

Maryland Mirrors The National Enrollment Trends

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Enrollment Reports – Fall 2013

Maryland's Community Colleges	8/19/2013 Update		First Week of Class	
	Fall Head Count	Fall FTE	Fall Head Count	Fall FTE
Allegany College of MD	-17.4%	-16.1%		
Anne Arundel CC	-14.3%	-8.8%		
Baltimore City CC	-7.0%	-6.0%		
CC of Baltimore County	-6.7%	-5.8%		
Carroll CC	-6.2%	-7.4%		
Cecil College	-5.7%	-4.4%		
Chesapeake College	-2.4%	-4.9%		
College of Southern Maryland	-9.0%	-7.7%		
Frederick CC	-2.1%	+1.6%		
Garrett College	-13.4%	-10.5%		
Hagerstown CC				
Harford CC		-3%		
Howard CC	-1.1%	+1.2%		
Montgomery College	-15.6%	-14.2%		
Prince George's CC				
Wor-Wic CC	-8%	-9%		

Estimates For Credit Student Enrollment

FY 2014 -4-5%

FY 2019 =2012-2013 levels

WD & CE Enrollments +1.5 - 2%

Factors Include

- MCPS decline in graduates
- Economic Turnaround
- Eligibility for financial aid tightened
- Tuition rates increased
- Concern about rate of return on college as an investment

Retention

Selected Retention Tables from the 2012 PAR Report

Fall to Fall Retention: Fall 2007 to Fall 2010

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort
Fall to Fall Retention				
Developmental Students	61%	62%	59%	62%
College Ready Students	58%	57%	61%	61%

Successful persisters after four years: Selected Minority Groups -Fall 2004-Fall2007

	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort
Successful-persister rate after four years				
a. African American	72%	70%	71%	74%
b. Asian, Pacific Islander	82%	76%	82%	87%
c. Hispanic	74%	67%	68%	79%

Successful persisters after four years: College Ready and Developmental Students- Fall 2004-Fall2007

	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort
Successful-persister rate after four years				
a. College-ready students	83%	78%	81%	89%
b. Developmental completers	79%	86%	87%	86%
c. Developmental non-completers	49%	49%	62%	50%
d. All students in cohort	77%	73%	75%	80%

All Data above is from the 2012 PAR report

Short Term Summer Activity

- Phone Calls to Potential and Continuing Students
- Postcards
- Email Blasts

Long Term Activity

- Developmental Advising
- ACES
- Welcome Centers
- Language Line
- Early Placement Structure
- Engagement Activity
- Relocation of Staff
- Other Student Success Initiatives

Montgomery College Plan

College and Career Readiness and College Completion Act of 2013

Intent And Expectations:

- Ensure high school students are college and career ready
- Expand access to early college
- Enhance transferability
- Drive timely college degree completion

College and Career Readiness and College Completion Act of 2013

- Dually Enrolled Students (Concurrent)
 - Memo of Understanding with MCPS signed
 - Processes for exchange of funds creates
 - All MCPS students enroll through office of Academic Initiatives
 - Students are given a great opportunity to gain College Credit

Degree Plans, Pathways And Advising Plan

55% of MD's adults age 25-64 will hold at least an associate's degree by 2025.

All degree-seeking students enrolled at a community college will earn an associate's degree before leaving or transferring.

All Degree Seeking Students Are Required To Have A Degree Plan Upon Entrance

Degree Plans:

Montgomery College will begin distributing degree plans to new degree seeking students entering fall 2013.

During Academic Orientation (MAP, IMAP and eMAP), Montgomery College will provide new degree seeking students with a catalog which includes programs of study; relevant links to Montgomery College degree plans and program of study degree sheets.

Montgomery College has changed the website page Majors A-Z to MC Degree Plans by Major.

Montgomery College has sent postcards and emails providing new students with the URL address for the MC Degree Plans by Major page.

Degree Seeking Students Must Have Advising Plans Developed With An Advisor.

Advising Plans (Educational Plan) Developed With An Advisor:

Advising plans will be referred to as Educational Plans at Montgomery College. During Academic Orientation, new degree seeking students will be introduced to their educational plans located in Starfish and the functionality of the software including success networks which include course instructors, an advisor and any other college personnel assigned. This can include tutors assigned, student life personnel, early learning center personnel, etc.

During meetings with an advisor/counselor, students will have the opportunity to discuss and review their chosen plan of study and educational plan.

Degree Seeking Students Will Be Provided With A Pathway To A Degree

Pathway To A Degree:

Montgomery College will begin establishing pathways to a degree during fall semester 2013 to be completed by October 15.

