further conditions.
- The Board of Trustees established 2017 Annual Strategic Priority F to “Build on the successful 2016 Middle States Accreditation Report by responding to its recommendations and by assimilating the recently updated College policies and procedures into the culture and operation of the College.”

Appendix 1

2016-17 Annual Strategic Priorities Set by the Board of Trustees

At an all-day annual retreat on Saturday, July 30, 2016, the FCC Board of Trustees developed six annual strategic priorities (ASPs) for 2016-2017 which focus on the achievement of the College long-range strategic plan, FCC 2020.

Philosophy & Scope

The College is guided by a five year, mission driven strategic plan. The current plan, FCC 2020, was created by framing the strategic goals around the Middle States Commission on Higher Education Standards of Excellence and used College wide input to create objectives that foster continuous improvement in support of student success. In order to keep the College focused on its mission, and to meet the goals and objectives set forth in FCC 2020, the Board of Trustees work together with the President every year at their annual retreat to develop a set of Annual Strategic Priorities (ASPs). The ASPs are distributed throughout the College community to support decision making, team planning, and Employee Development plans for the upcoming fiscal year.

Strategic Priority - A

Design guided pathways for degrees, certificates, continuing education, and workforce development that maximize student access, student support, and affordability.

Strategic Advisory Team (SAT) Action Plan

- Assess current academic program viability and develop a five-year plan for program and certificate development and elimination which is responsive to career and transfer opportunities for employment
- Increase access to career pathway information through the use of the Career Coach software for the College community and County residents

Strategic Priority - B

Develop a vision and a long-range plan for College facilities that focuses on preventive maintenance and upgrading the College infrastructure to support teaching, learning, student success, and affordability.

SAT Action Plan

- MHEC Facilities Master Plan update
- College facilities deferred maintenance plan
- Central plant upgrades
- Monroe Center remodeling
- Site assessment and improvements

Strategic Priority - C

Develop an enrollment management plan that grows revenue by at least 2% in order to mitigate tuition increases by addressing the J-term and summer term programming and scheduling.

SAT Action Plan

- Address enrollment declines during fall and spring exclusive of dual enrollment and distance learning

Strategic Priority - D

Empower leadership throughout the College community which promotes continuous institutional improvement and professional development. Strengthen the participation of affinity groups, SGA, and the Senate in operational practices in support of the achievement of the annual strategic priorities.

SAT Action Plan

- Wellness initiative
- In conjunction with the Employee Development Advisory Team, align professional development opportunities with EDP goals
- Develop and implement a periodic assessment of the governance structure that includes both qualitative and quantitative data collection

Strategic Priority - E

Position FCC as a primary provider of workforce education and career pathways to employment in Frederick County.

SAT Action Plan

- Explore the feasibility of making CNA credit bearing
- Align career pathways with FCPS and Frederick County Workforce Services initiatives
- Increase internship opportunities

Strategic Priority - F

Build on the successful 2016 Middle States Accreditation Report by responding to its recommendations and by assimilating the recently updated College policies and procedures into the culture and operation of the College.