

# Middle States Commission on Higher Education Institutional Profile 2014-15

[0162] Frederick Community College  
Printed on 4/16/2015

## A. General Information

	Data on File (2013-14)	IP Data (2014-15)
<b>Institution Name</b>	Frederick Community College	Frederick Community College
<b>IPEDS ID</b>	162557	162557
<b>OPE ID</b>	00207100	00207100
<b>Address</b>	7932 Opossumtown Pike Frederick, MD 21702	7932 Opossumtown Pike Frederick, MD 21702
<b>Telephone</b>	301 846 2400	301 846 2400
<b>Fax</b>	301 846 2498	301 846 2498
<b>Website</b>	www.frederick.edu	www.frederick.edu
<b>Consumer Info Website*</b>	http://www.frederick.edu/current-students/downloads/outcomes2013-2014.aspx	www.frederick.edu/current-students/downloads/institutional-disclosure-requirement.aspx
<b>Control</b>	Public	Public
<b>Affiliation Type</b>	Government-Local	Government-Local
<b>Affiliated Organization:</b>	Maryland Higher Education Commission	Maryland Higher Education Commission
<b>Carnegie Classification</b>	Associate's - Public Suburban-serving Single Campus	Associate's - Public Suburban-serving Single Campus
<b>Calendar</b>	Semester	Semester
<b>Degree Granting Authority Type</b>	State/State Office	State/State Office
<b>Degree Granting Authority State or Country</b>	Maryland	Maryland
<b>Licensed to Operate in</b>	MD	MD
<b>Related Entities</b>		
<b>Name, State, Country</b>	none	none
<b>Approved Degree Levels</b>		
Indicate the number of programs of study that your institution currently offers within each approved degree or certificate level. The degree levels reported here should be the degrees or certificates currently offered by the institution and approved within the scope of accreditation. The degree or certificate levels reported in the IP must match the institution's approved degree or certificate levels. Please ensure these are accurate as changes to degree or certificate levels fall under MSCHE Substantive Change policy.		
	<b>Data on File (2013-14)</b>	<b>IP Data (2014-15)</b>
	Approved Number of	Approved Number of

		Programs		Programs
Postsecondary Award/Cert/Diploma (< 1 year)	no	0	no	0
Postsecondary Award/Cert/Diploma (>= 1 year, < 2 years)	yes	40	yes	40
Associate's	yes	27	yes	26
Postsecondary Award/Cert/Diploma (>= 2 years, < 4 years)	no	0	no	0
Bachelor's	no	0	no	0
Postbaccalaureate Award/Cert/Diploma	no	0	no	0
Master's	no	0	no	0
Post-Master's Award/Cert/Diploma	no	0	no	0
Doctor's - Professional Practice	no	0	no	0
Doctor's - Research/Scholarship	no	0	no	0
Doctor's - Other	no	0	no	0
Initial Accreditation	1971		1971	
Last Reaffirmed	2011		2011	
Next Self-Study Visit	2015-16		2015-16	
Next Periodic Review Report (PRR)	June 2021		June 2021	
MSCHE Staff Liaison	Dr. Sean A. McKittrick		Dr. Sean A. McKittrick	

## Notes

## **Instructions**

### **Institution Name**

Review the full official name of your institution and verify that it is correct.

Notification of Institution Name Change. If the official name of the institution name changes, please send a letter (on institution letterhead) to MSCHE providing the new name and the date (mm/dd/yyyy) of the name change. Address the letter to your MSCHE staff liaison. You may email the letter (scanned copy) or place it in regular mail. Upon written request in the text of your letter, MSCHE will provide a letter acknowledging the name change. Upon receipt of your letter, MSCHE will update the institution name and document the date of the name change in our database.

### **IPEDS Number**

Verify the IPEDS ID number as displayed in the grid.

The IPEDS ID number is a unique identification number assigned to postsecondary institutions surveyed through the Integrated Postsecondary Education Data System ([IPEDS](#)). Also referred to as UNITID.

If the IPEDS ID number(s) are missing or incorrect, please contact Amy Moseder, Senior Policy Analyst/Researcher at [amoseder@msche.org](mailto:amoseder@msche.org) to report the correct number.

### **OPE ID Number**

Verify the OPE ID number as displayed in the grid.

The OPE ID number is an identification number used by the U.S. Department of Education Office of Postsecondary Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that their students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. The OPE ID number is a six-digit number followed by a two-digit suffix used to identify branches, additional locations and other entities that are part of the eligible institution.

If the OPE ID number is missing or incorrect, please contact Amy Moseder, Senior Policy Analyst/Researcher at [amoseder@msche.org](mailto:amoseder@msche.org) to report the correct number.

### **Institution Primary Address (Main Campus)**

Review and verify the primary address of the institution for the main campus, including the street address(es), city, state, postal code, and country.

Please contact Tze Joe ([tjoe@msche.org](mailto:tjoe@msche.org)) if you need to correct the institution's address due to a spelling, typographical, changes required by the U.S. Postal Service, or other error at any time.

Notification of Institution Address Change. Institutions must notify MSCHE of any change to the institution's primary address. Please contact your MSCHE Staff Liaison if you are planning a change of address of the main campus or any other geographic locations, as such changes are considered significant. Any change of address (moving locations) falls under MSCHE's substantive change policy. The *only* exceptions that are permitted are spelling, typographical, or changes required by the U.S. Postal Service.

### **Institution Main Telephone**

Update the phone number to which you prefer to have general inquiries directed if necessary. The phone number is published in our on-line Institution Directory.

Institutions Located Outside of the United States. Please provide the telephone number in International Number Format. Numbers in International Format should only contain the digits 0123456789. There should be no spaces or punctuation. Numbers must start with the country code. Do not include the international dialing prefix.

### **Institution Main Fax**

Update the primary institutional facsimile number for the institution if necessary. The fax number is published in our on-line Institution Directory.

### **Website**

Enter or update the web address for the institution's home page if necessary. This web site is published in our on-line Institution Directory.

### **Consumer Info Web Site**

Report the primary URL where the institution's retention rates, graduation rates, and/or other measures of student achievement are posted for the public. **The URL must meet the following requirements:**

- The link must be active, accessible to the public, and should not require a password;
- The page must originate from the institution's own web site;
- The page should be easy to locate and clearly labeled as consumer information, student right to know, HEOA, or student outcomes, etc.;

- The page should post student outcomes data (e.g. graduation rates, retention rates, employment rates, normal time to completion, etc. as applicable to the mission of the institution) and should be as timely and update-to-date as possible.

**This is a required field.** You will not be able to lock down the IP if you do not enter valid data in this field. All MSCHE institutions, including candidates and accredited institutions, international institutions, graduate only, and/or transfer only institutions, must report a webpage that posts student outcomes data for the public.

As required under the *Characteristics of Excellence, Standard 6: Integrity*, MSCHE expects institutions to make "information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered" (p. 23, para. 12) and that "institutional information [is] provided in a manner that ensures student and public access, such as print, electronic, or video presentation" (p. 23, para. 13).

In addition, MSCHE policy *Advertising, Student Recruitment and Representation of Accredited Status* states: "#5 Information on student learning outcomes should be available to prospective students" (p.2).

Institutions that participate in Title IV programs, with students who accept federal financial aid, must be in compliance with 34 CFR 668.41(d) and 668.45. Disclosure of certain information to current and prospective students, including but not limited to retention rates, completion/ graduation rates, placement/ employment rates, are requirements of HEA. The revised requirements for disclosure of consumer information were effective July 1, 2010 (the effective date of the final regulations). A document from the National Postsecondary Education Cooperative is available at <http://nces.ed.gov/pubs2010/2010831rev.pdf> for reference purposes.

Many institutions have a single portal page on the institution's web site that provides hyperlinks to disclosure information. Some institutions call this Consumer Information Page, Student Right to Know, HEOA, Fast Facts, At A Glance, etc.. This is the recommended approach as it consolidates the information in one place and meets multiple accountability requirements at one time. Institutions may provide a link to College Navigator from their own site.

MSCHE staff reviewed the submissions for all institutions in 2013-14. If at first MSCHE staff did not find the required information at the URL that was submitted in the 2013-14 IP, we searched the institution's web site to locate the page that contains student outcomes information. If the required information was located, MSCHE staff updated the URL in our system. This is the URL that is shown in the "Data on File" (left hand side) column of the IP. MSCHE staff will follow the same procedure for the 2014-15 submissions. If your institution does not meet this requirement, the IP Key User and the ALO will be sent an email requesting an update or corrective action. MSCHE provides the annual list of URLs and institutions to CHEA in progress reports, in accordance with CHEA recognition criterion 12(B)1.

Please email Amy Moseder, Senior Policy Analyst/Researcher at [amoseder@msche.org](mailto:amoseder@msche.org) if you have any questions.

## Control

Review the control category that describes the institution.

Control (of institution) is a classification of whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control). This field is related to Affiliation.

Please contact Tze Joe ([tjoe@msche.org](mailto:tjoe@msche.org)) if you need to modify or change the control category on record.

Control	
Public	an educational institution in which the programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds (federal, state, territorial, county, township, city, other).
Private, Non-profit	a private institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds and operated by other than publicly elected or appointed officials. These include both independent nonprofit schools and those affiliated with a religious organization.
Private, For-Profit	a private institution in which the individual(s) or agency in control receives compensation other than wages, rent or other expenses for the assumption of risk.
<i>From Council for Higher Education Accreditation, p. 48</i>	

## Affiliation

Review the **Affiliation Type** and insert missing information, if necessary.

Affiliation is defined as a formal or informal relationship with another entity.

Affiliation	
None	There is no affiliation with another entity
Government-Federal	Public institutions that have a relationship or affiliation with a federal agency such as the

	Department of Defense.
Government-Local	Public institutions that have a relationship or affiliation with a local government entity such as a County.
Government-State	Public institutions that have a relationship or affiliation with the state.
Government-State and Local	Public institutions that have a relationship with both the state government and a local government entity such as a county. Community colleges in New Jersey are labeled Government-State and Local because they are affiliated with the State of New Jersey and their local county.
Government-State Systems	Public institutions that are part of a state system such as PASSHE, SUNY, CUNY or the University System of Maryland.
Other	Institutions that have a relationship with some other entity not included in the other categories
Religious	Institutions that have a relationship with a religious entity.
Tribal	Institutions that have a relationship with a sovereign Indian tribe.

Enter the name of the **Affiliated Organization** in the open text field. An affiliated organization or provider may be a subsidiary, parent, sibling, or other entity (for-profit or non-profit) related to the institution (except through contractual arrangement) to the accredited institution. For religious institutions, enter the name of the denomination in this field.

### Carnegie Classification

MSCHE uses the categories in the 2010 Carnegie Classification - Basic Classification. The classification categories are determined by the Carnegie Foundation as shown in the chart below. The data in the MSCHE system should match exactly what is provided by the Carnegie Foundation for your institution.

*The classification has been uploaded into the MSCHE system directly from Carnegie Foundation, and will not be modified unless Carnegie makes the change. If you believe the classification listed here is incorrect, please view the Carnegie Foundation website FAQs at <http://classifications.carnegiefoundation.org/resources/faqs.php> about updating classifications.*

For a complete description of the Carnegie Classification system, go to <http://classifications.carnegiefoundation.org/descriptions/>. More information is provided about how and when Carnegie Foundation updates the classification in their FAQs at <http://classifications.carnegiefoundation.org/resources/faqs.php>.