Academic departments will create four semester and six semester sequenced curriculum sheets for each program of study and have those pathways placed in the catalog. The program of study will include credit bearing English and math course completion within the first 24 credit-hours. Hidden prerequisites will be added to the sequencing curriculum.

Montgomery College will use counseling department sequenced developmental course sheets as a part of the pathway for students taking developmental courses.

Credit English and Math Courses Are Taken Within The First 24 Credit Hours for First Time Students

Advisors/Counselors will review benchmarks and provide intrusive advising if students fail to take a credit bearing English and/or math course concurrently or immediately following the completion of a student's final developmental course.

Credit Bearing Courses Must Be Taken Concurrently To Or Immediately Following Developmental Course Work

CAPDI has sent a memo to the appropriate deans requesting developmental course instructors share with every student their next course for instruction at the completion of each developmental course.

Montgomery College personnel will review Banner XE capabilities in 2014. Personnel will assess Banner's ability to automatically sequence student developmental course registrations. Students would only be able to take courses out of sequence if a developmental course instructor overrides the process.

Montgomery College personnel will also assess Banner's ability to automatically sequence credit bearing English and math courses concurrently or immediately following completion of a student's final developmental course.

Benchmarks Include Criteria For Satisfactory Progress To Degree

Graduation progress benchmarks for each major and the general education program:

Benchmark	Benchmark Assessment	Failed Benchmark Consequence
Prior to the initial registration, student will complete the intake form.	The intake form will be accessible in the Student Info System (Starfish, Banner, ImageNow, etc.)	Student will not be able to complete the application (admission) process until form is complete.
Student will attempt the requisite credit bearing English course by 24 th credit.	Report from OIRA. Banner Report	Identified students will be flagged to receive advising. Students will also revise education plan as necessary.
Student will attempt the requisite credit bearing Math course by 24 th credit.	Report from OIRA. Banner Report	Identified students will be flagged to receive advising. Students will also revise education plan as necessary.

Benchmarks Include Criteria For Satisfactory Progress To Degree

Continued

Benchmark	Benchmark Assessment	Failed Benchmark Consequence
Student will attempt EN101a or EN101 immediately following completion of developmental coursework	Report from OIRA. Banner Report	Identified students will be flagged to receive advising. They will also revise the education plan as necessary.
Student will attempt MA110 or higher immediately following completion of developmental coursework	Report from OIRA. Banner Report	Identified students will be flagged to receive advising. They will also revise education plan as necessary.
AELP students will attempt EN101 or EN101a immediately upon completion of AELP sequence.	Report from OIRA. Banner Report	Identified students will be flagged to receive advising. Students will also revise education plan as necessary.

Benchmarks Include Criteria For Satisfactory Progress To Degree

Continued

Benchmark	Benchmark Assessment	Failed Benchmark Consequence
Students will remain in good academic standing.	Banner Report regarding students on Academic Restriction or Academic Suspension	Identified students on Academic Restriction or Academic Suspension will be flagged to receive advising. They will also revise education plan as necessary. Academic Restriction and Academic Suspension students will be blocked from registration until they see a counselor.
Students will remain in good standing.	Banner Report regarding students on Academic Alert	Identified students on Academic Alert will be notified in writing of their status and encouraged to meet with a counselor (per Academic Regulation).

Benchmarks Include Criteria For Satisfactory Progress To Degree

Continued

Benchmark	Benchmark Assessment	Failed Benchmark Consequence
Assess student's pace of completion at various intervals.	Report from OIRA. Banner Report	Students who are not meeting the established pace of completion will be flagged to receive advising, referrals and modification to the educational plan as needed.

Review of Benchmarks with Advisor and Students Must See An Advisor If Falling Behind

Schedule for periodic review of student progress:

Advisors/Counselors will meet with students that are not achieving benchmarks successfully.

Starfish will allow advisors/counselors to send congratulatory messages (Kudos) to students as they achieve benchmarks successfully.

Developing a system for major field advising by instructional faculty has been identified as one of the main goals of the Academic Affairs Division for FY 15 and beyond. Key points will be looking at establishing major field advising parameters and framework as well as ensuring benchmarks, tracking and training on Banner and Starfish occurs.

Students in danger of falling behind benchmarks must see an advisor prior to registration:

Advisors/Counselors will meet with students that are not making benchmarks successfully.

Advisors/Counselors will follow the current procedure for meeting with students who are failing or in danger of failing.

Credit Limits For A Degree

AA-degree=60 credits with a few exceptions which includes health fields

BOTs with MHEC can approve additional exceptions

Similar requirements for 4 year public colleges

Transfer Agreement

At least 60 credits transfer from CCs

MHEC and HE to create a statewide agreement

MHEC with HE to craft and implement a reverse transfer agreement for at least 30 credits transfer back