MARYLAND COMMUNITY COLLEGE FACILITIES PLANNERS COUNCIL

November 8, 2024
MEETING MINUTES

Attendees at Frederick CC

Name	College / Agency
John Anzinger	Frederick Community College
Lisa Aughenbaugh	Carroll Community College
Clarence Bryant (Remote)	
Andrew Clark	Allegany Community College
Louis Claypoole	Harford Community College
Miriam Collins	Chesapeake Community College
Laura Dyson (remote)	College of Southern Maryland
Gregory Grey	Wor-Wic Community College
Chris Flaherty	Frederick Community College
Kaylee Haupt	Carroll County Government
Conrad Helms (remote)	DBM
Tony Hinton	Hartford Community College

Name	College / Agency
Brian Holt	Frederick Community College
Travis Hopkins (remote)	Howard Community College
David Keonigshurg (Remote)	DBM
Christina Kilduff (remote)	Allegheny College
Dong-Min Kim	Montgomery College
Adam Mott	Community College of Baltimore County
Kerry Norberg	Montgomery College
Karen Place	Frederick Community College
Monica Randall (remote)	MACC
Dan Schuster	MHEC
Iman Shaker	DGS
Will Waugh (remote)	Community College of Baltimore County

Officer Reports

- Chair – Chris Painter (was not in attendance)
- Vice Chair - Greg Grey
  - No Report but he did report that Chris Painter talked to MACC and requested that someone attends the FPC Meetings.

- Secretary – Dong-Min Kim
  - Sent a link to track attendance of who is remote or in person to help with the meal preparations. Going forward the attendance sheet will be linked to the agenda.

- Communications Coordinator – Travis Hopkins
  - Thank you for your changes to the mailing list. Travis is in process of updating the directory and will send it out shortly. Let Travis know if there are any changes.
  - We are looking for more projects for the website. The 2022 version of the portfolio has been published on the website. New projects need a short blurb and 3 photos Travis will format the information to drop it on the page and then will push out as a pdf onto the FPC website. These projects will get us exposure and be a good selling point for the State agencies to support community colleges in a consistence and increasing manner. Montgomery College has done a great job updating our changes and making the website better than it was.
  - Please review the website, and if your master plan is not listed, kindly send it to Kerry Norberg at Montgomery College and we will ensure it is posted.

- Best Practice Coordinator – John Anzinger
  - We need to continue filling out our best practices list. Today, Dan will talk about the S6 and for next month's meeting, CM at Risk. We will need a topic for the January meeting through the June's retreat that would be beneficial to us. Greg suggested a different delivery method for some of the small projects. CMAR might not work on 6,000-foot project/renovation. Maybe we can come up with 4 topics. Kerry asked about a Net Zero building speaker.

Agency Reports

- DBM – Conrad Helms

- We don't have much to report. We're currently working on the budget, and with everything happening at DBM, the budget will likely be released around mid to late January, probably near MLK Day.
- We may have some questions for colleges requesting funding, as Dan mentioned, so please be prompt in your responses and make sure to include the whole DGS and Mack team on any communication.

❖ DGS – Iman Shaker

- We are currently in the process of reviewing the FY26 programs. We are up to date on all closeouts.
- Please submit your CPEs on time so we can maintain our usual workflow and ensure timely disbursement of funds.
- Miscellaneous Grant new submissions, please note that you must have an account, and the process for community colleges remains unchanged with FRG and FRSG use of the funds as well.

❖ MHEC – Dan Schuster

- Anything that DBM needs is the number one priority since they are putting the budget together right now. Anything that I'm looking has a lower priority than whatever Conrad and David are asking for. Please be responsive to them possible for the budget.
- We still have a couple colleges who haven't requested to encumber the FY25 funds that were authorized, and so we need to get those processes. Please get that letter to me.
- If your program hasn't been proved, I know there's some of you in that boat, we really cannot do anything until that happens. There are a few of you that have proved programs that still haven't requested funds. We want to get those taken care of and paid out.
- Cash flow quarterly reports were due last week. There are a couple colleges still out there that have questions, and other information, that is due to me as soon as possible.