ID	Category	Category Explanation
1	Assoc/Pub-R-S	Associate's--Public Rural-serving Small
2	Assoc/Pub-R-M	Associate's--Public Rural-serving Medium
3	Assoc/Pub-R-L	Associate's--Public Rural-serving Large
4	Assoc/Pub-S-SC	Associate's--Public Suburban-serving Single Campus
5	Assoc/Pub-S-MC	Associate's--Public Suburban-serving Multicampus
6	Assoc/Pub-U-SC	Associate's--Public Urban-serving Single Campus
7	Assoc/Pub-U-MC	Associate's--Public Urban-serving Multicampus
8	Assoc/Pub-Spec	Associate's--Public Special Use
9	Assoc/PrivNFP	Associate's--Private Not-for-profit
10	Assoc/PrivFP4	Associate's--Private For-profit
11	Assoc/Pub2in4	Associate's--Public 2-year colleges under 4-year universities
12	Assoc/Pub4	Associate's--Public 4-year Primarily Associate's
13	Assoc/PrivNFP4	Associate's--Private Not-for-profit 4-year Primarily Associate's
14	Assoc/PrivFP4	Associate's--Private For-profit 4-year Primarily Associate's
15	RU/VH	Research Universities (very high research activity)
16	RU/H	Research Universities (high research activity)
17	DRU	Doctoral/Research Universities
18	Master's L	Master's Colleges and Universities (larger programs)
19	Master's M	Master's Colleges and Universities (medium programs)
20	Master's S	Master's Colleges and Universities (smaller programs)
21	Bac/A&S	Baccalaureate Colleges--Arts & Sciences
22	Bac/Diverse	Baccalaureate Colleges--Diverse Fields
23	Bac/Assoc	Baccalaureate/Associate's Colleges
24	Spec/Faith	Special Focus Institutions--Theological seminaries, Bible colleges, and other faith-related institutions
25	Spec/Med	Special Focus Institutions--Medical schools and medical centers
26	Spec/Health	Special Focus Institutions--Other health professions schools
27	Spec/Engg	Special Focus Institutions--Schools of engineering
28	Spec/Tech	Special Focus Institutions--Other technology-related schools
29	Spec/Bus	Special Focus Institutions--Schools of business and management
30	Spec/Arts	Special Focus Institutions--Schools of art, music, and design
31	Spec/Law	Special Focus Institutions--Schools of law
32	Spec/Other	Special Focus Institutions--Other special-focus institutions
33	Tribal	Tribal Colleges
34	Not Classified	Institutions that do not submit IPEDS or are otherwise not included in the Carnegie Classification are labeled in MSCHE's system as "Not Classified".



## Calendar

Verify the predominant calendar system used at your institution. If there is no predominant calendar system at this institution, indicate the option that best characterizes your institution. Contact Tze Joe at [tjoe@msche.org](mailto:tjoe@msche.org) to modify or change the calendar system on record.

Calendar system is the method by which an institution structures most of its courses for the academic year. The academic year is defined as the period of time generally extending from September to June; usually equated to 2 semesters or trimesters, 3 quarters, or the period covered by a 4-1-4 calendar system (*definition borrowed from the IPEDS Glossary*).

4-1-4(calendar system)	The 4-1-4 calendar usually consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional summer session.
Continuous Term	A calendar system classification that is used by institutions that allow students to enroll/start classes at any time during the year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
Differs by Program	If programs are offered on more than one calendar, select "Differs by Program"
Other	Any calendar system that does not fall into any of the other categories.
Semester	A calendar system that consists of two sessions called semesters during the academic year with about 15 weeks for each semester of instruction. There may be an additional summer session.
Trimester	An academic year consisting of 3 terms of about 15 weeks each.

## Degree Granting Authority

A degree is valid if it is properly granted (that is, not fraudulently or mistakenly granted) by an entity that has the legal authority to do so. There are three sources of authority to issue college degrees in or from the United States. A college can obtain that authority from Congress, a state government, or a recognized sovereign Indian tribe. Non-U.S. institutions may also possess degree granting authority from international countries. As part of the Requirements of Affiliation, MSCHE accredited institutions have demonstrated that they have received authorization to offer degrees by an appropriate governmental organization.

- a. Verify the **Degree Granting Authority Type** that authorizes your institution to offer postsecondary degrees. Federally chartered institutions (i.e., military) should be labeled as "Congress." Non-U.S. Institutions should be labeled as "International Country."

<b>Degree Granting Authority Type</b>	
State	U.S. institutions that have DGA from a state within the United States, including Puerto Rico and the U.S. Virgin Islands.
Congress	U.S. institutions that have DGA as established by an Act of Congress
International Country	Non-U.S. based institutions that have DGA from a foreign country.
Tribal	Institutions with DGA from a recognized sovereign Indian tribe. For the most part, these institutions are tribally controlled and are located on reservations. MSCHE does not currently have any institutions classified as Tribal Colleges and Universities.

b. Enter the **Degree Granting Authority State or Country** that authorizes your institution to offer postsecondary degrees. If you are authorized by a state, you do not need to enter anything in the field for country. If you are authorized by a foreign country, you do not need to enter anything in the field for state.

### **Licensed to Operate In**

As part of the Requirements of Affiliation, MSCHE accredited institutions have demonstrated that the institution is authorized to operate as an educational institution.

Please verify **Licensed to Operate In State or Country**. Make sure that each state(s)/province(s)/countr(ies) or other jurisdictions in which your institution was required to get national or local government permits or other forms of approval in order to conduct business there is listed. You may provide more than one licensure. Provide a state OR country; you do not need to provide both.

### **Related Entities**

Indicate if the institution completing this form is related to another entity, within this region or elsewhere.

If the institution completing this form is related to another entity, within this region or elsewhere, and whether or not this entity is accredited by the Middle States Commission on Higher Education, provide the name, state and country of the related entity.

Excerpt from MSCHE's "Related Entities" policy statement available on our website at <http://www.msche.org/?Nav1=POLICIES&Nav2=INDEX>.

A related entity may be a corporate parent, system administration or board, religious sponsor, funding sponsor (which, in some cases, may include an equity or investment fund), or other entity that can affect decisions related to accreditation (herein "Related Entities"). Related entities may include institutional or corporate layers or groups. Ordinarily, local, county, and state legislatures, other accreditors, local advisory boards,

and government agencies are not related entities. The scope of this policy does not include "contractual relationships" in which the accredited entity contracts for services; these are governed by a separate Commission policy.

Do not report relationships that are listed as other locations such as Branch Campuses, Additional Locations, or Other Instructional Sites.

### **Approved Degree and Certificate Levels**

Review and verify the category/certificate or degree levels that are listed as approved. Report the number of programs of study that your institution *currently offers* (active with student enrollment during the current academic year) within each level.

**Approved degree and certificate levels are certificates or degrees offered by the institution that are approved within the scope of the institution's accreditation by MSCHE.** Please see the institution's Statement of Accreditation Status on the MSCHE website (Institution Directory) to see which certificate/degree levels are currently approved by MSCHE.

There should not be a great deal of variation in what is reported each year as approved degree and certificate levels are governed by Substantive Change rules. According to federal regulations (34 CFR 602.22), A New Degree Level may not be added or removed through the Substantive Change process. See the MSCHE Substantive Change policy statement with instructions for submitting a Substantive Change request and the separate Frequently Asked Questions about Substantive Change on the MSCHE web site. It is important that the institution report consistently each reporting period and what is reported here should be consistent with IPEDS. If the institution believes that a degree level was incorrectly reported in the past, please contact Amy Moseder, Senior Policy/Analyst at amoseder@msche.org.

**Institutions are discouraged from removing degree or certificate levels from the scope of accreditation. Please note that if an approved degree level is removed, a substantive change request will be required should the institution wish to offer that degree or certificate again in the future.** If the institution is absolutely sure that the degree or certificate level should be removed from the scope of accreditation, please send an email to the CHE Staff Liaison. The email will be stored in the institution's record as verification that the institution requested that the approved level be removed.

Please see the chart below for specific definitions for each level, which is borrowed from the IPEDS Glossary. In addition, the institution should consider the admissions requirements for the program in determining the appropriate level to place the program. For example, a bachelor's degree might be a requirement for admission into a certificate program that is offered by the institution, therefore the program should be classified as a postbaccalaureate certificate.

<b>DEFINITIONS OF TYPES OF AWARDS (Adapted from the IPEDS Glossary)</b>
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<b>Certificate:</b> A formal award certifying the satisfactory completion of a postsecondary education program. MSCHE collects data on certificates of varying levels including postsecondary (less than 1 year, at least one but less than two academic years, at least two but less than four academic years), postbaccalaureate certificate, and Post-masters
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certificate. For purposes of data collection, Letters of Completion fall under these certificate levels. MSCHE does not have a category labeled Letter of Completion.

Postsecondary award, certificate, or diploma 1 (less than one academic year)

- less than 900 contact or clock hours, or
- less than 30 semester or trimester credit hours, or
- less than 45 quarter credit hours

Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)

- at least 900 but less than 1800 contact or clock hours, or
- at least 30 but less than 60 semester or trimester credit hours, or
- at least 45 but less than 90 quarter credit hours

Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)

- 1800 or more contact or clock hours, or
- 60 or more semester or trimester credit hours, or
- 90 or more quarter credit hours

**Associate's:** An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

**Bachelor's:** An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

**Master's:** An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

**Doctor's - research/scholarship:** A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

**Doctor's - professional practice:** A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that

the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution

**Doctor's - other:** A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

More information is also available on the most recent post baccalaureate degree classifications at the Association for Institutional Research web site at

<http://www3.airweb.org/images/new%20post-baccalaureate%20degree%20classifications.pdf>.

# Middle States Commission on Higher Education Institutional Profile 2014-15

[0162] Frederick Community College

## B. Key Contacts

Key Contact	Data on File (2013-14)	IP Data (2014-15)
<b>Chief Executive Officer</b>	Dr. Elizabeth Burmaster <i>President</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2458 Fax: none Email: EBurmaster@frederick.edu	Dr. Elizabeth Burmaster <i>President</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2458 Fax: none Email: EBurmaster@frederick.edu
<b>Chief Academic Officer</b>	Mr. David Croghan <i>Interim, Vice President for Learning</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2842 Fax: none Email: dcroghan@frederick.edu	Dr. Tony Hawkins <i>Provost/VP for Academic Affairs</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2491 Fax: none Email: thawkins@frederick.edu
<b>Chief Financial Officer</b>	Ms. Dana McDonald <i>Vice President for Administration</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2458 Fax: none Email: dmcDonald@frederick.edu	Mr. William Grutzkuhn <i>Associate Vice President Finance</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2451 Fax: none Email: WGrutzkuhn@frederick.edu
<b>Chief Information Technology Officer</b>	Mr. Wayne Keller <i>Chief Technology Officer</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2548 Fax: none Email: wkeller@frederick.edu	Mr. Wayne Keller <i>Chief Technology Officer</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2548 Fax: none Email: wkeller@frederick.edu
<b>Accreditation Liaison Officer</b>	Mr. Gerald Boyd <i>Associate Vice President for Learning and Institutional Effectiveness/Dean of Arts and Sciences</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 240 629 7840 Fax: 240 629 7894 Email: gboyd@frederick.edu	Mr. Gerald Boyd <i>Special Assistant to the President for Institutional Effectiveness</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 240 629 7840 Fax: 240 629 7894 Email: gboyd@frederick.edu
<b>Coordinator of Distance Education</b>	Mr. Jurgen Hilke <i>Executive Director of Distributed Learning</i> 7932 Opossumtown Pike Frederick, MD 21702	Mr. Jurgen Hilke <i>Executive Director of Distributed Learning</i> 7932 Opossumtown Pike Frederick, MD 21702

