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MONTGOMERY COLLEGE

Annual Report 2016



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MONTGOMERY
COLLEGE

INTRODUCTION



Student success is at the core of Montgomery College's mission.

By making changes in teaching, spending, and community partnerships, the College is empowering students to change their lives. In the process, MC is enriching the life of the community. Through record levels of philanthropic support and large increases in grant funding, the College is removing financial barriers that have kept many students from enrolling in or completing higher education. By reaching beyond the boundaries of its campuses for guidance (for example, by joining Achieving the Dream) and borrowing on successful external models to improve student learning (for example, revising General Education requirements), MC is giving students the benefit of the latest research and leadership in higher education.

By creating programs uniquely suited to the needs of diverse students (for example, ACES, developmental education pilots, MI-BEST), MC is ensuring that every student is included in our success model. Finally, partnerships with government agencies, local businesses, and international entities expand the range of opportunities to which students have access far beyond the classroom (for example, Holy Cross Health, National Science Foundation, Department of Labor). These give students the chance to train with interdisciplinary teams, get exposure to rapidly evolving technology,

and improve employment connections. The College continues to partner with the county on workforce issues, enhancing programs for cybersecurity, STEM, and transportation, among others.

When MC incorporates all of these goals into its fiscal planning (for example, through our Spending for Student Success Blue Ribbon Taskforce), long-term vision (through academic and facilities master plans), and operational planning (for example, Central Services relocation, bookstore migration, childcare decision, and technology solutions), it is putting its fiscal decisions in the service of its larger student-centered goals. When it uses the Score Card to track progress, it holds itself accountable for results.

The College also held itself accountable to the Middle States Commission on Higher Education by designing the Self-Study this year. And it communicated more thoroughly the depth and breadth of the College's offerings through a new branding campaign, web redesign, and a refreshed logo.

Guided by the Montgomery College mission, the president and Board of Trustees annually work to establish presidential goals and priorities for the upcoming year. By fulfilling this year's objectives there has been significant progress in several important areas, which are detailed below. With a primary focus to promote student success, the College also created its Achieving the

Promise initiative this year, as well as a new Part-time Faculty Institute, both focused on improving quality and building relationships.

Student Enrollment and Completion

In the fall 2015 semester, 25,320 students enrolled in credit courses and another 22,238 students enrolled in Workforce Development & Continuing Education courses. In terms of full-time equivalents, credit students made up about 80 percent of the College's overall activity. More than 1,500 students took both credit and WD&CE courses during the year.

Credit Students

Students enrolled in fall 2015 comprised several racial and ethnic groups: Asian 13 percent, Black 31 percent, Hispanic 26 percent, multi-race 2.7 percent, Native American 0.3 percent, and White 26 percent. Among credit students, there was a 73 percent retention rate from fall 2014 to fall 2015. In FY15, 4,824 credit students transferred to four-year institutions (13.6 percent).

The average age of credit students was 25 years old and 53 percent were female. Thirty-five percent were enrolled full time, while 65 percent enrolled part time. A portion of enrolled students was from out of county (5.6 percent) and from out of

state (5.5 percent). But by far the largest number of students was Montgomery County residents (89 percent).

Web-based instruction continues to grow with 22 percent of students reporting that they were taking a class online. In fall 2015, there were 18,628 financial aid recipients (9,855 of them Pell grant recipients) and the rest qualified for aid from sources such as federal supplemental educational opportunity grants, institutional grants, and guaranteed access grants, among others. General studies, business, and engineering continue to be largest enrolled programs at the College.

Over the 2015–2016 academic year, more than 2,600 students qualified for degrees and certificates. The graduates are from 109 countries, and 53 percent had graduated from Montgomery County Public Schools. Twenty-five percent of graduating students had a grade point average of 3.5 or higher. In keeping with our enrollment trends, the graduating group was equally diverse: 16.3 percent Asian, 29.0 percent Black, 22.5 percent Hispanic, and 30.9 percent White.

WD&CE Students

The average age of WD&CE students was 34 years old and 55 percent were female. Eighty-six percent of WD&CE students were Montgomery County residents.

WD&CE students were composed of these racial and ethnic groups: Asian 12 percent, Black 20 percent, Hispanic 29 percent, multi-race 2 percent, Native American 0.3 percent, and White 31 percent.

WD&CE courses are offered at all three College campuses as well as two College centers, one in Gaithersburg and one in Wheaton. Twenty percent of all course sections are offered off-campus at community locations and another 21 percent are provided online.

Academic Highlights

Several academic initiatives this year continued the College's efforts to close the achievement gap, hold ourselves accountable for student academic success, and plan intentionally for the needs of future academic initiatives.

MC continued to progress with its Achieving the Promise efforts by hiring 35 part-time coaches and enrolling 130 students in the program, which involves mentoring and regular communication with instructional faculty about student challenges. Such "wrap around" services have been shown to increase completion rates. Another example of this approach is the College's ACES program, which this year had 1,700 students enrolled through MCPS partnerships with 10 schools. The very first ACES students also graduated in spring 2016: 16 of



Engineering Students Design MRI Helmet

Engineering students designed a magnetic resonance imaging (MRI) helmet as part of their final course project for Introduction to Engineering. The device is designed to perform the functions of a full-sized MRI but in a smaller, mobile form. Producing such a helmet for use in health care settings would cost \$75,000 to \$100,000, a fraction of the price of a normal, full-sized MRI machine, which retails for \$2 million. The student-designed apparatus weighs only 30 pounds and has a variety of mounting options to suit any application. The MC student engineering team is starting to build a prototype, which is expected to be completed by the spring of 2017.

them graduated and transferred to four-year institutions. The county council voted in May for funding to expand the ACES program to two new schools: Paint Branch and Blake high schools.