- Specially asrelated to the Supplemental Fund, I really need to get your information to DBM, so we can get funds transferred to us so I can pay your bills when the time comes.
- For the next couple months, we are basically focused on the program review. If you have outstanding programs, that you have improved or anything, there'll be some communications from us.
- The MHEC office are moving down the street in December, so there might be a time delay.

- FY28 programs are due March 1st. If you are requesting FY28 funds, the initial funds for your project, those programs are due March 1st. Around January, Dan will start contacting people who have indicated that on their five-year CIP documents last July that they were planning on starting projects in FY28.

❖ MACC – Monica Randall

- I'd like to give you a quick overview of our 2025 legislative agenda.
  - On the operating side, we will continue to advocate for the restoration of the full funding formula. This includes not only the full funding for the 15 colleges that receive it, but also maintaining funding for Baltimore City Community College.
  - For our capital request, we are seeking full funding of $87.7 million for 14 projects across 10 colleges. Additionally, for Baltimore City Community College (BCCC), we are requesting $64.9 million for six projects.
  - We are also requesting funding for our Cyber Workforce Accelerator program, aimed at securing sustainment funding to support ongoing cybersecurity training. This will help colleges continue to meet industry demands and address the cybersecurity skills gap in our state.
  - In addition, we will advocate for an expansion of SNAP benefits to community college students, ensuring they have access to food support, which in turn helps them stay focused on their educational goals.

- Lastly, we will continue to oppose any unfunded tuition waivers, as these could lead to higher tuition costs for our students. We want to ensure sustainable funding for community colleges and protect students from unnecessary financial burdens.

- FRG was not on the legislative agenda, so it is probably something they are not going to push for, but Monica will check on it.
- Climate Solutions Now Act is not part of our legislative agenda, but that does not mean that there won't be any discussion. It might be a good idea to have someone from MBE to come in and give you an overview of where they are going and what is happening, to clarify whatever questions you have, since it is their responsibility for implementing.

❖ **FPC FY25 Goals**

- Goal 1 Identifying and share best practices for facility planners by exchanging individual college practices as well as presentation from industry and state agencies.
- Goal 2 Continue publishing CIP State Projects on both the MACC and FPC website
- Goal 3 Monitor MACC and keep the FPC better informed
- Goal 4 Restructure meetings and broaden our member base to enhance knowledge sharing by annually reviewing facilities manuals, examining the website, etc.

❖ Space Needs Calculations Presentation – Dan Schuster

- This past year was the first year that we started counting non-credit contact hours as we are going through our space needs calculations. Since then people have been asking how the space needs calculations has changed.
- MHEC has guidelines regarding how much of different kinds of spaces college should have based on enrollment and how the space is being used. The calculation need for the space is what is used to justify capital projects proposed and to prioritize proposed projects.

- COMAR – tells how the guidelines were developed and what they are and this is what we have to go by. Prior to 2016, COMAR stated that we could not count noncredit hours, but amendments now say we “may” count noncredit.

- The S6 form plays a key role in reporting the data used to calculate space needs. Previously, we had two forms—one due in the fall and another in July. The fall form did not break down contact hours by lecture and lab space, which we need for accurate calculations, so we also required the supplemental form. This year, we streamlined the process and eliminated the fall submission, making the July form the only required submission, with more detailed instructions to ensure accuracy. We also revamped the S6 form specifically for community colleges, while leaving the one for four-year schools unchanged. The updated instructions now include clear guidelines on how to report non-credit hours, and we conducted training sessions with institutional research teams to improve data quality.

- So, today, I’ll review how we calculate instructional space needs, define terms like "surplus" and "deficit" in this context, and explain how we now account for non-credit hours. I’ve also prepared some data showing how your school’s space needs have changed with this new method, and we can compare the updated needs to previous calculations.

- Let’s begin with a brief review of the methodology for instructional space needs. These calculations, based on COMAR guidelines, remain unchanged except for the inclusion of non-credit hours, which is now allowed. For classrooms, COMAR recommends a station size of 18 square feet per student for schools with fewer than 3,000 FTEs (which applies to most of you). The target is to use classrooms for at least 20 hours a week during peak times.