	Phone: 301 846 2401 Fax: 301 846 2498 Email: jhilke@Frederick.edu	Phone: 301 846 2401 Fax: 301 846 2498 Email: jhilke@Frederick.edu
<b>Coordinator of Outcomes Assessment</b>	Mr. Jacob Ashby <i>Assessment Coordinator</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 624 2802 Fax: none Email: jashby@frederick.edu	Mr. Jacob Ashby <i>Senior Researcher, Assessment and Institutional Effectiveness</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 624 2802 Fax: none Email: jashby@frederick.edu
<b>Coordinator of Institutional Research Functions</b>	Dr. Gohar Farahani <i>Executive Director, Assessment and Research</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2451 Fax: 301 846 2498 Email: gfarahani@frederick.edu	Dr. Gohar Farahani <i>Executive Director, Assessment and Research</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2451 Fax: 301 846 2498 Email: gfarahani@frederick.edu
<b>Chair: Self-Study Steering Committee</b>	Mr. Jacob Ashby <i>Assessment Coordinator</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 624 2802 Fax: none Email: jashby@frederick.edu	Mr. Jacob Ashby <i>Senior Researcher, Assessment and Institutional Effectiveness</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 624 2802 Fax: none Email: jashby@frederick.edu
<b>Co-Chair: Self-Study Steering Committee</b>	Dr. Kenneth P. Kerr <i>Professor of English</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2646 Fax: 301 846 2646 Email: kkerr@frederick.edu	Dr. Kenneth P. Kerr <i>Interim AVP for Academic Affairs and Dean of Arts and Sciences</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2646 Fax: 301 846 2646 Email: kkerr@frederick.edu
<b>Person in the President's Office To Whom MSCHE Invoices Should be Sent</b>	Ms. Rhonda J. Geesaman <i>Administrative Associate</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2441 Fax: none Email: RGeesaman@frederick.edu	Kari Melvin <i>Executive Associate to the President and Board of Trustees</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2442 Fax: none Email: kmelvin@frederick.edu
<b>Person Who Should Receive a Copy of MSCHE Invoices (Optional)</b>	none	none
<b>Person Completing IP Financials</b>	Ms. Shawn Chestnutwood <i>Senior Accountant</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2455	Ms. Shawn Chestnutwood <i>Senior Accountant</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2455

	Fax: 301 624 2859 Email: schesnutwood@frederick.edu	Fax: 301 624 2859 Email: schesnutwood@frederick.edu
<b>Person Completing IP (Key User)</b>	Dr. Gohar Farahani <i>Executive Director, Assessment and Research</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2451 Fax: 301 846 2498 Email: gfarahani@frederick.edu	Dr. Gohar Farahani <i>Executive Director, Assessment and Research</i> 7932 Opossumtown Pike Frederick, MD 21702  Phone: 301 846 2451 Fax: 301 846 2498 Email: gfarahani@frederick.edu

**Click here to indicate that you have reviewed and updated the entire list of Key Contacts above.**

(Required to "Lock Down" the IP data)



## Instructions

### **Verify existing or provide additional information in ALL of the requested fields.**

If a person has more than one function, please add his or her name to each category. Otherwise, the correct person may not receive postal mail or e-mails that the Commission directs to specific key contacts. **Do not leave any contacts blank (*unless noted*). Do not enter "vacant."** Provide the most appropriate contact name for the position.

**Telephone/E-mail.** Please note that the telephone number and e-mail address in each instance should be the individual's direct number or address, not the institution's main number or address. This information is exclusively for the internal use of the Commission staff, and it is not made available to the public.

*Exception:* Chief executive officers, chief academic officers, or provosts may provide either their own direct telephone number and e-mail address or those of their personal assistant authorized to receive private messages on their behalf.

**International Addresses.** For addresses outside the United States, the screen provides three address lines. Starting with Address Line 1, enter the entire mailing address in the postal format commonly used in that country.

**Personnel Changes.** If you are aware that a Key Contact will be leaving your institution after you lock down the IP, leave that person's name in his or her current role. The IP should be accurate as of the time of lock down. Subsequently, please notify Mr. Joe ([tjoe@msche.org](mailto:tjoe@msche.org)) by e-mail of the actual termination and/or any replacement, and he will make the change(s) on your behalf. If someone on the list is deceased or has left your institution, please also notify Mr. Joe.

**Replace/Modify.** For each key contact category, you may **replace** one person with another or **modify** (update) the information about an incumbent. To replace a person with someone already affiliated with your institution in the Commission's database, select from the list provided. If the replacement is not in the list of available names, please use the request form available at the bottom of the replace/modify screen. When you are notified that the person has been added to the list, you may modify the contact information if necessary.

### **Key Contacts Names and Descriptions:**

#### **System/District Chief Executive Officer**

If your institution is designated as part of a system (public or private), provide the name and complete contact information of the System/District CEO.

**Accreditation Liaison Officer (ALO)** Enter the name, title, and phone number of the individual currently appointed by the chief executive officer of your institution to work directly with the Commission on matters of accreditation. This person may be the same as, or different from the Key Holder, or may hold any other job title at the institution, at the discretion of the CEO. Please see the Commission's Guidelines on the Accreditation Liaison Officer (ALO): Role and Responsibilities

<http://www.msche.org/documents/6B---5-ALO-guidelines-122109.pdf> for more information. The ALO is the primary point of contact between MSCHE and the institution. It is important to notify the Commission of a change in the ALO as soon as possible. Please send the CHE Staff Liaison an email from the President of the institution indicating the change in ALO and include the complete contact information of the new ALO (name, title, address, phone, email).

**Chief Information Technology Officer**

Enter the name of the person responsible for managing the institution's information technology department or functions, regardless of that person's actual job title.

**Coordinator of Distance Education**

Enter the name of the person responsible for coordinating the institution's distance education courses. *(Required for institutions that offer distance education courses)*

**Coordinator of Outcomes Assessment Functions**

Enter the name of the administrator or faculty member who is responsible for coordinating the institution's outcomes assessment activities, regardless of that person's actual job title. For instance, this person may be a faculty member who is the chair of the outcomes assessment committee or other organized group that is driving the outcomes assessment efforts on campus.

**Coordinator of Institutional Research Functions**

Enter the name of the person responsible for the institution's institutional research functions, regardless of that person's actual job title. For instance, the primary contact for institutional research may have the title Director of Institutional Research or the Institutional Research Coordinator.

**Chair/Co-Chairs of Self-Study Steering Committee**

*Complete this item ONLY if your institution is scheduled for a team visit in 2015-16 or 2016-17. (See the dates pre-formatted in General Information.)* Provide the name and title of the Chair (or co-Chairs) of your institution's Self-Study Steering Committee. If your institution has more than two co-Chairs, select only two for the IP as contacts for the Commission staff. Please update these Chairs if those who are currently in the database were from a previous self-study or PRR and new Chairs have been appointed.

**Person in the President's Office to Whom MSCHE Invoices Should be Sent**

Enter the person who is responsible for coordinating the approval and payment of invoices from the Commission for dues and fees. The Commission will send its invoices by e-mail to this individual.

**Person Who Should Receive a Copy of MSCHE Invoices (Optional)**

Enter the person who should simultaneously receive a copy of the invoice sent to the president's office.

**Person Completing IP Financials**

Enter the person who is responsible for providing the financial data and who can answer questions about the meaning of the data. This person is responsible for verifying the accuracy of financial data and will be contacted if MSCHE staff have questions about submitted data.

**Person Completing IP (Key User)**

Enter the Key User who is responsible for the content of the IP (not necessarily the data entry person).

**VERIFY KEY CONTACTS**

**IMPORTANT:** You must click the checkbox at the bottom of the Key Contact screen (see example below) to verify that you have reviewed and updated the entire key contact list. This is a required field. If you do not click the checkbox, you will receive an error message and you will not be permitted to lock down the IP.

Sample: **Click here to indicate that you have reviewed and accepted the list of Key Contacts above.**

(Required to "Lock Down" the IP data)

# Middle States Commission on Higher Education Institutional Profile 2014-15

[0162] Frederick Community College

## C. Graduation Data

### 1. Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2013, and June 30, 2014. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards	Data on File (2012-13)	IP Data (July 1, 2013 - June 30, 2014)
Postsecondary Certificate (less than 1 year)	0	0
Postsecondary Certificate (>= 1 year, < 2 years)	166	176
Associate's	884	847
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	0	0
Postbaccalaureate Certificate	0	0
Master's	0	0
Post-Master's Certificate	0	0
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	0
Doctor's - Other	0	0
<b>Screening Questions</b>		
a. Does your institution have undergraduate programs?	yes	yes
b. Does your institution serve only transfer students?	no	no

### 2. Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

Completers of Programs of <= 2 Years	Data on File (as of August 31, 2013)	IP Data (as of August 31, 2014)
--------------------------------------	---	------------------------------------

<b>150% of expected time to completion</b>		
Total number of students in the Fall 2011 cohort	907	908
Number completed within 150%	193	210
Total transfers out	186	183
Total number of Fall 2011 cohort still enrolled	166	142
<b>200% of expected time to completion</b>		
Total number of students in the Fall 2010 cohort	970	907
Number completed within 200%	295	266
Total transfers out	0	256
Total number of Fall 2010 cohort still enrolled	72	85
<b>Completers of Programs of &gt; 2 and &lt;= 4 Years</b>		
<b>150% of expected time to completion</b>		
Total number of students in the Fall 2008 cohort	0	0
Number completed within 150%	0	0
Total transfers out	0	0
Total number of Fall 2008 cohort still enrolled	0	0
<b>200% of expected time to completion</b>		
Total number of students in the Fall 2006 cohort	0	0
Number completed within 200%	0	0
Total transfers out	0	0
Total number of Fall 2006 cohort still enrolled	0	0

## Notes

## Instructions

### PART 1: Awards Granted

Report the total number of degrees, certificates, or other formal awards conferred by your institution between July 1, 2013 and June 30, 2014 (or other official year, if your institution uses an enhanced semester calendar).

#### ***Include:***

- Formal awards conferred as a result of an academic or occupational/vocational program of study. The instructional activity completed as part of the program of study must be credit-bearing, but can be measured in credit hours, contact hours, or some other unit of measurement.
- Earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

*Note: Although IPEDS was updated for the 2011-2012 reporting period to exclude "awards conferred by branches of your institution located in foreign countries," MSCHE will continue to collect degrees conferred by branches of your institution located in foreign countries. Continue to include them in the count for the IP.*

- Multiple awards earned by a single student. If an individual received two or more awards during the specified time period, report each award in the appropriate category.

#### ***Do Not Include:***

- Awards earned but not yet conferred.
- Honorary degrees and awards.
- Awards conferred by an entity other than the postsecondary institution (such as the state, or an industry certificate).
- Informal awards (such as certificates of merit, completion, attendance, or transfer).
- Noncredit awards.

## Screening Questions

Institutions that do not offer undergraduate programs (e.g. graduate only) and/or serve only transfer students (do not have first time students) are not required to complete Part 2: Completers to lock down. Institutions that answered No to question a and/or Yes to question b will not be provided with Part 2: Completers section and should click update at the bottom of the screen. You may continue to Section D.

Institutions that started first-year baccalaureate programs in 2008-09 or later should answer "no" to screening question "a".

## **PART 2: Completers**

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate only the highest degree level earned. Report the status of these students as of **August 31** of the reporting year as indicated by institution type below.

### ***Include:***

- Full-time students enrolled in the fall term who attended college for the first time in the prior summer term.
- Full-time students enrolled in remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.
- Full-time students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers and those enrolled in distance learning/home study programs.
- Full-time students taking remedial courses if the student is considered degree-seeking.
- Full-time students who subsequently became part-time, transferred OUT to another institution, dropped out, stopped out, or have not fulfilled the requirements for a degree or certificate.

### ***Do Not Include:***

- Students who are enrolled exclusively in non-credit courses or are not seeking a degree/certificate.
- Students exclusively auditing classes.
- Students studying abroad at a foreign university if their enrollment at the reporting institution is only an administrative record and the fee is only nominal.
- Students studying in a branch campus located in a foreign country.
- Students who transferred IN to your institution. Institutions that have only transfer programs should select Yes for screening question #2 in the middle of this page. Screening questions are offered at the launch of the IP but you may change them within the relevant section.
- Students who fall into the following exclusion categories according to IPEDS:
  1. Students who died or became permanently disabled.
  2. Students who left school to serve in the armed forces (or have been called up to active duty). Do not include students already in the military who transfer to another duty station.
  3. Students who left school to serve with a foreign aid service of the Federal Government.
  4. Students who left school to serve on an official church mission.