This year the College also joined Achieving the Dream (ATD), a national, comprehensive, nongovernmental reform network for student success in higher education. Two hundred community colleges across the nation are members of the organization, which is sponsored by the Lumina Foundation and seven other higher education leadership groups. Through evidence-based institutional improvement, ATD coaches organizations on how to successfully aid “low-income students and students of color completing their education.” The College’s membership in ATD will further strengthen the kinds of institutional efforts that are already being made toward student academic achievement.

The College’s Academic Master Plan was also completed this year, outlining the institution’s pathways for the next five to 10 years. The plan serves as a blueprint for expanding our institutional capacities by enabling the College to set academic priorities that impact all units. Also in the planning realm, the College completed its Self-Study Design this year in preparation for its reaccreditation process that culminates in final review by the Middle States Commission on Higher Education in 2018. As MC continues to focus on best practices and hold itself accountable for student success, such evaluations are important to providing structure for the College’s goals.

This year’s academic activities included even more focus on pathways through Montgomery College, with closer looks at the top three enrolled majors: general

studies, business, and engineering. MC tackled several issues in our general studies program that have previously hampered transfer, including placing a 60-credit cap on most majors and requiring students to enroll in one of four core areas: (1) humanities and arts, (2) social science and health, (3) STEM, or (4) integrative studies. Students must also now complete at least 15 credits at the 200 level. These changes should prepare students more intentionally to step on to a focused academic or career pathway.

A Part-time Faculty Institute was launched this year in order to better integrate part-time faculty into the fabric of the College. The institute hired a new director and eight part-time faculty associates to interface with faculty on the campuses. Pedagogical resources for faculty, as well as onsite help with technologies such as Blackboard and Smart workstations, are now available.

Expanding academic offerings to distance education, the Maryland Higher Education Commission (MHEC) approved the offering of a general studies degree completely online at MC. This is the third online degree approved by MHEC—business and computer science previously were approved. MC also reviewed its top 10 programs by enrollment and created benchmarks for enrollment, graduation, and transfer rates.

Developmental education initiated several changes this year to improve student success. Reading and writing were integrated into the same developmental course, reducing the credit load and cost for students. Additionally, pilots in math and English experimented with new placement methods: promoting students who scored below the Accuplacer cutoff for entry into college-level courses but who earned a B or better in related high school subjects.

Athletics

It was an exciting, successful year in athletics. Men's soccer won the Maryland Junior College (MD JUCO) conference and District championship and went to the national tournament for a fourth year in a row. Women's soccer won the Region XX but lost in the district championship.

Men's basketball had a major turnaround this year, coming in second in the MD JUCO conference and winning the MD JUCO tournament, but losing in the Region XX championship game. Women's basketball ended the season ranked fifth in the conference but lost by 3 points in the Region XX championship game.

MC men's track and field finished fifth in the nation at the national championships in May, while the women finished sixth in the nation.

The softball team played in the Region XX tournament but lost in the National Junior College Athletic Association (NJCAA) Division III District H Championship. The MC baseball team won the Region XX championship and district championship and traveled to Kinston, North Carolina, for the National Junior College Athletic Association Division III World Series.

Women's volleyball had an exciting season, ending with a record of 17-8.

Awards and Highlights

Chemistry Professor Nevert Tahmazian was named Maryland Professor of the Year for excellence in instruction and her extensive outreach activities to promote STEM education. This was the seventh year in a row that a Montgomery College faculty member won this distinction.

Montgomery College was awarded the American Association of Community Colleges' Outstanding College/Corporate Partnerships Award for its partnership with Holy Cross Health, which made it the first community college in the nation to host a hospital on site.

Recognizing excellence has always been important at Montgomery College, and many special awards are given annually for exceptional performance by faculty and staff. This year, three new awards for outstanding service were presented. Awardees were selected based on specific criteria for excellence by a special committee of peers and each winner received \$5,000. The awardees were Professor Nathan Zook for Outstanding Full-time Faculty Award, Dr. Jeanita Pritchett for Outstanding Part-time Faculty Award, and Karla Nabors for Outstanding Staff Member Award.

Several student groups garnered recognitions in competition or achievement this year. Among them, a team of Macklin Business Institute students earned top honors in the International Business Ethics Case Competition in Boston. A group of engineering students designed a Magnetic Resonance Imaging (MRI) Helmet, envisioned to function as a full-sized MRI machine does but at a fraction of the cost and weight. Two MC students were recognized with awards at the Maryland Collegiate Honors Council conference at Notre Dame of Maryland University.

On the stage, MC productions and music were lauded widely: *A Funny Thing Happened on the Way to the Forum*, *Legally Blonde the Musical*, *Godspell*, and *Marisol* were all honored by the DC Metro Theatre Arts 2015 Best Productions list.

In the College's international study abroad program, 27 MC students and

MC Student Artists Honored

Several College performers and shows were honored in the DC Metro Theater Arts list of the 2015 Best Productions, Performances, and Ensembles in University Productions. Winning productions from MC included *A Funny Thing Happened on the Way to the Forum*, *Legally Blonde the Musical*, *Godspell*, and *Marisol*. Our student artists were recognized along with those from other local institutions such as the George Washington University, the University of Maryland, American University, and Howard University.



faculty traveled to Gondar, Ethiopia, for 10 days, through a partnership between Montgomery College and the University of Gondar. The 10-day study tour featured nine MC student scholars conducting research at the University of Gondar.

Grant Highlights

Developing more resources for workforce development and academic pathways was another area of success. Grant funding this year furthered these goals in several areas: Faculty and staff secured more than \$11 million in public grant funding this year, almost triple the \$4 million raised four years ago. Large wins from the Maryland Department of Labor, Licensing, and Regulation (\$1.2 million in FY16), the US Department of Education (\$1.2 million), the Maryland Higher Education Commission (\$4.2 million), and the National Science Foundation (\$1.7 million) contributed to the total. The funding supports areas such as STEM education, academic pathways for nursing students, and aligning the College curricula with industries' needs in fields such as biotechnology, cybersecurity, and transportation.