- Peak time refers to the hours we bill for, typically Monday through Friday before 5 PM. The goal is to ensure that rooms are in use for at least 20 hours during this peak time. We don't include hours outside of this peak period in our space needs calculations. When scheduling a room, the guideline is that it should be at least 60% full to count toward space utilization.
- The focus is on usage, not just size. To calculate the space needed, you take the 18 square feet per student (as defined by the guidelines) and divide it by the required hours and the 60% utilization rate. This comes out to 1.5. The calculation involves multiplying this factor by the weekly student contact hours (for lecture or lab time, depending on the type of class) to determine the total space needed for the classroom.
- Let’s briefly clarify what contact hours are. Contact hours are not the same as billable or credit hours, although they may sometimes overlap. A contact hour refers to the amount of time a student occupies a station in the classroom or lab, interacting with an instructor. It’s essentially the time spent in direct instructional activity.
- There are different types of contact hours, based on the type of space used:
    - Lecture hours are the contact hours that occur in a traditional classroom, where students are seated and an instructor is teaching.
    - Lab hours occur in specialized lab spaces that may require specific equipment or setups.
    - Other contact hours are for non-traditional spaces, such as online courses or field-based instruction (e.g., CDL instruction in a vehicle on a parking lot or road).
- In general, most contact hours fall under lecture, lab, or online categories, with few exceptions. For example, if a physics class includes 3 hours of lecture and 1 hour of lab

per week, each student is generating 3 contact hours for lecture and 2 contact hours for lab. The room requirements are then calculated based on the number of hours spent in each type of space.

- The distinction between lecture and lab spaces is important. While classrooms are flexible and can accommodate various types of instruction, labs require more specialized equipment and setup.
- For larger schools, the guideline is adjusted slightly: because they have more efficient scheduling, they are expected to use rooms for slightly more than 20 hours per week—specifically, 27 hours, as per COMAR guidelines.
- This is why there's a different factor for lab spaces. While the basic logic is the same as for classrooms, the need for lab space is greater, which results in a different station size. These factors, however, are set by COMAR and can't be changed.
- Previously, our space calculations only accounted for credit hours in lecture spaces. Now, we're also including non-credit hours in the calculations, which is the key change.
- For lab spaces, I'll go over the general calculation quickly. Although it may not be as crucial for this discussion, it's important to understand the logic. The calculation method is similar to classrooms, but the station sizes are larger, reflecting the need for more space. This applies to all types of labs, including science labs, career labs, and even dance studios—essentially, any specialized instructional space where a classroom setup isn't used.
- COMAR suggests that these lab spaces be used for 15 hours a week, a bit less than classroom space, and they should still be 60% full when in use. This leads to a factor of 7 for small schools. Again, the key change here is that we are now counting non-credit contact hours along with credit hours.
- The weekly student contact hours for labs are multiplied by this factor to determine the space needs for class labs. Previously, we only counted credit hours, but now non-credit hours are also included in these calculations.

- To clarify, this methodology is used for campus-wide space needs, looking at the total lab space requirements. When evaluating a specific program, such as a new lab proposal, we need to determine the appropriate space factor based on the type of lab being proposed. For example, nursing labs may not fit into the general lab categories and may require a different evaluation based on their specific space needs.
- If a building contains a particular type of lab (e.g., science or technical), we will evaluate the space requirement based on that type and adjust the station size accordingly.
- We can determine what types of labs typically require what space based on what we've seen from other schools. As long as your proposed station sizes are within the typical range (between 50 and 115 square feet) and align with other institutions, it makes sense to us. However, if you're proposing something much larger, like a 200-300 square foot station size, that becomes an issue, and it wouldn't align with our guidelines. These are the kinds of things we consider when evaluating space needs.
- Keep in mind, labs are specialized spaces, which is why they require more room. However, the specific needs of these specialized spaces can vary. What we'll focus on today is the generalized campus-wide needs. When evaluating programs, we apply the same guidelines, but we assess the specific requirements for each program.
- Now, let's talk about space surpluses and deficits.To calculate your space needs, you'll use the metrics based on the contact hours you have. If you subtract the calculated space need from your actual inventory space, a positive number indicates you have a surplus. In other words, you have more space than needed. This suggests that some of your campus spaces are not being used efficiently, either not meeting the 20 hours per week requirement or not being utilized at least 60% of the time. If you experience enrollment growth, you'll likely be able to accommodate additional students within your existing space. You may also have enough room to add more sections, as long as your current spaces are being fully used.
- On the other hand, a negative number indicates a deficit, meaning you have less space than required. In this case, your current spaces are being utilized more than the required

20 hours a week, or they're more than 60% full. This makes it harder to schedule additional sections and accommodate more students. This is when you can justify the need for additional space in your program.