## **Completers of Programs < or = 2 years:**

The **150% cohort** includes full-time, first-time degree/certificate-seeking students entering your institution in fall 2011 (i.e., first enrolled in academic year 2011-

12). Report the status of the 2011 cohort as of August 31, 2014 in terms of the number of completers graduated in 150% of normal time to completion. For most two year degree programs, this is three years (2011-2014).

The **200% cohort** includes full-time, first-time degree/certificate-seeking students entering your institution in fall 2010 (i.e., first enrolled in academic year 2010-11). Report the status of the 2010 cohort as of August 31, 2014 in terms of the number of completers graduated within 200% of normal time to award. While the data for 150% of normal time are cumulative (in that it also includes those students who complete in 100% of normal time - 2 years for Associate's degree), the data reported for the 200% of normal time should just include those additional students who completed 151% and 200%. For most two year degree programs, this is four years (fall 2010-2014).

If your institution is an Associate's college and began offering such programs in or prior to 2011-12, include in the cohort the students who enrolled in fall 2011 and received full credit through 2013-14.

#### **Completers of Programs of > 2 or > = 4 years:**

The **150% cohort** includes full-time, first-time degree/certificate-seeking students who entered in fall 2008 (i.e., first enrolled in academic year 2008-09). Report the status of the 2008 cohort as of August 31, 2014 in terms of the number of completers graduated in 150% of normal time to completion. For most 4-year degree programs, this is six years (2008-2014).

The **200% cohort** includes full-time, first-time degree/certificate-seeking students who entered in fall 2006. Report the status of the 2006 cohort as of August 31, 2014 in terms of the number of completers graduated within 200% of normal time to award. While the data for 150% of normal time are cumulative (in that it also includes those students who complete in 100% of normal time - 4 years for Bachelor's degree), the data reported for the 200% of normal time should just include those additional students who completed 151% and 200%.

Do not include students who initially entered in an Associate's programs (they should be included in the "Completers of Programs < or = 2 years" or students who transferred into your institution. Institutions that have only transfer programs should change their answer to Yes to the screening question #2 in the middle of the page if you did not select Yes at the screening questions page when launching the IP.

Four-year institutions that offer 5-year or longer programs should include in the 2008 cohort the students for these programs who received full credit through 2013-14 (i.e., Include all the students who entered the 5-year program in fall 2008 and reflect their status as of the end of the 2013-14 academic year).

**Institutions with a continuous-term calendar** for the majority of their programs should use the full-year cohort.



### ***Transfers Out:***

If you collect transfer information, report the number of students whom you know to have transferred to another institution, without a degree/award from your institution, for both 150% and 200% normal time to completion. If you cannot confirm that the student transferred and was enrolled at another institution, the student should not be counted in transfers. Students who transferred out and may have returned to your institution should be included as still enrolled if they have not graduated. Track the entire cohort for 3 years (2-year institutions) or for 6 years (4-year institutions), as applicable. Reporting transfer information is optional.

### ***Still Enrolled:***

Provide the number of students from the relevant cohort, excluding those who have graduated, transferred, or fall under other exclusions (death, military service, church mission, etc.) who were still enrolled at your institution at the 150% or 200% normal time to completion point through **August 31**, 2014. Students who transferred out and may have returned to your institution should be included as still enrolled if they have not graduated.

## **DEFINITIONS OF TYPES OF AWARDS**

### ***(Adapted from the IPEDS Glossary)***

**Associate's:** An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

**Bachelor's:** An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

**Master's:** An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

**Doctor's - research/scholarship:** A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

**Doctor's - professional practice:** A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were

formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

**Doctor's - other:** A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

**Middle States Commission on Higher Education**  
**Institutional Profile 2014-15**  
[0162] Frederick Community College

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## D. Enrollment (Unduplicated)

### 1. Fall Enrollment

	Data on File (fall 2013)		IP Data (fall 2014)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	23213	0	24610	0
Minimum credit load to be considered a full time student per semester	12	0	12	0
Full-Time Head Count	2267	0	2061	0
Part-Time Head Count	3783	0	3970	0

### 2. Credit Enrollment (fall 2014)

	Data on File (fall 2013)	IP Data (fall 2014)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	5375	5248
Number of Students not matriculated, enrolled in credit-bearing courses	675	783

### 3. Non-Credit Enrollment (Prior Year)

	Data on File (2012-13)	IP Data (July 1, 2013 - June 30, 2014)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	5852	4222
Number of Students in non-credit avocational continuing education courses	3019	2482

## Notes

# Instructions

## Fall Enrollment

**Total credit hours of all part-time students.** Compute the total for fall 2014, using the institution's official fall reporting date (or as of October 15, 2014, whichever is sooner). Report separately for both undergraduate and graduate students. If your off-campus sites have different census reporting dates from the main campus cutoff date, please report the total number of credit hours, regardless of the census date.

**Minimum credit load for a student to be considered full-time (per semester or equivalent unit).** The general rule is that a full-time student is one who is enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. A full-time graduate student is enrolled for 9 or more semester credits, 9 or more quarter credits, or who is involved in thesis or dissertation preparation that the institution considers full-time.

If your definition of a full-time load varies by program or course of study, use the load representing the majority of your students. Explain the difference **briefly** in the Notes; if Commission staff or evaluators need further details, you can provide a full explanation at that time.

**Headcount.** Provide an unduplicated headcount of all full-time and part-time students, reporting undergraduate and graduate levels separately. The Commission will print the Total FT and PT headcount in its directory and will rely on it when selecting visiting teams of evaluators and for other purposes.

Institutions operating under a calendar that differs by program or enrolling on a continuous basis should include students who were enrolled in your institution at any time between August 1 and October 31 of 2014.

### ***Include:***

- Students enrolled in courses for credit at the main campus, at all branch campuses (except those that are separately accredited), and at all off-campus sites as defined in these Instructions (i.e., domestic or overseas branch campuses, additional locations, other instructional sites, and students in the institution's study-abroad program who are enrolled for credit at the reporting institution).
- Students enrolled in courses for credit who are not recognized by the institution as seeking a degree (i.e., students receiving certificates or diplomas for academic, occupational, or post-baccalaureate continuing professional studies).

*Note:* IPEDS defines an "Occupational program" as "A program of study consisting of one or more courses, designed to provide the student with sufficient knowledge and skills to perform in a specific occupation." It is usually below the baccalaureate level. Examples include bookkeeping, office management, massage therapy, etc.

### ***Do Not Include:***

- Students exclusively auditing classes.

- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements.
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., non-academic, recreational, avocational [leisure], continuing education, workforce development, high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.

**Summer Programs.** Students attending the Summer 2014 session to complete requirements for graduation in 2013-14 are considered to be part of the 2013-14 cohort. However, students who start in Summer 2014 courses and continue into fall 2014, are to be counted in the 2014-15 cohort. Alternatively, use your institution's normal procedures for computing an academic year (e.g., Summer 2, Fall, Spring, and Summer 1), if applicable.

## **Credit Enrollment (fall 2014)**

### **Matriculated (Degree-Seeking) Students**

Report the unduplicated headcount of all enrolled students as of fall 2014 who are recognized by the institution as working toward a specific degree or certificate (i.e., matriculated, degree-seeking). Report also an unduplicated number of students who are not matriculated but who are enrolled in courses for which credit is awarded.

*Do Not Include:*

- Students exclusively auditing classes
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., non-academic, recreational, avocational [leisure], continuing education, workforce development, high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.
- Students who are matriculated but who are on leave and not actively pursuing a degree/diploma (i.e., not utilizing the institution's faculty, staff, or facilities).

## **Non-Credit Enrollment**

The purpose of reviewing non-credit enrollment is to consider the likely impact of this enrollment on the institution's faculty, facilities, revenue, and other overall operations and integrity.

- Report the number of students enrolled in non-credit courses (i.e., courses that cannot be counted toward a degree). The reporting period is the entire prior

academic year (July 1, 2013 - June 30, 2014). If you use a different calendar, use your institution's normal procedures for computing an academic year.

Count students without regard to whether they also enrolled in for-credit courses, and count them once if they enroll in more than one non-credit course. If a non-credit student takes a vocational course and an avocational course, count that student once under vocational.

Report headcounts separately for: (1) graduate level non-credit courses; (2) undergraduate level noncredit and other continuing education courses for which certificates of completion may or may not be provided (including ESL, remedial, or career-related skills and knowledge for vocations); and (3) avocational (self-improvement/leisure) courses.

If your institution has no system for separating enrollment in continuing education versus avocational courses, report all such enrollment as continuing education, and explain in the Notes section.

Include any pre-college students, because they also have an impact on the institution's physical, fiscal, and human resources.

For situations when the student is taking both noncredit and credit courses at the same time: Count the number of students enrolled in noncredit courses, that are not part of any formal curricula or degree program. You should NOT include audited courses that are part of a degree program. Realizing that not all student information systems track or code data the same way, rely on the course and whether it is a noncredit offering or a credit offering as defined by the institution.

*Do Not Include:*

- Students exclusively auditing classes that are part of a degree program.
- Students who receive the reporting institution's distance learning programs but who receive credit from another institution through consortia or other agreements
- Students who are completing requirements for a class taken in a prior semester, who pay a basic registration fee for tracking purposes but who are not independently taking a scheduled non-credit course
- Matriculated students who are required to take a particular non-credit course in order to graduate but who are not independently taking that scheduled non-credit course.

**Avocational** programs are defined in the IPEDS Glossary as Instructional programs in personal interest and leisure categories whose expressed intent is not to produce postsecondary credits, nor to lead to a formal award or an academic degree, nor result in occupationally specific skills.

# Middle States Commission on Higher Education

## Institutional Profile 2014-15

[0162] Frederick Community College

### E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

#### Part 1. Distance Education

	Data on File (2012-13)	IP Data (July 1, 2013 - June 30, 2014)
<b>Screening Question</b>		
<b>Did your institution, in the most recent prior year (July 1, 2013 - June 30, 2014), offer distance education courses, as defined in the Instructions?</b>	Yes	Yes
<p>Provide: (a) the unduplicated headcount of all students in the most recent prior year (July 1, 2013 - June 30, 2014) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.</p> <p>Provide an explanation in the Notes context box if this reporting year's total is greater than the prior year and you have significant growth in distance learning enrollment.</p>		
	Data on File (2012-13)	IP Data (July 1, 2013 - June 30, 2014)
<b>Headcount</b>	2019	4238
<b>Total Registrations</b>	6764	6899
<p><b>Programs</b></p> <p><b>Programs.</b> Report the number of degree or certificate programs offered during the previous year (July 1, 2013 - June 30, 2014) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.</p>		
	Data on File (2012-13)	IP Data (July 1, 2013 - June 30, 2014)
<b>Programs</b>	2	2

#### Part 2. Correspondence Education

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not Distance education.

	Data on File (2012-13)	IP Data (July 1, 2013 - June 30, 2014)
<b>Screening Question</b>		

	13)	June 30, 2014)
Did your institution, in the most recent prior year (July 1, 2013 - June 30, 2014), offer Correspondence education courses?	No	No

## Notes



# Instructions

## Part 1. Distance Education

### Definition

MSCHE uses the federal definition of distance education\*. **Distance education** means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) The Internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

### Reporting

Report courses and programs only when instructional content is delivered *exclusively* via distance education (offered in its entirety through distance education). Do not include "hybrid" or "mixed delivery" courses. Academic programs that include 50% or more of the delivery of instruction through the use of information technologies as defined above require prior approval through the Substantive Change process.

**Screening Question:** Indicate whether your institution, in the most recent prior year (July 1, 2013 - June 30, 2014), offered courses for credit using distance education. If a course was offered but no students enrolled, change your answer to "No" on this page and continue to Part 2: Correspondence Education.