Major Initiatives

As part of its efforts to engage in intentional planning, the College's 10-year Facilities Master Plan (covering the years 2013–2023) was completed this year and approved by the Board of Trustees. In addition to four plans for the three campuses and WD&CE, a 20-year land use plan (2023–2033) is also included in the submission to the Maryland Higher Education Commission.

In order to enhance MC's external communications, a new MC logo was developed with the tagline, "Make Your Move." The official launch of the branding campaign occurred on July 4, along with the College's website redesign, which will be rolled out in phases through 2017.

As part of the College's efforts to increase operational efficiencies, several auxiliary services were addressed this year. The MC bookstores were taken over by Follett, which launched its services at the campus stores in April. The College made a difficult decision to cease child care operations to respond to significant fiscal deficits. The Germantown Campus' early learning center will be converted into a lab school, creating new academic opportunities for MC students of early childhood education. In another efficiency strategy, the College has selected Workday as its new technology platform. Moving more of MC's services to cloud-based applications is expected to increase efficiencies and reduce the costs associated with equipment, maintenance, and storage.

The College's community engagement efforts continue full steam ahead. In the past two years 10,700 people have visited one of the two community engagement centers and 595 have completed a class through a center. MC staff have participated in more than 100 community outreach events, bringing the College to new neighborhoods in uniquely personal ways. The Montgomery College Foundation gave \$67,000 in scholarships and funds

for books and materials to students taking classes at the centers. Other community engagement efforts this year included financial aid workshops, tutoring sessions, career days, ESOL classes, kindergarten visits, and the provision of language services for those whose English limits their ability to engage thoroughly with the College. The efforts toward more robust community engagement this year have opened more gateways to opportunity at Montgomery College and are building stronger, more inclusive communities.

Workforce Development

The College continues to partner actively with the county and local businesses on their workforce development needs with MI-BEST and apprenticeship programs growing. A new police academy initiative began this summer on the Rockville Campus and our community engagement centers continue to attract thousands. This year our partnership with the National Institutes of Science and Technology produced the new National Cybersecurity Center of Excellence, opened in response to cyber demand in the region. The first cohort of students graduated from the College's WD&CE CyberAdvantage program in May. Funded by the TAACCCT grant, the program provides training in IT and cybersecurity skills so that students can attain new industry-recognized certifications, internships, and jobs. The College also provided direct training to managers in the city government of Gaithersburg. The training was among about 70 contract trainings MC conducted this year, equally distributed among nonprofit, profit, and government entities.

STUDENT OUTCOMES

The Student Success Score Card was introduced in 2015 as a tool for tracking trends in student achievement across the College. In the second year of collecting detailed data on its students' progress through the College, the institution is seeing changes that inspire as well as trends that require improvement. Since some of the data is cohort data—meaning that a group of students is tracked for a period of several years—the College would not expect to see changes until the entire group has passed the pre-determined time period, generally four to six years. This means, of course, that some

of the results do not reflect the full impact of the College's innovations because some of the students in the cohort have not been exposed to them. That said, some of the data does convey actionable information that has relevance for current programming considerations. Trends that are moving in the right direction include:

- ✓ New student fall-to-spring retention is up considerably, from 71 percent to 80 percent.
- ✓ Fall-to-fall new student retention is also up, albeit a bit less dramatically, from 60 to 64 percent.

Montgomery College
Student Success
Score Card

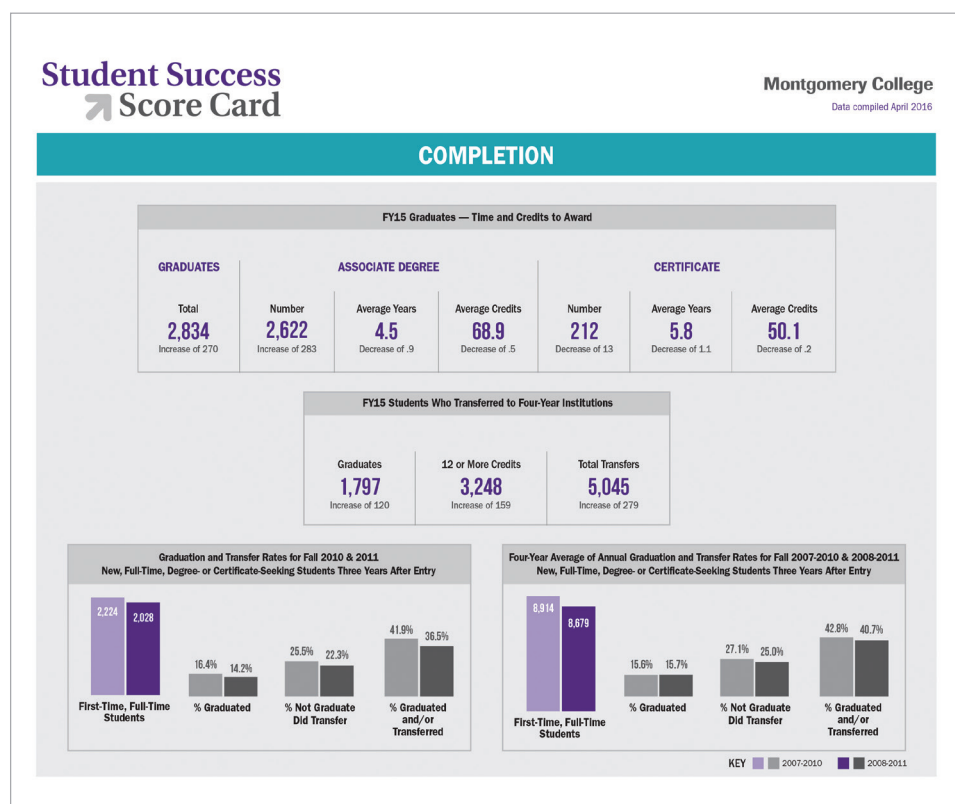
The Montgomery College Student Success Score Card is a set of indicators that tracks student achievement.