- Now, let's talk about non-credit contact hours. We went through a thorough process to determine which non-credit hours should be included in the space calculations. It wasn't an easy process, and we worked with IR staff and gathered sample data to find the best approach. We decided that not all non-credit classes should be counted, especially recreational classes that the state isn't interested in funding.
- What we concluded was that we should focus only on non-credit courses that are approved through the CC-10 form. For those who aren't familiar, the CC-10 form is used by academic departments to get non-credit courses approved by MHEC (Maryland Higher Education Commission). These approved courses are typically those with academic value and are factored into state funding formulas. Therefore, only non-credit courses listed on the S6 form that are also approved via the CC-10 form will be included in our space calculations.
- When calculating space needs, the focus is on the fall semester, which is the peak academic period on campus. Since non-credit courses may overlap with this time, we include those hours as well. However, credit courses don't always align with the academic calendar, so we made the decision to count hours for non-credit classes that occur either fully or partially during the academic semester. For example, if a class starts before the semester begins and ends after it finishes, we count all those hours.
- To clarify, the regular academic semesters are the fall and spring terms, not January or summer. On the S6 form, you should report only the hours that occur within the fall term. Non-credit courses that start and finish outside the fall semester, such as in January or summer, are not included in the S6 report.
- That said, for program evaluations related to building new spaces, you might still provide peak-time data outside the regular academic term. If you're building for non-credit space during a different peak period, we'll use the data you provide to assess the space

requirements, but for the CC tables, we're focused on the fall semester as the peak period.

- Now, regarding eligibility for funding, there's some confusion. The Cade funding formula, which determines operating budgets, does not count out-of-state students. However, for our space planning, we don't care about the student's residency status—we only care if the student occupies space in a class that meets the criteria for inclusion on the ACC-10 form and takes place during the fall semester. As long as a student meets these criteria, we count them, regardless of their residency.
- When it comes to calculating space needs for non-credit courses, we needed to adjust for the fact that these courses don't always run for a full semester. Non-credit classes can last a few weeks, such as 2, 4, or 6 weeks, and can have multiple sections within the same space during the semester. For example, one non-credit class could take place in the first half of the semester and another in the second half, within the same classroom. This creates a difference in contact hours compared to credit classes that run the full semester. Therefore, when calculating, we prorate non-credit contact hours. For instance, if a non-credit course only meets for part of the semester, we count only half of the contact hours compared to a full-credit course.
- The focus here is on instructional space used for lectures. When calculating the need for these spaces, the primary criteria we use are contact hours, which are specific to lecture spaces. Other types of spaces, like library and athletic spaces, rely on different criteria, such as Full-Time Equivalent Students (FTES). To account for these, we must convert the contact hours into FTES numbers, and this conversion process is applied only on the S6 form when calculating the need for these types of spaces. I hope that's clear. Any questions so far?
- Now, when it comes to accounting for credit hours, the assumption is that by including non-credit hours, there will be a greater demand for space than in previous years. What people asked me to examine was the difference in space needs now that non-credit hours are included compared to when they weren't. However, I can't just compare this

year's data to last year's because several other factors have changed that affect these calculations.