### Courses

If you selected 'Yes' in the screening question, provide:

(a) the **unduplicated headcount** of all students in the most recent *prior year* (July 1, 2013 - June 30, 2014) who took distance education courses for credit by your institution. Alternatively, use your institution's normal procedures for computing an academic year.

(b) the **total number of registrations** in the most recent *prior year* (July 1, 2013 - June 30, 2014) who took distance education courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

Exclude: Students who drop out during the drop/add period.

### Programs

Report the number of degree or certificate programs offered during the prior year (July 1,

2013 - June 30, 2014) for which students could meet 50% or more of the requirements for any of the programs by taking distance education courses.

**Definition:** Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

**Summer Programs.** Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year cohort. Students starting early, who take summer courses and continue in the fall are to be counted in the current cohort.

## Part 2. Correspondence Education

### Definition

MSCHE uses the federal definition for correspondence education\*. **Correspondence education** means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not distance education.

### Reporting

Report courses and programs only when instructional content is delivered exclusively via correspondence education.

**Screening Question:** Indicate whether your institution, in the most recent prior year (July 1, 2013 - June 30, 2014), offered courses for credit using correspondence courses. If a course was offered but no students enrolled, change your answer to "No" on this page.

### Courses

If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (July 1, 2013 - June 30, 2014) who took correspondence courses for credit by your institution. Alternatively, use your institution's normal procedures for computing an academic year.

(b) the **total number of registrations** in the most recent prior year (July 1, 2013 - June 30, 2014) who took correspondence courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

**Exclude:** Students who drop out during the drop/add period.

### **Programs**

Report the number of degree or certificate programs offered during the prior year (July 1, 2013 - June 30, 2014) for which students could meet 50% or more of their requirements for any of the programs by taking distance education or correspondence courses.

**Definition:** Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

**Summer Programs.** Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year cohort. Students starting early, who take summer courses and continue in the fall are to be counted in the current year cohort.

\*Federal definitions can be found at  
[https://www2.ed.gov/admins/finaid/accred/accreditation\\_pg12.html](https://www2.ed.gov/admins/finaid/accred/accreditation_pg12.html).

### **Substantive Change**

Distance education or correspondence education includes instruction constituting at least 50% of courses or credits in a degree or program that represents a significant departure, in terms of either the content or method of delivery, from those previously included in the institution's scope of accreditation. The Commission requires prior approval for the first two degrees or programs for which 50% or more of the degrees or programs will be offered through distance or correspondence education formats. The 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods.

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## **F. Other Regional, National, and Specialized Accreditation**

### **1. Accreditors Recognized by the U.S. Department of Education**

Please list any other accrediting organizations that accredit your institution or its programs.

*Please separate each accreditor by a semi-colon (;). Please do not exceed 7500 characters and avoid the use of acronyms when at all possible.*

<b>Data on File (2013-14)</b>	<b>IP Data (2014-15)</b>
<b>Accreditors Recognized by U.S. Secretary of Education</b>	<b>Accreditors Recognized by U.S. Secretary of Education</b>
<ul style="list-style-type: none"><li>▪ Accreditation Commission for Education in Nursing, Inc.</li></ul>	none

### **2. Other Accreditors**

Please list any other accrediting organizations that accredit your institution or its programs.

*Please separate each accreditor by semi-colon (;).*

Nuclear Medicine Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT) Surgical Technology Commission on Accreditation of Allied Health Programs (CAAHEP) Respiratory Therapy Commission on Accreditation for Respiratory Care (CoARC) Nursing National League for Nursing Accrediting Commission (NLNAC)

# Instructions

## 1. Accreditors Recognized by the U.S. Department of Education

Please verify and update the list of other regional, national and specialized agencies that accredit your institution. Include accreditors for which your institution is a candidate for accreditation (provide a note in the Notes section that you are a candidate for a particular accreditor).

The regional, national, and/or specialized accrediting organizations your institution reported last year are shown in the left column.

- o In the column on the right, check the box next to the name of the accreditors that currently accredit your institution or its programs. The applicable boxes must be checked each year. The items you selected last year will not carry over automatically to the Current IP Data column.

**NOTE:** To view the complete federal list, go to:

[http://www2.ed.gov/admins/finaid/accred/accreditation\\_pg6.html#NationallyRecognized](http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html#NationallyRecognized). This list contains those accrediting agencies that are recognized by the U.S. Secretary of Education. If you do not see an accreditor, please double check the federal list and make sure the agency has not changed its name.

## 2. Other Accreditors

If other accrediting organizations (not recognized by the U.S. Department of Education) are applicable for your institution, please insert them in the "Other Accreditors" section.

If your institution offers programs in collaboration with another institution, and the other institution is accredited for that program but your institution is not, do not list the accreditor.

**\*NOTE: You must enter all accreditations each year. Items selected last year (and found in the left hand column) are not automatically pre-populated for the current reporting year. You must make checkbox selections.**

Please use the space in the Notes section to inform MSCHE of any change in (probationary status) or removal of accreditation by any other external accrediting body. MSCHE staff will contact you for more information.

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**G. Instructional Personnel**

	Data on File (fall 2013)		IP Data (fall 2014)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
<b>Total Faculty</b>	100	389	101	461

**Notes**

## Instructions

Report an unduplicated headcount of full-time and part-time instructional personnel employed by your institution as of fall 2014.

### **Definitions:**

**Full-time vs. Part-time.** Full-time personnel are either available for full-time assignment during the period being reviewed or are designated as "full time" in an official contract or appointment. Normally, employees who work approximately 40 hours per week for a full academic year are considered full-time. Individuals on sabbatical should be counted as full-time if their status was full-time prior to their leave. Faculty who teach only one semester or term are part-time, because the basis of measurement is a full academic year.

**Adjunct professors.** Count adjunct professors and visiting professors as part-time, unless you have a specific category for full-time adjunct or visiting professors. Adjunct faculty are defined by IPEDS as non-tenure-track positions where one has a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. An adjunct who serves only one semester should be counted as a whole (not one-half) part-time assignment.

**Medical School Faculty.** Include those faculty members who may be exclusively involved in clinical and pre-clinical instruction at the primary reporting location and at satellite or other locations where students rotate. Indicate in the Notes section the number of faculty with this role. Again, the purpose is to consider the likely instructional impact on the enrolled students.

**Instructors.** Include those personnel who may have the title of instructor but who are not student assistants, adjunct professors, and lecturers.

**Compensated vs. Uncompensated.** For the purpose of this survey, it is of no consequence whether instructional personnel are financially compensated or not. The purpose is to consider the likely instructional impact on the enrolled students.

### **Exclude:**

- Professional staff, such as librarians, administrators, researchers, and others if they do not have faculty status at your institution, or if they have faculty status but do not teach as their primary activity (*Note: Instructional librarians with faculty status who teach credit-bearing courses would be included.*)
- Faculty who teach only non-credit courses
- Students (typically graduate students) having such titles as teaching assistant, teaching fellow, or research assistant.

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## **H. Related Educational Activities**

### **H-1. Study Abroad**

This section is only required if your institution's Self-Study Visit is scheduled for 2015-16 or 2016-17.

Note:

Your institution's next Self-Study Visit is scheduled for 2015-16.

	<b>Data on File (2013-14)</b>	<b>IP Data (July 1, 2014 - June 30, 2015)</b>
<b>Country</b>		Russia
<b>Number of Sites</b>		1
<b>Total Students at All Sites</b>		7

### **Notes**



## Instructions

This section is required ONLY if your self-study visit is scheduled for 2015-16 or 2016-17.

### Note:

Your next Self-Study Visit is scheduled for... (THE IP PROGRAM HAS INSERTED THE DATE FOR YOUR INSTITUTION ON THE SCREEN.)

## Definitions:

Study Abroad programs may be sponsored or co-sponsored by your institution. Report only sites where your institution has "ownership" over the curriculum (i.e. determines what will or will not be taught) and where your institution specifically approves which faculty members will or will not teach.

Contracts for programs where the reporting institution has an arm's length contractual relationship with the study abroad operators (i.e. without veto power over curriculum components and individual faculty) will be treated as if they are equivalent to articulation agreements for the purposes of the IP. They should be reported as such, when appropriate, in your institution's self-study report.

A Study Abroad site, for purposes of the IP, is for U.S. students traveling to that country. An Other Instructional Site located in a different country is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country.

## Reporting:

For each country, enter the total number of sites at which your institution offers credit bearing study abroad programs, and enter the total number of students (undergraduate + graduate) who enrolled for the required reporting timeframe, which is defined as the *current year* (July 1, 2014 - June 30, 2015). If your semesters abroad run into the next reporting year (i.e. summer programs that start in June but run through August for example), include them in the current reporting year. Use the start of the semester as the date for inclusion in the current reporting timeframe.

Include only those students who are enrolled in study abroad programs **for which academic credit will be awarded by your institution.**

## Exclusions:

- Do not count students from other institutions enrolled at your site *if your institution does not award the credit*, regardless of whether or not your institution provides the faculty and other services. These types of situations are more appropriately discussed in your institution's next self-study report.
- Do not count individualized or group programs for students who may visit one or more sites in a given season (i.e., not resident at the site for an entire semester or equivalent period).

- Do not count exchange programs.
- Do not count international branch campuses, additional locations, or other instructional sites.
- If a country has no students enrolled, or if none are expected to enroll in the program(s) during this reporting period, delete it, even though there were students in a prior year and the institution still has contractual obligations with an affiliated provider or maintains its own physical plant in that location. Do not report sites that are permanently closed.

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**H-2. Branch Campuses**

<b>Data on File (2013-14)</b>	<b>IP Data (2014-15)</b>
No Branch Campuses.	No Branch Campuses.

## Instructions

Please verify existing and provide new or additional information for the current reporting period.

### **Definitions:**

The Commission defines a branch campus as a location of an institution that is geographically apart, independent of the main campus of the institution. The branch campus is considered independent of the main campus if the location offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

If a site is currently approved as a "Branch Campus", Substantive Change rules apply in order to add, close, relocate (change of address), or reclassify the location to an additional location or other instructional site.

Branch campuses are not considered to be temporary, but they may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The branch may be organized and managed by the institution itself or by contractual agreement with a third party.

- **a student may be able to complete 100% of a degree or certificate program at the branch over the course of time**
- **offers courses in educational programs leading to a degree, certificate, or other recognized educational credential**
- **has its own faculty and administrative or supervisory organization; AND**
- **has its own budgetary and hiring authority**
- A facility listed as a "branch campus" may not be listed as an "additional location" or an "other instructional site."

*The Commission's definition of a branch campus may not be the same definition the institution uses for state reporting purposes.*

### **Reporting:**

**Name.** Verify the name of the branch campus.

**IPEDS ID.** Verify the IPEDS number as displayed in the grid.

If the IPEDS number is incorrect, please contact Amy Moseder, Senior Policy Analyst/Researcher at [amoseder@msche.org](mailto:amoseder@msche.org).

**OPE ID.** Verify the OPE ID number as displayed in the grid. The OPE ID number is an identification number used by the U.S. Department of Education Office of Postsecondary

Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that their students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. The OPE ID number is a six-digit number followed by a two-digit suffix used to identify branches, additional locations, and other entities that are part of the eligible institution.

If the OPE ID number is incorrect or missing, please contact Amy Moseder, Senior Policy Analyst/Researcher at amoseder@msche.org.

**Street Address, City, State, Postal.** Verify the complete address for each branch campus, including street address and zip code. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government. Substantive Change rules apply to change the address.

**Status.** Indicate the status of the branch campus during the reporting period (the current year which is defined as July 1, 2014 - June 30, 2015). **Active** means there was activity at the site and the institution can report enrollment during the reporting period. **Inactive** means there was no student enrollment at the site during the reporting period although the institution maintains contractual arrangements and may use the site another year.

Partial year reporting. If an approved location opens or begins enrolling students in the middle of the reporting period, mark the location **Active** and report the partial-year enrollment. In the Notes field at the bottom of the screen, provide an explanation and the date the activity began.