It provides actionable information to help the College assess and improve its programs focused on achievement and success for every student.

→
Arrival

→
Progression

→
Completion





MC Ranks in Top 10 for International Students

The Institute of International Education reported that for the 2014–2015 school year, MC had the seventh largest number of international students enrolled of all the community colleges in the United States. MC enrolled 1,877 international students. Only two-year schools in Texas, California, and Washington had more international students enrolled during this period.

The number of students transferring is up as well, increasing by 279 students over the previous fiscal year, a testament to the quality of advising and the diligence of the faculty.

In addition, overall percentages of new students completing gateway courses in math and English are up, a sign that incoming students are being sufficiently encouraged to tackle such courses more ambitiously, that they are better prepared for college work, or both. In a related measure, the need for developmental English among new students has fallen from 31 percent to 29 percent, while the need in mathematics has grown from 61 percent to 63 percent.

One of the variables that the College has been focusing on with greater emphasis is completion. This year's Score Card data show that the currently reported cohort has a lower completion rate than the last fiscal year—37 percent graduated and/or transferred, versus 41 percent in the previous year. Again, this is one of those variables that can only be evaluated accurately in four to six years, when the cohort passes through the College. So, although this number

appears to be moving in the wrong direction, it is really too early to draw a conclusion. Nevertheless, MC continues to stress completion at several levels of programmatic planning and institutional investment, with the goal that such efforts will bear fruit in the outcomes of students who are just now enrolling or who enrolled within the past two years.

There are many discreet variables followed on the Score Card that provide even more detail about the student experience at MC: Time to degree, average number of credits, pass rates in classes, and trends in scholarship funding all tell us something about the impact of our efforts. Since the variables are also disaggregated by age, gender, and ethnicity, they provide a comprehensive portrait of students' progress and vital information about the impact of the College's strategies. The data the College gathers on these trends will continue to inform academic plans and support systems, and to serve the institution as it embarks on its partnership with Achieving the Dream and invests in student support programs such as ACES and Achieving the Promise.

FINANCIAL REPORT

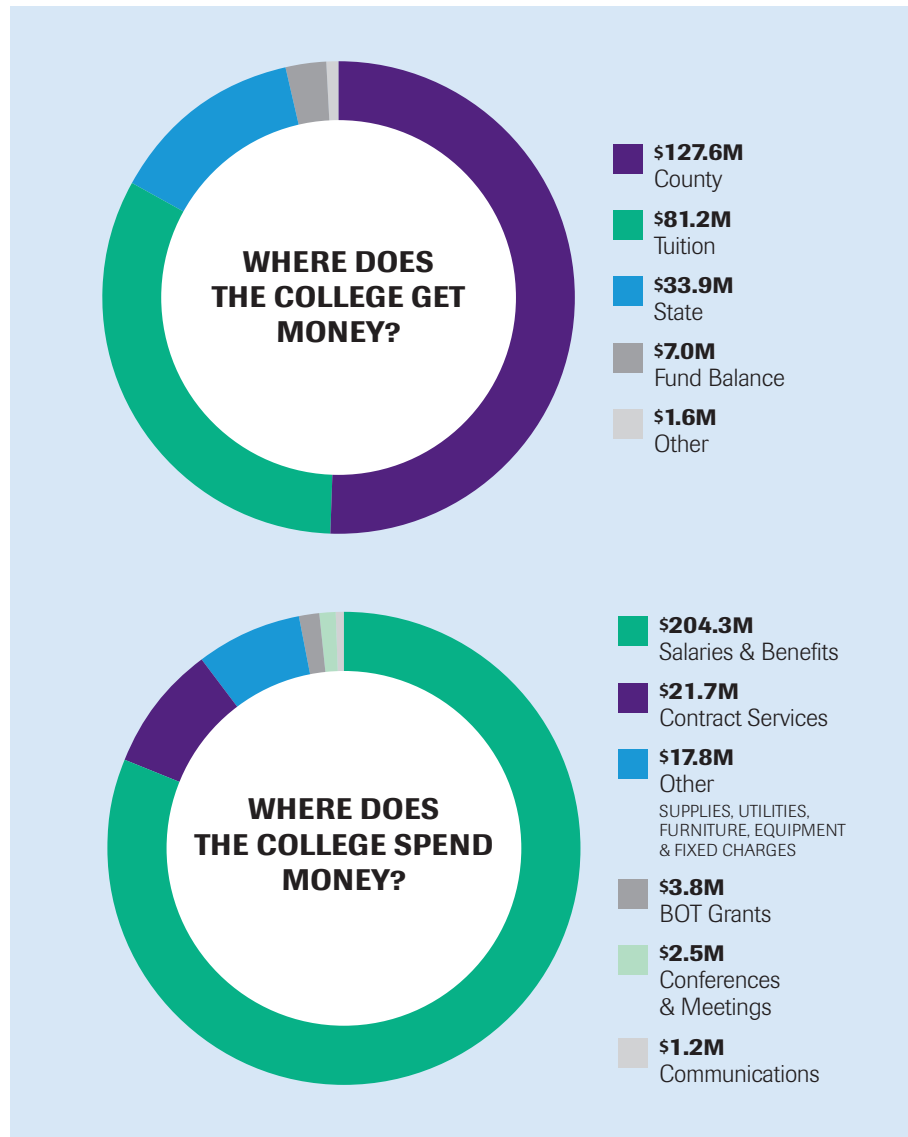
Revenue

Montgomery County provides the largest component of the College's funding—more than half. The county has increased its contributions over the last few years to make up for gaps left by the state's portion of funding. Tuition, which the College tries to hold down for the sake of affordability, is our second largest source of revenue and makes up 32 percent of the budget. Finally, state aid is 13 percent, which is still less than what the state's Cade Funding Formula recommends. Maryland's policy on funding commitments to colleges is ideally one-third tuition, one-third county support, and one-third state support, which is not what is presently occurring.