- For example, there have been increases in enrollment, which affect space needs. Additionally, some schools have updated their inventories, which may change surplus or deficit calculations, although it doesn't directly affect the space need calculation. We also refined how we collect data on lab versus lecture contact hours, which changed the calculations significantly for some schools, though this has nothing to do with non-credit hours.
- Another change was with the form instructions. Previously, we were counting contact hours for students in high school settings, but this wasn't relevant for space needs, so we adjusted the reporting process to separate this data more clearly. All of these changes have contributed to the differences this year, not just the inclusion of non-credit hours.
- To isolate the impact of the non-credit hour inclusion, I used the CC tables you submitted along with the S6 form data. I subtracted the non-credit data from the S6 forms, isolating only the credit data, and compared it with the CC tables. This resulted in a new set of CC tables that show the space needs for 2023 and 2033, with and without non-credit data.
- Once I completed that, I summarized the numbers into tables, which I'll show shortly, so you can see the changes both statewide and for individual schools. Overall, the increase in space needs was modest. However, when I dive into specific schools, you'll notice some interesting, and sometimes counterintuitive, results. As we go through this, we'll also discuss what changes we expected based on the workgroup's data and how we ran the numbers for 2022 to project what we would see in the current year.
- When state agencies looked at these numbers, we expected a modest increase in space needs, but not a significant one. Honestly, if there had been a major increase, I doubt we would have been able to implement this change so quickly in just one year; we'd have had to discuss it further. So, none of this is particularly surprising.

- Now, let’s dive into the numbers. The table I’m showing here summarizes the calculated space needs across all categories for each campus. The first column represents the need without counting non-credit hours, while the second column includes the non-credit hours. As you can see, the overall space need increased from just under 5.5 million square feet to almost 5.7 million square feet, which is about a 4.1% increase. This is the projected need for space in 2033. The increase is relatively small, and I'll explain why this is the case in just a moment.
- In terms of surplus and deficit, this data isn't as telling as the need calculations, but I’ll share some of these figures anyway, as people have shown interest. The majority of colleges are currently operating with a surplus of space, largely due to the gradual decline in enrollment over the past 10 to 15 years. As expected, this surplus is smaller now that we’re accounting for non-credit hours, with a decrease of about 12.5% in 2033.
- Statewide, there is a projected deficit, particularly in office space, though it’s unclear if this is actually needed. This deficit is projected to increase by about 10-11% with the inclusion of non-credit hours. This reflects the changing nature of learning, especially with the increase in online courses.
- On that note, while the increase in online learning does impact reporting, it doesn’t significantly change the space calculations. For reporting purposes, non-credit and online hours are categorized differently, so they don’t affect the need for physical classroom or lab space unless they’re in-person. The CC tables assume enrollment increases will lead to a proportional increase in space needs over 10 years, but if more classes shift online, that may reduce the demand for physical space, though this isn't always factored into the current projections.
- The MHEC enrollment projections are based on the assumption that all hours will increase in line with projected enrollment growth. While this may not always be the case for every campus, especially as online learning increases, the calculation assumes the same percentage of growth applies across all types of instruction, whether in-person or online.

- Now, let's look at the individual campus data. I've organized these tables by small, medium, and large schools, as that helps put the numbers into better context. These tables show the space needs for each campus, with and without non-credit hours. For small schools, the increases in space needs range from 0.7% to 8.9%. Interestingly, some schools, like one proposing a project to add more non-credit space, saw larger increases compared to others.
- As a reminder, while the statewide average increase was about 4.1%, several smaller schools saw increases above that average, which is notable. These increases likely reflect the unique needs of those schools and their growing demand for space, particularly for non-credit programs.
- When state agencies looked at these numbers, we expected a modest increase in space needs, but not a significant one. Honestly, if there had been a major increase, I doubt we would have been able to implement this change so quickly in just one year; we'd have had to discuss it further. So, none of this is particularly surprising.
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- As a reminder, while the statewide average increase was about 4.1%, several smaller schools saw increases above that average, which is notable. These increases likely reflect the unique needs of those schools and their growing demand for space, particularly for non-credit programs.
- It seems that many of the smaller schools are using more of their space for non-credit activities during peak times, which makes sense when compared to larger schools. Let me leave this up for a moment so you can look up your own school and see how the

space needs have changed. The increases range from about 3% to 8%, and for example, Howard has a workforce development project currently under development.