Please see the section of these instructions titled Substantive Change below for more detail. Please note the distinction between Inactive and Closed sites.

**Total Degree Programs.** Verify the number of degree programs or specialties that may be completed entirely (100%) at this branch over time. Include all certificate/diploma programs but exclude avocational/leisure and noncredit courses. IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution." This question does not refer to the number of degrees awarded at each branch by the institution. Instead, it applies to the programs offered at this particular site. The degree levels offered at various sites must be included within the existing scope of the institution's accreditation (that is, you cannot offer certificate/degree levels at branch campuses and additional locations if that certificate/degree level is not already approved within the scope of your accreditation - see Section A: General Information, Approved Degree Levels).

For each Branch Campus, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degree levels:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)

- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

**Total Headcount.** Provide the unduplicated full-time and part-time headcount at each branch for the *current year* which is defined as July 1, 2014 - June 30, 2015 (estimated if your counts are not yet final), whether or not those students are matriculated in a specific degree or certificate program. If a student changes status from full-time to part-time or vice versa, count the student as only one of the two, making your best guess as to which status the student should be placed based on the number of credits the student has completed during the reporting year. Indicate any such situations in the Notes section at the bottom.

Report graduate and undergraduate students separately. The headcounts at various branches may be duplicated if students attend multiple branches. The objective here is to identify the totals served at each branch. If duplicated, indicate that in the Notes section.

**Exclude:**

- Distance education programs;
- Any site used only in the Summer;
- Sites used only for internships or practica (However, if entire courses are available there for other disciplines, those sites should be counted.)

***Substantive Change:***

**Inactive Branches.** If an institution has no students at a branch during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the branch, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a branch that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students. However, a branch campus should not remain inactive for an excessive amount of time. After four years of inactivity, please review the institutional plans for the site and if applicable, proceed with a substantive change request to close the site permanently.

**Change of Address (Relocation).** Substantive change is required to change the address of an approved site (Branch Campus or Additional Location). The only exceptions to this rule are changes required by local government / authorities (Ex. U.S. Postal Service) or the relocation of instructional activities due to a natural disaster.

**Add or Close a Branch** Branches may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. Adding notes that indicate that a branch is permanently closed under "Modify" are not acceptable. In order to officially the site, a substantive change request must be submitted.

See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#) about Substantive

Change. Substantive change is required to add, close, relocate (change of address), or reclassify a branch campus (into an additional location or other instructional site).

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## H-3. Additional Locations

	Data on File (2013-14)	IP Data (2014-15)
<b>Name</b>	Fort Detrick Army Base Education Center	Fort Detrick Army Base Education Center
<b>IPEDS ID</b>	none	none
<b>OPE ID</b>	none	none
<b>Street Address, City, State, Postal</b>	7th Street Frederick, MD 21702	7th Street Frederick, MD 21702
<b>Status</b>	Inactive	Inactive
Number of degree programs for which 50% of the program may be completed at this location		
<b>Postsecondary Certificate (&lt; 1 year)</b>	0	0
<b>Postsecondary Certificate (&gt;=1 year, &lt; 2 years)</b>	0	0
<b>Associate's</b>	0	0
<b>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</b>	0	0
<b>Bachelor's</b>	0	0
<b>Postbaccalaureate</b>	0	0
<b>Master's</b>	0	0
<b>Post-Master's</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's: Research/Scholarship</b>	0	0
<b>Doctor's: Other</b>	0	0
Full-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	0	0
Part-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	0	0
<b>Name</b>	Frederick City Police Academy Training Center	Frederick City Police Academy Training Center
<b>IPEDS ID</b>	none	none
<b>OPE ID</b>	none	none
<b>Street Address, City, State, Postal</b>	6424 Plant Road Frederick, MD 21701	6424 Plant Road Frederick, MD 21701
<b>Status</b>	Inactive	Inactive
Number of degree programs for which 50% of the program may be completed at this location		
<b>Postsecondary Certificate (&lt; 1 year)</b>	0	0
<b>Postsecondary Certificate (&gt;=1 year)</b>	0	0



year, < 2 years)		
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	0	0
Postbaccalaureate	0	0
Master's	0	0
Post-Master's	0	0
Doctor's - Professional Practice	0	0
Doctor's: Research/Scholarship	0	0
Doctor's: Other	0	0
Full-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Part-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Name	Frederick County Law Enforcement Academy	Frederick County Law Enforcement Academy
IPEDS ID	none	none
OPE ID	none	none
Street Address, City, State, Postal	8349 Reich's Ford Road Frederick, MD 21704	8349 Reich's Ford Road Frederick, MD 21704
Status	Inactive	Inactive
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Certificate (< 1 year)	0	0
Postsecondary Certificate (>= 1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	0	0
Postbaccalaureate	0	0
Master's	0	0
Post-Master's	0	0
Doctor's - Professional Practice	0	0
Doctor's: Research/Scholarship	0	0
Doctor's: Other	0	0
Full-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Part-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Name	Maryland State Police Academy	Maryland State Police Academy
IPEDS ID	none	none

<b>OPE ID</b>	none	none
<b>Street Address, City, State, Postal</b>	9852 4th Street Sykesville, MD 21784-7433	9852 4th Street Sykesville, MD 21784-7433
<b>Status</b>	Inactive	Inactive
Number of degree programs for which 50% of the program may be completed at this location		
<b>Postsecondary Certificate (&lt; 1 year)</b>	0	0
<b>Postsecondary Certificate (&gt;= 1 year, &lt; 2 years)</b>	0	0
<b>Associate's</b>	0	0
<b>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</b>	0	0
<b>Bachelor's</b>	0	0
<b>Postbaccalaureate</b>	0	0
<b>Master's</b>	0	0
<b>Post-Master's</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's: Research/Scholarship</b>	0	0
<b>Doctor's: Other</b>	0	0
Full-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	0	0
Part-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	0	0
<b>Name</b>	Monroe Avenue	Monroe Avenue
<b>IPEDS ID</b>	none	none
<b>OPE ID</b>	none	none
<b>Street Address, City, State, Postal</b>	200 Monroe Avenue Frederick, MD 21701	200 Monroe Avenue Frederick, MD 21701
<b>Status</b>	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
<b>Postsecondary Certificate (&lt; 1 year)</b>	0	0
<b>Postsecondary Certificate (&gt;= 1 year, &lt; 2 years)</b>	5	6
<b>Associate's</b>	1	1
<b>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</b>	0	0
<b>Bachelor's</b>	0	0
<b>Postbaccalaureate</b>	0	0
<b>Master's</b>	0	0
<b>Post-Master's</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's: Research/Scholarship</b>	0	0
<b>Doctor's: Other</b>	0	0
Full-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	0	0
Part-time Headcount at this location		

<b>Graduate</b>	0	0
<b>Undergraduate</b>	909	217
<b>Name</b>	Mt. Airy College Center for Health Care Education	Mt. Airy College Center for Health Care Education
<b>IPEDS ID</b>	none	none
<b>OPE ID</b>	none	none
<b>Street Address, City, State, Postal</b>	1902 Back Acre Circle Mount Airy, MD 21771	1902 Back Acre Circle Mount Airy, MD 21771
<b>Status</b>	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
<b>Postsecondary Certificate (&lt; 1 year)</b>	0	0
<b>Postsecondary Certificate (&gt;= 1 year, &lt; 2 years)</b>	0	0
<b>Associate's</b>	3	3
<b>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</b>	0	0
<b>Bachelor's</b>	0	0
<b>Postbaccalaureate</b>	0	0
<b>Master's</b>	0	0
<b>Post-Master's</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's: Research/Scholarship</b>	0	0
<b>Doctor's: Other</b>	0	0
Full-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	0	0
Part-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	218	136

## Instructions

Please verify existing and provide new or additional information for the current reporting period.

### ***Definitions:***

The Commission defines an Additional Location as a location, other than a branch campus or an other instructional site, that is geographically apart from the main campus and at which the institution offers at least 50% of an educational program, including corporate sites and locations for limited, rather than ongoing provisions or programs. If a location does not meet the 50 percent rule, it should be treated as an "Other Instructional Site."

If a site is currently approved as an "Additional Location," Substantive Change rules apply in order to close the additional location, relocate (change of address), or reclassify the site to a branch campus or an other instructional site.

Additional Locations are not considered to be temporary but may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The location may be organized and managed by the institution itself or by contractual agreement with a third party. Programs may be accredited by another recognized accreditor. The criterion for reporting is whether the degree or certificate is awarded in the name of your institution.

An Additional Location:

- **is geographically apart from the main campus; AND**
- **at which students may complete at least 50 percent of an educational program** (i.e., of at least one program) over the course of time.
- may not also be listed as a "branch campus" or an "other instructional site."

### ***Reporting:***

**Name.** Verify the name of the additional location. If the name is incorrect, please contact Amy Moseder, Senior Policy Analyst/Researcher at [amoseder@msche.org](mailto:amoseder@msche.org).

**IPEDS ID.** Verify the IPEDS ID number for the site/location as displayed in the grid. If the IPEDS ID number(s) are missing or incorrect, please contact Amy Moseder, Senior Policy Analyst/Researcher at [amoseder@msche.org](mailto:amoseder@msche.org).

**OPE ID.** Verify the OPE ID number for the site/location as displayed in the grid. The OPE ID number is an identification number used by the U.S. Department of Education Office of Postsecondary Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that their students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. The OPE ID number is a six-digit number followed by a two-digit suffix used to identify branches, additional locations and other entities that are part of the eligible institution. If the OPE ID number is missing or incorrect, please contact Amy Moseder, Senior Policy Analyst/Researcher at [amoseder@msche.org](mailto:amoseder@msche.org).

**Street Address, City, State, Postal code.** Verify the complete address for each location. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes. Substantive change is required to change the address.

**Status.** Indicate the status of the additional location during the reporting period (the current year which is defined as July 1, 2014 - June 30, 2015). **Active** means there was activity at the site during the reporting period and the institution can report student enrollment. **Inactive** means there is no student enrollment at the site although the institution may maintain contractual arrangements and may use the site another year.

Partial-year Reporting. If an approved location opens or begins enrolling students in the middle of the reporting period, mark the location as Active and report the partial-year enrollment. In the notes field at the bottom of the screen, provide an explanation and the date activity began.

Please see the section titled Substantive Change below for more detail. Please note the distinction between Inactive and Closed sites.

**Certificate/Degree Programs.** Report the number of academic programs offered at the location during the reporting period for which at least 50 percent of the program may be completed at the additional location over time. Include all certificate/diploma programs but exclude avocational/leisure courses. IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution." This question does not refer to the number of *degrees awarded* at each Additional Location by the institution.

For each Additional Location, click "Modify" and indicate the number of programs the institution offers at the site/location for each of the following certificate/degree levels:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

**Headcount.** Provide the unduplicated full-time and part-time headcount at each additional location for the current year which is defined as July 1, 2014 - June 30, 2015 (estimated if your numbers are not final), whether or not those students are matriculated in a specific degree or certificate program. If a student changes status from full-time to part-time or vice versa, count the student as only one of the two, making your best guess as to which status the student should be placed based on the number of credits the student has completed during the reporting year. Indicate any such situations in the Notes section at the bottom.

Report graduate and undergraduate students separately. The headcounts at each additional location may be duplicated if students attend multiple locations (i.e., across locations but not within a location). The objective here is to identify the totals served at each location. If duplicated across locations, indicate that in the Notes section.

**Exclude:**

- Distance education courses; Count all distance education programs offered by the institution in section E. Distance and Correspondence Education.
- Any site used only in the Summer;
- Sites used only for internships or practica (However, if entire courses are available there for other disciplines, those sites should be counted.)

**Partial-year Reporting.** If an approved location opens or begins enrolling students in the middle of the reporting period, mark the location as Active and report the partial-year enrollment. In the notes section, provide an explanation and give the date activity began.