The county has been very forward thinking about the College's role in building a highly skilled workforce, but MC still has vulnerabilities. Despite a strong partnership between the College and the county, the county has financial stressors over which it has little control, and it is subject to fluctuations in the market as well politics. So there may come a time when the county is not in a strong enough position to support all MC programs. This is one of the reasons the College needs to be spending smarter.

Expenses

Eighty-one percent of College spending goes to salaries and benefits. It is by far the College's largest expense, as is the case with most colleges. Contracted services is a distant second, followed by supplies, communications, conferences, and other expenses.



The College's most important asset is its people, a true embodiment of the talent and commitment at this institution. At the same time, *because* personnel costs are largely fixed for a given year, the College has to look much more carefully at the places where it *can* spend more wisely, such as contracting and efficiencies.

Spending for Student Success was the theme of Dr. Pollard's State of the College address this year, in which she shared a vision for a renewed approach to College budgeting and spending. The president also announced the creation of a Blue Ribbon Taskforce to engage the College in contributing to fiscal planning and mentor colleagues in developing strategies that can save money and time.

CONSTITUENT CONVERSATIONS

Every year the board holds a series of Constituent Conversations. These offer an opportunity for trustees to have in-depth discussions with members of the College community on a selected topic.

This year MC held a rich series of Constituent Conversations with members of the College’s participatory governance system, specifically, Staff Council, Faculty Council, Student Council, Administrator Council, and the College Council. Council members engaged in conversation with trustees on the issue of Achieving the Promise. Participants were prompted to consider what the College already does well in this regard and what the College could do better. Themes and ideas that emerged from these conversations provided the board with multiple perspectives that were helpful in its deliberations of issues throughout the year.

Current Work of the College

Several initiatives were identified as already helping students in their efforts toward Achieving the Promise, including:

- the “11:59 registration deadline,”
- the Career Coach online tool,
- the Welcome Centers,
- shuttle buses that transport students among campuses,
- STARFISH advising software,

- transfer support services,
- class sizes that allow strong faculty student relationships, and
- the College’s affordability.

In addition, faculty and staff were often praised for their commitment to students. The ACES program was widely lauded for providing students support and opportunity, as was MI-BEST, mentoring programs, and the Montgomery College Foundation’s assistance.

Areas for Improvement

How to improve student outcomes, especially as depicted on the College’s Student Success Score Card, was discussed with a number of suggested strategies for improvements, including:

- establishing clearer *pathways* to degrees,
- helping students to plan earlier for classes—even over two years,
- continuing to foster relationships between students and faculty/staff/administrators,
- sustaining strong mentoring programs (e.g., Boys to Men, Sister2Sister, and TRIO),
- moving advising into the academic disciplines,
- revising developmental education, and

- studying more closely why certain students do not complete successfully to understand why.

Additionally, clearer information on transfer, as well as agreements that are better organized, were considered important for transfer success. Adding an “employability” factor to the Score Card was also mentioned.

Some participants noted that opportunities for improvements could be scaled up with more technology support.

All of these suggestions are insightful and appreciated as they come from students and those working most closely with students every day. The board plans to discuss many with the president and consider ways to support her in implementing these suggestions where appropriate.

CONFERENCE SESSIONS

From time to time the Board of Trustees holds conference sessions to learn more about a particular topic. A conference session is “a meeting held to discuss general background information of interest to the board.” The board takes no official actions during a conference session, but it listens and learns in order to grow its awareness of a topic or to be prepared for future actions.

This year the board held three major conference sessions, one on the Facilities Master Plan and two on the College’s 2018 reaccreditation process.

Facilities Master Plan

The Board was provided with a report by Cho Benn Holback + Associates on the 2013–2023 comprehensive Facilities Master Plan (FMP). The speakers noted that the proposed 10-year collegewide plan addresses all of the capacity needs of the College and includes a 20-year land use plan. They reported on the future needs of the Germantown, Rockville, and Takoma Park/Silver Spring campuses.

The Code of Maryland Regulations requires that each community college annually develop and submit a Facilities Master Plan to support the college’s role and mission. The plan is updated every five years, and 2016 was a year for such an update for Montgomery College.

With new opportunities and challenges facing the College on all fronts, the

president directed staff to prepare a comprehensive update of the 2006–2016 collegewide FMP to support the enrollment growth of the College, define facilities needs, and justify major new facilities initiatives anticipated as a result of this effort.

The College awarded a consultant contract to Cho Benn Holback + Associates for the preparation of an update of the 2006–2016 College FMP. The effort involved numerous meetings, planning sessions, and reviews with representatives from the campuses, Workforce Development & Continuing Education, and Central Services. Public meetings were held at all three campuses throughout the fall.