- Now, let's talk about the large schools. This is interesting—some of the larger institutions show a decrease in space needs once we account for non-credit hours, which is counterintuitive. I was initially surprised when I saw those numbers and thought I had made an error, but after reviewing the data, I found it to be correct. Does anyone have any ideas why the space need would decrease when we count more non-credit hours?
- The answer goes back to the first slide I presented about how we calculate space needs. There are different factors used for large versus small schools. It turns out that when we include non-credit hours, some of the schools that were previously categorized as small schools now meet the criteria for large schools. This change in classification alters the calculation method, which explains the decrease in space need for some institutions.
- So, what's the factor at play here? For larger schools, the threshold is set at 3,000 FTE (Full-Time Equivalent) students. Once an institution surpasses this threshold, they shift from using one set of calculations to another. This is why some schools show a decrease in space needs—because they now fall into the "large school" category, which uses a different formula for calculating space needs.
- To clarify the distinction between small, medium, and large schools: For four-year colleges, the classification is typically based on student enrollment. Schools with fewer than 3,000 FTE students are considered small, while those above that number are categorized as large. For community colleges, the classification is based on individual campuses rather than the entire system. This means that even if a college has multiple campuses, each campus is assessed separately based on its enrollment.
- Now, regarding how space is categorized in the CC tables: For space that the institution owns or leases, it's classified as either "permanent" or "temporary." Temporary space refers to space that is not intended to be used for the long term, such as leased properties or swing space. This type of space is excluded from the inventory when calculating space needs because it's not considered permanent.

- On the other hand, if a space is leased long-term (e.g., a 20-year lease), and the institution plans to use it for the foreseeable future, that space should be included in the "permanent" section of the CC tables. This space is considered part of the institution's inventory and will be factored into the calculations for both space needs and surplus/deficit assessments.
- For example, if your school has a 20-year lease on a space in a downtown building, and you plan to use it for instructional purposes, that space should be counted as permanent in your CC tables. This means it contributes to your space inventory and counts toward the calculations for surplus or deficit space. However, if the space is only temporary or for short-term use, it should be classified as "temporary" and excluded from the space need inventory.
- Here's the 2033 projections for small colleges. You'll see another case where there's a negative number—meaning less space is needed now that we're counting non-credit hours, as opposed to when we only counted credit hours. This is due to a different factor.
- We base this on projections, and it's important to note that non-credit projections differ from credit projections. In some cases, we expected non-credit enrollment to decrease. For most schools, the projections for non-credit growth were not as high as credit enrollment, which means the percentage increase in space needs is lower than it would have been if we were only counting credit hours.
- So, even though we're counting more hours now, the growth rate for non-credit hours is slower. In some cases, this slower growth actually cancels out the increased number of non-credit hours, leading to negative numbers or smaller increases overall. This explains why the statewide increase is only 0.7%. By factoring in the non-credit increases, which are smaller overall, we see a decrease for some schools.
- I hope that makes sense. The math can be a little counterintuitive at times, but that's how it works out. It's useful for you to understand these factors so that the numbers you see make more sense.

- Let me move through these quickly—here's the 2033 projections for medium-sized colleges. You'll see that most numbers are smaller than average, and there's only one case with a negative value. Now, here are the large schools.
- Alright, I'm going to briefly cover surpluses and deficits. I don't find these surplus/deficit calculations to be particularly insightful in terms of raw numbers, but here's what's important: for most schools, we now have a surplus of space once we account for non-credit hours. However, this surplus is starting to decrease slightly.
- The only exception is Warwick, which had a small surplus without counting non-credit hours, but once non-credit hours were included, it turned into a deficit. That's the only instance where the calculation flipped like that.
- Now, let's take a look at the surplus/deficit calculations for small, medium, and large colleges. In general, surpluses are going down, with the exception of Frederick, which currently has a deficit of space, and this deficit has increased. In contrast, most other schools now show a higher surplus based on the updated calculations.
- Next, I want to focus on instructional space, which is one of the main reasons we conducted this analysis in the first place. Let's start with classroom space needs for small colleges. As shown at the bottom of the slide, the overall classroom space requirement statewide increased by 6.3%. For small colleges, you'll see that the increases in classroom space needs are much higher than the state average. This is likely because many smaller schools are utilizing their extra space more effectively during peak times.
- For medium-sized colleges, many of the numbers are smaller than the average, but there are still some exceptions where they are above average. Moving on to the large colleges, you can see similar trends.
- Now let's talk about lab space, which was another driving factor for this exercise. As we started counting non-credit hours, we noticed a significant rise in lab space needs, with a 122% increase in demand for this type of space. This is one reason why projects for lab

space are being proposed. It’s good that we are now properly factoring these needs into our analysis.