***Substantive Change:***

- **Inactive Additional Locations.** If an institution has no students at an additional location during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the location, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a location that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.
- **Change of Address (Relocation).** Prior approval is required for a change of address or relocation of a site to a new address. The *only exceptions* are a change in the address as required by local government (Ex: U.S. Postal Service) or a natural disaster forcing the relocation of instructional activities to a new location.
- **Add or Close an Additional Location** Additional Locations may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#) About Substantive Change.
- Indicating that an Additional Location is permanently closed under "Modify" will NOT reflect that it is actually closed in the MSCHE database, and the location will continue to appear until you have successfully completed the Substantive Change process.

# Middle States Commission on Higher Education Institutional Profile 2014-15

[0162] Frederick Community College

## H-4. Other Instructional Sites

	Data on File (2013-14)	IP Data (2014-15)
Name of the site or facility at which courses are being offered		Ballroom Dance in Frederick
Street Address City, State, Postal		7313 Grove Rd Frederick,, MD 21704
Headcount (For Credit)		7
Name of the site or facility at which courses are being offered		Bowerhouse Academy
Street Address City, State, Postal		7311 Grove Rd Frederick, MD 21704
Headcount (For Credit)		19
Name of the site or facility at which courses are being offered		Career and Technology
Street Address City, State, Postal		7922 Opossumtown Pike Frederick, MD 21702
Headcount (For Credit)		0
Name of the site or facility at which courses are being offered	Catoctin High School	Catoctin High School
Street Address City, State, Postal	14745 Sabillasville Road Frederick, MD 21788	14745 Sabillasville Road Frederick, MD 21788
Headcount (For Credit)	37	43
Name of the site or facility at which courses are being offered	Fight Club	Fight Club
Street Address City, State, Postal	5712 Industry Lane, Suite D Frederick, MD 21704	5712 Industry Lane, Suite D Frederick, MD 21704
Headcount (For Credit)	49	0
Name of the site or facility at which courses are being offered	Frederick Memorial Hospital	Frederick Memorial Hospital
Street Address City, State, Postal	400 W 7TH STREET Frederick, MD 21701	400 W 7TH STREET Frederick, MD 21701
Headcount (For Credit)	68	59
Name of the site or facility at which courses are being offered		Head Start
Street Address City, State, Postal		401 Madison avenue Frederick, MD 21702
Headcount (For Credit)		8
Name of the site or facility at which courses are		Liberty Golf Course

being offered		
Street Address City, State, Postal		10810 Liberty Rd Frederick, MD 21701
Headcount (For Credit)		11
Name of the site or facility at which courses are being offered	Maryland State Police Academy	Maryland State Police Academy
Street Address City, State, Postal	6852 4th St Sykesville, MD 21784	6852 4th St Sykesville, MD 21784
Headcount (For Credit)	38	55
Name of the site or facility at which courses are being offered	Oakdale High School	Oakdale High School
Street Address City, State, Postal	5850 Eaglehead Dr Frederick, MD 21754	5850 Eaglehead Dr Frederick, MD 21754
Headcount (For Credit)	104	127
Name of the site or facility at which courses are being offered		Ski Liberty Fairfield PA
Street Address City, State, Postal		78 Country Club Trail Fairfield, PA 17320
Headcount (For Credit)		9
Name of the site or facility at which courses are being offered		Thomas Johnson High School
Street Address City, State, Postal		1501 N Market St Frederick, MD 21701
Headcount (For Credit)		40
Name of the site or facility at which courses are being offered	Tuscarora High School	Tuscarora High School
Street Address City, State, Postal	5312 Ballenger Creek Pike Frederick, MD 21703	5312 Ballenger Creek Pike Frederick, MD 21703
Headcount (For Credit)	50	70
Name of the site or facility at which courses are being offered	Urbana High School	Urbana High School
Street Address City, State, Postal	3471 Campus Drive Ijamsville, MD 21754	3471 Campus Drive Ijamsville, MD 21754
Headcount (For Credit)	10	0
Name of the site or facility at which courses are being offered		Walkersville High School
Street Address City, State, Postal		81 W Frederick St Frederick, MD 21793
Headcount (For Credit)		38
Name of the site or facility at which courses are being offered		YMCA
Street Address City, State, Postal		1000 N Market St Frederick, MD 21701
Headcount (For Credit)		6



## Instructions

Please verify existing and provide new or additional information for the current reporting period.

**NOTE: You must provide a complete address information including street address(es), city, state , postal code and country.**

### Definitions:

MSCHE defines an "Other Instructional Site" as any off-campus site, other than those meeting the definition of a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit. These sites may include, but are not limited to, high schools, corporations, community centers, and churches. Other Instructional Sites may be added though the IP (and do not require Substantive Change approval), or they may be deleted if there are no plans to use the site in the near future. That is, because 50% or more of a program cannot be completed at an other instructional site, substantive change rules do not apply. However, to reclassify an other instructional site to a branch campus or an additional location does require substantive change.

**A facility listed as an "Other Instructional Site" may not also be listed as a "Branch Campus" or "Additional Location."** If you believe that a site is currently classified incorrectly, please contact Amy Moseder at [amoseder@msche.org](mailto:amoseder@msche.org) for guidance about how to proceed. For example, sites that offer *only* teacher certification (conferred by the state and not the institution) should be classified as an Other Instructional Site, not an Additional Location because 50% or more of a program is not offered there. Also, sites that may have been initially intended as an Additional Location at the time of the Substantive Change request but in actuality only meet the definition of an Other Instructional Site should be re-classified from Additional Location to Other Instructional Site.

An "Other Instructional Site" located abroad is primarily for the benefit of local students (regardless of nationality, including U.S. national) living in that country. A Study Abroad site, for purposes of this report, is for U.S. students traveling to that country for a study abroad program, as specified in the instructions for section H1: Study Abroad.

### Reporting:

- Report all Other Instructional Sites, and enter the street address, city, state, and country in which each site is located. Report only sites at which **entire courses**, not partial courses, are offered.
- Indicate the name of the site or facility at which courses are being offered.
- Enter the **unduplicated** total number of students taking courses for credit for the *current year* which is defined as **July 1, 2014 - June 30, 2015**, whether or not those students are matriculated in a specific degree or certificate program. If students attend multiple sites, the headcounts at various sites may be duplicated (i.e., across sites but not within a site). The objective here is to identify the totals served at each site and the likely impact on an institution's resources. Provide estimates if final counts are not available.

- Enter a 0 if there is no enrollment at the site for the reporting period (current year July 1, 2014 - June 30, 2015). If there are no plans to use the site in the future, you may delete it.

**Exclude:**

- Distance education programs;
- Study abroad programs;
- Sites already listed under Branch Campus or Additional location;
- Sites used only for internships or practica. However, if entire courses are available there for other disciplines, those sites should be counted.



This report is for internal use only. The data may be used for internal purposes only and should not be shared with the public.

# Middle States Commission on Higher Education Institutional Profile 2014-15

[0162] Frederick Community College

## I. Financial Information (Part 1)

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2013 through 6/30/2014 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2014 through 12/31/2014.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Enter negative numbers using a minus sign.** For example, enter -100,000, not (100,000).

**Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.**

Shaded information cannot be modified online. \* denotes a required field.

	Data on File Fiscal Year Ending 2013	IP Data Fiscal Year Ending 2014
<b>Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.</b> <b>FASB (Financial Accounting Standards Board)</b> <b>GASB (Governmental Accounting Standards Board)</b>  Note: For Private and International institutions the value is set automatically and the field is disabled. The FASB Reporting Standard is the approximate equivalent of the standard used by International institutions.	GASB	GASB
<b>Is your institution's Auditor's report on financial statements Unqualified or Qualified? (Click on the '?Instructions' link for assistance.)</b> <b>Fiscal Year Begin</b> <b>Fiscal Year End</b>		Unqualified
	7/1/2012	7/1/2013
	6/30/2013	6/30/2014
<b>Does your institution allocate Operation &amp; Maintenance of Plant expense?</b>	No	No
<b>Does your institution allocate Depreciation Expense?</b>	No	No
	IPEDS Part-Line	Data on File Fiscal Year Ending 2013
		IP Data Fiscal Year Ending 2014
		Expenses
<b>1. Instruction</b>	<b>C-01</b>	\$22,457,910
<b>2. Research</b>	<b>C-02</b>	\$0
<b>3. Public Services</b>	<b>C-03</b>	\$0

<b>4. Academic Support</b>	<b>C-05</b>	\$2,421,654	\$2,126,150
<b>5. Student Services</b>	<b>C-06</b>	\$5,971,200	\$6,892,175
<b>6. Institutional Support</b>	<b>C-07</b>	\$8,660,466	\$11,018,600
<b>7. Scholarships and Fellowships</b>	<b>C-10</b>	\$4,552,824	\$0
<b>8. Operation and Maintenance of Plant</b>	<b>C-Col 4</b>	\$5,508,138	\$5,829,662
<b>9. Depreciation Expense<sup>*</sup></b>	<b>C-Col 5</b>	\$2,986,414	\$3,046,773
<b>Total E&amp;G Expenses<sup>*</sup></b>		<b>\$52,558,606</b>	<b>\$57,253,700</b>

## Notes

# Middle States Commission on Higher Education Institutional Profile 2014-15

[0162] Frederick Community College

## I. Financial Information (Part 2)

**REMINDER:** Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.**

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File Fiscal Year Ending 2013	IP Data Fiscal Year Ending 2014
<b>SECTION 2A -- Data from IPEDS</b>			
Depreciable Capital Assets, net	<b>A-31</b>	\$69,910,384	\$70,013,198
Total Assets	<b>A-06</b>	\$88,928,176	\$89,808,459
Long-Term Debt (Current Portion)	<b>A-07</b>	\$260,000	\$265,000
Long-Term Debt (Non-Current)	<b>A-10</b>	\$7,007,805	\$6,748,469
Unrestricted Net Assets	<b>A-17</b>	\$11,673,379	\$12,735,374
Restricted Net Assets (Expendable)		\$480,969	\$558,343
Restricted Net Assets (Non-Expendable)		\$0	\$0
Invested in Capital Assets, net of related debt	<b>A-14</b>	\$62,642,580	\$62,999,729
Change in Net Assets	<b>D-03</b>	\$5,084,046	\$2,216,913
Net Assets (Beginning of Year)	<b>D-04</b>	\$69,712,882	\$74,796,928
Adjustment to Net Assets (Beginning of Year)	<b>D-05</b>	\$0	(\$720,395)
Net Assets (End of Year)	<b>D-06</b>	\$74,796,928	\$76,293,446
Discounts/Allowances (Applied to Tuition & Fees)	<b>E-08</b>	\$2,134,589	\$1,733,327
Tuition and Fees Revenue (Net of Discounts/Allowances)	<b>B-01</b>	\$16,249,364	\$16,224,781
Depreciation Expense	<b>C-Col 5</b>	\$2,986,414	\$3,046,773
<b>SECTION 2B -- Data from Audited Financial Statements and Supporting Documents</b>			

<b>Total Operating Revenue</b>	\$25,240,139	\$26,019,403
<b>Total Operating Expense</b>	\$58,095,034	\$58,513,833
<b>Operating Income/Loss</b>	(\$32,854,895)	(\$32,494,430)
<b>Deposits Held by Bond Trustees</b>	\$0	\$0
<b>Principal Payments on Long Term Debt</b>	\$255,000	\$260,000
<b>Interest Expense on Long Term Debt</b>	\$274,333	\$276,019

## Notes

Click [here](#) to indicate that Mr. William Grutzkuhn has reviewed and approved the data on the "Financial Information (Part 1)" and "Financial Information (Part 2)" pages.

(Required to "Lock Down" the IP data)

# Instructions

## Part 1

**Screening Questions** - The IP Key User is prompted to answer the following three finance questions upon logging on to the IP for the first time. The answer to each of the questions can be revised on the Financial Information page if it was answered incorrectly or the answer has changed. Note: The default response upon logging on is the value previously reported by your institution.