The master planning process revealed and reinforced the anecdotal impression that insufficient space constrains the College’s academic programs and services across all campuses and units. The study also revealed that the College’s enrollment growth is outstripping the current plan for new buildings on all three campuses. For example, even with the opening of the Bioscience Education Center on the Germantown Campus in September 2014 and two planned projects authorized by the board—the Germantown Science and Applied Studies Building renovation and the Rockville Student Services Center construction—the College will still have a projected space deficit of approximately 830,472 net square feet



MC Students and Faculty Travel to Ethiopia

Twenty-seven MC students and faculty traveled to Gondar, Ethiopia, in January 2016. The study-abroad program was an outgrowth of the partnership between Montgomery College and the University of Gondar. The partnership evolved from Montgomery County’s Sister City relationship with Gondar City. The 10-day study tour featured nine Montgomery College student scholars conducting research on Ethiopia and presenting their findings to faculty and students at the University of Gondar. Other highlights of the tour included a visit to the National Museum in Addis Ababa to view Lucy, the oldest human remains, and participation in the Timkat Festival, a reenactment Christian ritual.

in 2023 without the construction of additional facilities. This is 39 percent of the projected College space inventory need for the same year.

The new 10-year FMP provides a detailed response that addresses all of the capacity needs of the College. In addition to a 10-year facilities master plan for new buildings, renovations, and various site improvements, this planning effort includes a 20-year land use plan that identifies future development opportunities at each campus. In response to the fiscal realities confronting the state and county, the 2013–2023 Collegewide FMP proposes a project phasing plan that identifies the desired sequence and responds to the College’s needs.

The board continued its review of the FMP and held a final vote to approve in February 2016, after which the FMP was submitted to MHEC.

Reaccreditation

The Board of Trustees of Montgomery College held two conference sessions regarding reaccreditation, one in March and one in May.

At the first conference session, the board was provided with a report on the College’s progress toward completing the 2018 reaccreditation process. This included a discussion of the purpose of accreditation, the process and timeline, and the Middle States Commission’s seven standards for higher education institutions. In addition, the board was given a preview of the Self-Study Design, a document required by Middle States to kick off the Self-Study process.

The board later received the complete Self-Study Design and voted to accept it in April. It was then sent to the Middle States Commission.

The board’s second conference session on reaccreditation occurred in May, when Middle States Commission Vice President for Accreditation Relations Sean McKittrick visited the College.

The board was provided with an update on the reaccreditation process and the roles of the College stakeholders by Dr. McKittrick. Dr. McKittrick provided background information on the process and the requirements of the institution. He noted that the board chair will sign a certification statement to endorse the reaccreditation, and the College will be held accountable for the seven new standards. He noted that standard seven covers governance and leadership administration at institutions.

COLLEGE'S SUPPORT ORGANIZATIONS

The College enjoys the support of three organizations and numerous volunteers and donors who help the College achieve its mission. These include the Alumni Association, the Montgomery College Foundation, and the Montgomery College Life Sciences Park Foundation. All three engaged in effective efforts in support of the College and our students this year.

Montgomery College Alumni Association

The Alumni Association continued to develop its mentoring program by recruiting more alumni to mentor current students. This year, the association paired volunteers with 13 mentees, focusing on scholarship recipients. The association continued developing a quick-start resource guide to provide mentors and mentees with easy links to other student support services at the College.

The association continued to promote successful alumni via the Alumni Awards Program, which highlighted some of the most notable success stories. The winners were welcomed into the association at the end of April at the Alumni Awards dinner: one for a lifetime of achievement, Barbara Bozak '76, and another for her early start, Carolina Galeano '07. Athletic awards were

also given to Patty Hittinger '83 and Chris Konrad '87, as well as the 1954 football team.

The association also engages in fundraising for scholarships throughout the year and has a popular fundraiser each spring at a local restaurant in Gaithersburg.

Montgomery College Foundation

The Montgomery College Foundation fulfills its mission in supporting the College by actively seeking philanthropic gifts. The foundation's "MC 2020 Campaign" has now surpassed the \$13 million mark toward its \$30 million goal. The campaign is ongoing through 2020.

The Montgomery College Foundation provided more than \$2 million in scholarship support to more than 1,600 students in FY16. It also played a primary role in moving the College to closure on the Central Services relocation effort.

Montgomery College Life Sciences Park Foundation

The Montgomery College Life Sciences Park Foundation accomplished several major goals in support of the College this year. The first was a name change. Specifically, the Hercules Pinkney Life Sciences Park at the Germantown Campus was renamed the Pinkney Innovation Complex for Science and Technology at Montgomery College (PIC MC) in February, in order to reflect the mission of fostering a more innovative workforce.

In addition, the Life Sciences Park Foundation Board, as an agent of the College, submitted a preliminary subdivision plan application for a potential 150,000-square-foot building with surface parking for the 5.76 acre parcel located across from Holy Cross Germantown Hospital and bordered by Observation Drive, Exploration Lane, and the Forest Reserve. The preliminary plan application was formally accepted for review, meaning that the initial intake comments have now been addressed and our application notices will be sent to neighboring property owners and civic associations.

CONCLUSION

As the board looks ahead to the College's 70th year, the theme of radical inclusion will be front and center. How can MC invite more people to its inclusive community? It sometimes requires some radical thinking to imagine how to address this question, but this year has shown the potential of the College to develop creative answers. These answers serve students where they are, whether undocumented, poor, honors, first-generation, disabled, and the list continues.

Board decisions made this year built a solid foundation for the College's future. The board was resolute in its focus on student success and strategic in its approval of operational and academic changes to support it. Selecting firms to provide new bookstore services, as well as cloud-based networking and shuttle bus transportation, had tangible impacts on the student experience and on the College's finances. The approval of a new online degree in criminal justice expanded the category of disciplines that students can access entirely online, an increasingly important sector of the higher education market. The board's guidance of the College's capital and operating budgets was invaluable, helping the College to sort out investments that directly impact student success and envision what facilities will be needed in the coming years.