- The statewide average for lab space needs increased by 8.4%, but there are variations across campuses. For example, Howard has a notably high percentage of lab hours compared to other schools—around 60% of their contact hours are spent in labs, whereas most other schools have much lower percentages, closer to 30-40%. This is why Howard's calculated need for lab space appears so much higher. They're classifying most of their instructional spaces as lab space, which is likely accurate given the amount of equipment in their classrooms.
- In fact, many classrooms now include specialized equipment, and some schools may be hurting their own space calculations by classifying these as just regular classrooms without accounting for the lab equipment they contain. If you're not accurately reporting the hours in those spaces, you're potentially underestimating your space needs. This is something we’ve been trying to communicate to the institutional research (IR) teams. Some schools had been underreporting lab hours for years, leading to misleading numbers. We’ve worked to improve this data reporting, and as a result, many schools have seen their space needs recalculated more accurately.
- This isn’t just about credit hours; it's about how schools report their space usage, which is crucial for understanding actual space needs. So, even though it’s not directly related to the credit vs. non-credit distinction, accurate reporting of space usage is an important piece of this puzzle.
- Did they understand what you were trying to explain to them? Yes, they understood the concept. The challenge was whether they could access the data. The problem is that you need to match up the instruction with the space classifications in the inventory, and that’s not always easy to do. In the past, the term "lab" was primarily reserved for specific spaces like physics or chemistry labs, and other spaces, like dance studios, weren’t classified as labs. So, those areas were likely being counted as lecture spaces, even though they were being used as lab spaces.

- The issue is that they had to align how instruction is occurring with the space classifications in their inventory system, which isn't always straightforward. Depending on how their systems are set up, this can be difficult to manage. Our instructions previously gave them the option to estimate the data when they couldn't get it, but this approach wasn't helpful. It's better for them to figure out how to get the data properly, and we've tried to remove those estimating options. Now, we're pushing them to find the best way to get accurate data, and we've seen improvements in cases where they've done so. But it's not always easy for them.
- The key factors that impact whether we're accurately reflecting space needs are the proper reporting of contact hours, especially for labs. If the contact hours are not reported accurately, the data won't reflect the actual need. Although we're collecting this data through the S6 system and can track when hours are occurring, the challenge comes when inputting the data into the CC tables. For example, if classes are happening during non-peak times, those hours are still reported, but we need to ensure they're classified correctly.
- One of the biggest factors in calculating space needs—beyond just credit versus non-credit hours—is the accurate reporting of lab versus lecture contact hours. If we can get a handle on that, it will improve the data significantly. I think you might remember when we had a working group discussing changes to the guidelines. One thing that stuck with me was the realization that schools were reporting hours incorrectly, which is a big issue.
- For example, Morgan State had an issue where they weren't reporting lab hours properly, which led to a huge surplus of lab space being reported on campus. When they corrected their data, they realized they had a large deficit of lab space, which would've helped justify their projects to the state. But because they weren't reporting their hours correctly, it became harder to prove their needs.
- The key takeaway here is to make sure that when hours are occurring in lab spaces, they are reported as lab hours. These metrics are designed to count the number of

students in those spaces, so if you're not accurately reporting the usage, the space needs calculation won't be correct.

- Lunch Break

- **Old Business**

- **New Business**

- **Upcoming Meetings**
  - All meetings will have Zoom/Teams access. Contact meeting host for the remote invite.
    - November 8, 2024 – Frederick Community College
    - December 13, 2024 – Anne Arundel
    - January 10, 2025 – Chesapeake College
    - February 14, 2025 – Howard Community College
    - April 11, 2025 – Hagerstown Community College
    - May 9, 2025 – Harford Community College
    - June 5-6, 2025 – Wor-Wic Community College