1. "Which reporting standard is used to prepare your institution's financial statements?"
2. "Does your institution allocate Operation and Maintenance of Plant expense?"
3. "Does your institution allocate Depreciation expense?"

**Entering Numerical data** - Do not enter commas, decimal points, parenthesis or trailing zeros.

**Foreign currency conversion** - An institution that prepares its audited financial statements in a currency other than U.S. dollars should convert the value of their currency to U.S. dollars as of the date of their fiscal year end.

### **Auditor's Report - Unqualified or Qualified?**

You must answer the question "Is your institution's Auditor's report on financial statements Unqualified or Qualified?" The previous year's data has been cleared, so you need to make a selection for the 2014-15 IP. If you are not familiar with these terms and do not know the answer to the question, please verify the answer with your Finance personnel.

Contrary to its connotation, a qualified opinion is not favorable. For example, Auditors will give a qualified opinion if an institution did not follow Generally Accepted Accounting Principles (GAAP) on one or more areas of its financial statements or if there was a Limitation of Scope, meaning the auditor did not receive the information and/or explanations deemed necessary for the completion of the audit.

**If the Auditor's opinion is Qualified, please give a brief explanation in the Notes section.**

### **Fiscal Year Begin/End**

- If your institution has a December 31<sup>st</sup> year end, you should be submitting financial data from 01/01/2014 through 12/31/2014.
- If you do not have your final audited financial statements for fiscal year 2014, you can submit the prior year's data in the IP.
- As soon as you receive the audited financial statements for fiscal year ending 12/31/2014, they must be sent to the Commission via email to [kjeffries@msche.org](mailto:kjeffries@msche.org).

## Educational and General (E&G) Expenses

- Report E&G expenses by expense category (e.g., instruction, research, public service, etc.) The total expense for each category is the sum of restricted and unrestricted expenses.
- E&G expenses include all operating expenses except Auxiliary enterprises (e.g., food service, bookstore, rentals, etc).
- The sum of your institution's total reported E&G expense appears on the last line of the form. (This field is not accessible to the user.)
- Last year's reported E&G expense is displayed for comparison.
- Where appropriate, the related part and line numbers from the IPEDS Finance section are listed on the IP for easy reference.

## Scholarship and Fellowship Expense

Do not report as Scholarship and Fellowship Expense any tuition discounts, scholarship allowances, etc., reported on the income statement under revenue in your institution's audited financial statements. You may report the IPEDS calculated value (i.e., net scholarship and fellowship expense after deducting discounts and allowances).

## Operations and Maintenance (O&M)

IPEDS requires institutions to allocate O&M even if it's not allocated in the audited financial statements. The Commission does not require O&M to be allocated, however, if it's easier to enter the same data as IPEDS, then you can choose "Yes" to the O&M Allocation question and enter the expenses in the O&M column in the IP as described below.

Question: Does your Institution allocate Operation & Maintenance of Plant expense?

**YES** - For each expense category, enter the total expense amount (which includes the allocated O&M expense) in the column labeled "Expenses". Enter only the O&M amount for each expense in the column labeled "Includes O&M". The program will calculate the grand total of the O&M expenses and display it at the bottom of the column. (This field is not accessible to the user.)

NOTE: If you are copying the numbers from IPEDS, the figures in Column 1, "Total Amount" are what you should be entering into the IP as "Expenses". The figures in Column 4, "O&M" are what you should be entering as "Includes O&M".

**NO** - Enter the total O&M expense on Line 8. (This amount should match the negative number found in Column 4, Line 8 or 11 of IPEDS, but should be entered as a positive number in the IP.)



## Depreciation

Question: Does your Institution allocate Depreciation expense?

**YES** - No additional data entry is required. In this case, Depreciation is included (has already been allocated) in the different expense lines in the audited financial statements and in IPEDS. Nothing is separated out in the IP.

**NO** - Enter the total Depreciation expense on Line 9.

## Part 2

**This part is divided into two sections**

- Section 2A is labeled "Data from IPEDS". This section requires data that can be taken directly from IPEDS, the related IPEDS lines are listed to assist with completing each line (if available).
- Section 2B is labeled "Data from Audited Financial Statements and other Institutional Financial Documents". This section requires data which can be taken directly from the institution's audited financial statements or other supporting financial documents, such as debt schedules, etc.

### \*\*\* New Requirement \*\*\*

A checkbox has been added at the bottom of the page. The Chief Financial Officer must click the checkbox to verify that he/she has reviewed and approved the financial data submitted on both Financial Information Part 1 & Part 2 pages. The IP Key User will not be able to Lock Down if the CFO had not clicked the checkbox.

## Reminders

- Please report all financial data requested in this section for fiscal year 2014. Enter the required data on the appropriate lines following the same instructions above (entering numerical data and foreign currency.)
- Be sure to complete every line, unless the line is not applicable. For example, if your institution does not have Long Term Debt, you should place a -0- on that line and put a short explanation in the "Notes" section (e.g., "Institution has no long term debt.")
- If you leave a zero in any field you will get an error message to remind you to complete that field.
- If you cannot "update" the screen - DO NOT enter a "1" or other false figure, contact us immediately for assistance.

### **Net Assets and Change in Net Assets (Non-Profit and Public Institutions)**

The Net Assets (Beginning of Year) is carried forward from the prior fiscal year's ending net assets and cannot be changed. A line labeled Adjustments to Net Assets (Beginning of Year) was added similar to IPEDS and your Audited Financial Statements. If your institution had an Adjustment to it's prior year's financial statements, or the Net Assets (Beginning of Year) has changed, use the Adjustment to Net Assets line to show the adjustment/difference.

Note: If the Net Assets (End of Year) does not equal the Net Assets (Beginning of Year), plus(minus) Adjustment to Net Assets (Beginning of Year), plus(minus) Change in Net Assets, you will be prompted to correct the data in one or more of these fields.

### **Shareholder Equity and Change in Shareholder Equity (For-Profit Institutions)**

The Shareholder Equity (Beginning of Year) is carried forward from the prior fiscal year's ending shareholder equity and cannot be changed. A line labeled Adjustments to Shareholder Equity (Beginning of Year) was added similar to IPEDS and your Audited Financial Statements. If your institution had an Adjustment to it's prior year's financial statements, or the Shareholder Equity (Beginning of Year) has changed, use the Adjustment to Shareholder Equity line to show the adjustment/difference.

Note: If the Shareholder Equity (End of Year) does not equal the Shareholder Equity (Beginning of Year), plus(minus) Adjustments to Shareholder Equity (Beginning of Year), plus(minus) Change in Shareholder Equity, you will be prompted to correct the data in one or more of these fields.

**Depreciation** - If your institution does not allocate Depreciation and you answered "No" to the question in Part 1, the Depreciation amount you enter in Part 1 will automatically fill into the Depreciation line in Part 2, Section 2A.

### **Warning - "Long-Term Debt and Principal & Interest Payments"**

- All three fields are linked together
- If you enter a Long-Term Debt amount, you must enter Principal & Interest payments.
- If you enter Principal & Interest Payments you must enter a Long-Term Debt amount.
- If your institution is part of a "system" or parent company and does not have it's own Long-Term Debt, you should not enter any Principal or Interest Payments.

**MOST COMMON ERRORS** institutions make when completing the Finance section of the Institutional Profile

- Overstating Expenses by recording O&M expense twice - if your institution allocates O&M, it is included in the Total Amount, Column 1 on each line in IPEDS. This is the same amount you should enter in the Expense column in the IP. (The same applies for Depreciation expense.)
- Reporting Tuition Discounts or Allowances in the IP as Scholarship and Fellowship Expense. (Tuition discounts or allowances are net of Revenue and should not mistaken for a Scholarship and Fellowship Expense (which is a common expense for public institutions.)
- Entering data in thousands of dollars, leaving out the necessary zeros. (Type 1275000, not 1275.)
- Reporting the financial data for both the primary institution and the component units.\* (Do not include the component units.)

*\*A component unit is a legally separate organization for which the primary institution is financially accountable or closely related. Examples would include college housing corporations, a student government cooperative or a college/university foundation.*

# Middle States Commission on Higher Education Institutional Profile 2014-15

[0162] Frederick Community College

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## K. Required Attachments

Please upload the required attachments listed below as soon as all of the items are available but no later than **April 17, 2015**. **NOTE:** Each file name needs to include the **institution name** (can be abbreviated), **key words for each file** (examples in italics below) **and the fiscal year ending date**.

- A copy of the institution's fiscal year 2014 Audited Financial Statements [***AFS***]. If the institution's Management Letter is included in the AFS file, please use the label [***AFS-Mgmt***].
- A copy of the institution's fiscal year 2014 Management Letter [***Mgmt***]. If the institution does not have a management letter, please put a Note on the Financial Information (Part 1) page.
- A copy of the Finance section of the institution's IPEDS submission [***IPEDS***] for fiscal year 2014 (if you submit annual financial data to IPEDS).
- A copy of the institution's current Catalog [***Catalog***], PDF format preferred. If the catalog is not available in an digital/electronic that can be uploaded, please upload a Word document with the link(s).

<u>File Type</u>	<u>Example File Name</u>
Audited Financial Statements	InstitutionName-AFS 6-30-14
Management Letter	InstitutionName-Mgmt 6-30-14
IPEDS Submission	InstitutionName-IPEDS 6-30-14
Catalog	InstitutionName-Catalog

## Upload Files

To upload electronic versions of the documents listed above do the following: **(Note: documents can only be uploaded one at a time.)**

1. Click on the **Add File** link below to display the **Select File to Upload** popup window.
2. Click on the **Browse** button to display the **File Upload** popup.
3. Locate the file to be uploaded in the **File Upload** popup window.
4. Double click on the file or single click on the file and then click on the Open button.
5. The **Select File to Upload** popup window will become the active window and the full pathname of the selected file will be displayed in the textbox.
6. Click on the **Upload** button to upload the selected file to the MSCHE server.

7. The **Select File to Upload** popup window will display a message once the file has been successfully loaded.
8. Close the popup window and repeat steps 1 to 7 to upload another file.
9. The selected file will be listed in the table below after it has been successfully uploaded.

### Uploaded Files

File Name	File Type	File Size	Last Updated
Frederick Community College - AFS 6-30-14.pdf	Adobe Acrobat Document	958.85 KB	3/26/2015 11:25:19 AM
Frederick Community College - Catalog.pdf	Adobe Acrobat Document	14874.01 KB	4/7/2015 11:50:47 AM
Frederick Community College - IPEDS 6-30-14.pdf	Adobe Acrobat Document	1035.65 KB	4/7/2015 12:02:11 PM
Frederick Community College-Mgmt 6-30-14.docx	Office Open XML Document	13.33 KB	4/7/2015 2:42:58 PM

**If you are not able to upload the required attachments, please contact:**

Mr. Tze Joe  
Information Technology Coordinator  
tjoe@msche.org

## Instructions

### Important:

Please do not upload any files that are not listed below. Only the required attachments listed will be reviewed by the Commission staff members.

- Audited Financial Statement
- Management Letter
- IPEDS
- Catalog

You must upload all of the required attachments, even if you recently provided similar documents as part of your Self-Study, PRR, Substantive Change or Follow-Up reports.

If you do not use one of the keywords in your filenames as instructed, you will get a pop-up window when you try to upload the file.

Note: If any of the required files are not uploaded, the IP Key User will not be able to Lock Down the IP.

**A digital/electronic version of the institution's catalog must be uploaded - PDF file preferred. You may upload more than one document. If a digital/electronic copy is not available, you may copy and paste the link(s) into a Word document and upload. As a last resort, you may mail a hard copy of the catalog to the Commission office.** Please note that if we do not have an electronic version, the institution may need to supply the catalog again during accreditation review activities.

**If you are not able to upload the required attachments, contact Mr. Tze Joe ([tjoe@msche.org](mailto:tjoe@msche.org)).**