The board also brought careful analysis to the role of the College in local workforce development. It helped to encourage partnerships that improve student transitions to skilled work and to

nurture conversations with industry about how the College can best fill its workforce needs. Through it all, the board has worked diligently to raise the visibility of the College across diverse sectors, multiplying its impact and creating an awareness of College services and contracts that encourage business relationships. All of these developments make the College a stronger contender for state and county investments. As it has done reliably every year, the College has been a responsive, collaborative partner to the county—even when tough fiscal decisions by the county affected MC negatively—endeavoring to keep county officials aware of the College's continuing belief in the value of teamwork.

The board will continue its commitment to student success in the coming year, strengthened by the tools and expertise of Achieving the Dream and disciplined by the framework of Spending for Success. The Student Success Score Card, now an integral part of the College's self-assessment tool kit, will continue to provide real-time feedback about MC's initiatives and student performance, and guide policy decisions that arise. The clarity and depth of the Score Card will become increasingly valuable as the College acquires multiple years of data for cohort comparison and advances in the Middle States evaluation process. The College's investment in accountability—when married to its passion for learning and progress—cannot help but produce more ambitious outcomes for our students.

Macklin Business Students Take First in Division

A team of Macklin Business Institute (MBI) students and their faculty advisor earned top honors in the International Business Ethics Case Competition in Boston in April 2016. The MC team won honors in several components of the event, which required students to choose an ethical issue facing a corporation and advise the corporation's Board of Directors on the best approach. The MBI team chose to focus on discriminatory and predatory lending practices by a global banking leader, and analyzed the legal, financial, and ethical elements involved. The students were challenged to propose a solution that would allow the company to act ethically while maintaining profitability. The MBI team earned first place in its division for two of the competitions and was named runner-up in the third.



BOARD'S RESOLUTIONS AND RECOGNITIONS

Introduction

Among the board's many duties is to provide and oversee the governance of the College. This most often takes the form of drafting, reviewing, debating, and enacting various policies, budgets, and contracts. These most often come to the board for action as various resolutions. In FY16 the Montgomery College Board of Trustees approved 130 resolutions affecting the following areas as follows:

- 4 resolutions regarding academics—1 related to a degree, 3 to graduating students
- 2 resolutions regarding board matters
- 14 resolutions regarding budget matters
- 3 resolutions regarding collective bargaining
- 25 resolutions regarding contracts
- 7 resolutions regarding legal matters
- 45 resolutions regarding personnel matters—10 personnel reports, 35 retirements
- 18 resolutions regarding policies—4 new policies, 13 modifications, 1 policy retirement
- 5 resolutions regarding reports
- 7 resolutions regarding special honors

All 130 resolutions are listed by category on the following pages. The list includes the resolution number and title. Resolution numbers contain three elements: (a) the last two digits of the calendar year (15 for 2015, 16 for 2016), (b) a two-digit number for the month in which the resolution was approved (01 for January, 02 for February, etc.), and (c) a three-digit number indicating the resolution sequence of the calendar year. For example, the first resolution passed at the January 2016 meeting would be 16-01-001.

Academic Resolutions

- 16-03-038 Approval of the Online Criminal Justice Associate of Applied Science Degree
- 15-09-079 Graduates Receiving the Associate Degree and the Program Certificate in Summer 2015
- 15-11-098 Graduates Receiving the Certification or Associate Degree in Fall 2015
- 16-04-044 Graduates Receiving the Associate Degree and the Program Certificate in Spring 2016

Board Matters Resolutions

- 16-03-042 Board of Trustees Schedule of Meetings for Fiscal Year 2017
- 16-06-104 Board of Trustees Annual Report for FY16

Budget Resolutions

- 15-09-076 Operating Fund Functional Transfer for FY15
- 15-09-077 Capital Budget Fund Transfer—Rockville Science East Building Renovation Project to the Collegewide Site Improvements Project
- 15-10-095 Affirmation of Poll of Board of Trustees, Procurement through Other Agency for Continuation of Banking Services, PTOA 16-025
- 15-11-102 Adoption of the FY17 Capital Budget
- 15-12-104 Acceptance of the Montgomery College Audited Financial Statements for June 30, 2015 and 2014
- 16-01-005 Adoption of the FY17 Current Fund, Enterprise, and Other Funds Budget
- 16-04-047 NetApp Backup Equipment, Software Licenses, and Services, Bid 516-012
- 16-04-049 Increase in Tuition Rates Per Credit Hour for Fiscal Year 2017
- 16-04-050 Increase in Transportation Fee of \$1 Per Credit Hour
- 16-04-051 Capital Budget Fund Transfer for the Germantown Bioscience Education Center Project to the Planning, Design, and Construction Project
- 16-06-100 Final Adoption of the FY17 College Capital Budget
- 16-06-101 Petition for State Funding
- 16-06-102 Final Adoption of the FY17 Current Fund and Special Funds Budgets
- 16-06-103 Compensation in FY17

Collective Bargaining Resolutions

- 16-05-063 Approval of Memorandum of Agreement—Collective Bargaining Agreement between Montgomery College and the American Federation of State, County, and Municipal Employees, AFSL-CIO, Council 67, Local 2380
- 16-05-064 Approval of Memorandum of Agreement—Collective Bargaining Agreement between Montgomery College and the American Association of University Professors, Montgomery College Chapter
- 16-05-065 Approval of Memorandum of Agreement—Collective Bargaining Agreement between Montgomery College and Service Employees International Union, Local 500, CtW

Contract Resolutions

- 15-10-093 Award of Contract (Competitive), Shuttle Bus Transportation Services Bid 4156-007
- 15-10-094 Award of Contract (Competitive), Planetarium Upgrade Equipment and Installation
- 15-11-100 Award of Contract, Cloud-Based Hosting Services for Asset Management Software, Bid 519-001
- 15-11-101 Award of Contract, Centralized Waste and Trash Collection Structure Germantown Campus, Bid 616-001
- 16-01-002 Operation and Management of Montgomery College Bookstores, Bid 916-002
- 16-02-021 Award of Contract, Project & Portfolio Management System Software, Bid 516-006
- 16-02-022 Award of Contract, Collegewide Elevator Maintenance and Repairs, Bid 416-012
- 16-02-023 Award of Contract, Resource Center Heating, Ventilation, and Air Conditioning (HVAC) Upgrades–Phase 3, Takoma Park/Silver Spring Campus, Bid 616-003
- 16-04-048 Physical Education Building Exterior Renovations, Germantown Campus, Bid 616-008
- 15-09-075 Continuation of Sole Source Award of Contract, Touchnet Commerce Management System, Cashiering Services Module and Professional Services
- 16-05-060 Award of Contract (Competitive), Science and Applied Studies Building, Renovation and Addition Phase I, Germantown Campus, Bid 616-004
- 16-05-061 Award of Contract (Competitive), Student Skills Profiler and Virtual Internship Tool, Bid 916-008
- 16-05-062 Award of Contract (Competitive), Workday Software Implementation and Change Management Services, Bid 916-011
- 16-06-085 Authorization for the Lease Extension for 40 West Gude, Rockville, Maryland
- 16-06-089 Award of Contract, Construction Services for the Rockville Campus Gudelsky Institute for Technical Education Building Energy Park, Bid 416-022
- 16-06-090 Multiple Awards of Contracts, Network, and Infrastructure Products and Services, Bid 516-013
- 16-06-091 Award of Contract, Physical Education Building Women’s Athletic Team Locker Room Renovation, Rockville Campus, Bid 616-009
- 16-06-092 Award of Contract, Landmark Gateway Signage, Germantown Campus, Bid 616-012
- 16-06-093 Award of Contract, Landmark Gateway Signage, Rockville Campus, Bid 616-013
- 16-06-094 Award of Contract, Construction Administration Services for the Science and Applied Studies Renovation and Addition, Phase 1, Germantown Campus, Bid 613-003
- 16-06-095 Sole Source Award of Contract, Continuation of Banner Support Services
- 16-06-096 Sole Source Award of Contract, Continuation of Collegewide Maintenance and Inspection Program for Ammonia Chillers
- 16-06-097 Sole Source Award of Contract, Continuation of Maintenance Services for Siemens Energy Management Systems at Germantown and Rockville Campuses

- 16-06-098 Sole Source Award of Contract, Continuation of Inspection and Calibration of Heating, Ventilation, and Air Conditioning Control Systems on the Rockville and Takoma Park/Silver Spring Campuses
- 16-06-099 Sole Source Award of Contract, Wellness at Work Program Services

Legal Resolutions

- 15-09-081 Response to the City of Rockville's Mandatory Referral Conditions, Rockville Campus Student Services Center Project, Application STP2016-00263
- 15-10-096 Authorization for the Creation of a New Condominium Unit in the Germantown Campus Condominium and Authorization of the Life Sciences Park Foundation to Serve as Montgomery College's Agent in Submitting a Preliminary Subdivision Plan for a Parcel in the Hercules Pinkney Life Sciences Park
- 16-01-003 Approval of the 2013-2023 Facilities Master Plan
- 16-01-004 Updating the Name of the Hercules Pinkney Life Sciences Park at the Germantown Campus
- 16-04-052 Authorization of Settlement
- 16-06-086 Temporary License Agreement with Montgomery County for Construction of the Metropolitan Branch Trail and Grant of Permanent Easement across the Lands of the Board of Trustees of Montgomery College
- 16-06-087 Omnibus Resolution for the Central Services Building Acquisition, Improvement, Equipment, and Leasing Transactions

Personnel Resolutions

- 15-09-074 Personnel Actions Confirmation
- 15-10-086 Personnel Actions Confirmation
- 15-11-097 Personnel Actions Confirmation
- 15-12-103 Personnel Actions Confirmation
- 16-01-001 Personnel Actions Confirmation
- 16-02-006 Personnel Actions Confirmation
- 16-03-037 Personnel Actions Confirmation
- 16-04-043 Personnel Actions Confirmation
- 16-05-053 Personnel Actions Confirmation
- 16-06-066 Personnel Actions Confirmation
- 16-06-067 Tribute and Posthumous Award of Emerita Status to Professor Patricia Nora Ryan
- 16-06-068 Tribute to Mr. Richard D. Collier
- 15-10-087 Retirement of Mr. Stephen A. Anyanah
- 15-10-088 Retirement of Ms. Maria E. Borda

15-10-089 Retirement of Professor Wilfred R. Brunner
15-10-090 Retirement of Mr. Stephen C. Crawford
16-02-008 Retirement of Ms. Janice C. Cavin
16-02-009 Retirement of Ms. Dorothy M. Elford
16-02-010 Retirement of Mr. Alfonso Guzman
16-02-011 Retirement of Ms. Jeanie L. Hale
16-02-012 Retirement of Ms. Nancy F. Hicks
16-02-013 Retirement of Ms. Susan G. Kryszak
16-02-014 Retirement of Mr. Ruben Martinez
16-02-015 Retirement of Mr. Paul E. Smink
16-02-016 Retirement of Ms. Lai T. Vo
16-06-071 Retirement of Ms. Elizabeth J. Adams
16-06-072 Retirement of Professor Dorothea L. Agnew
16-06-073 Retirement of Professor Jonathan J. Goell
16-06-074 Retirement of Ms. Chek Y. Halpine
16-06-075 Retirement of Mr. Donald B. Higdon
16-06-076 Retirement of Mr. Nee A. Martins
16-06-077 Retirement of Mr. Stephen E. Matthews
16-06-078 Retirement of Ms. Anna L. Nicolaisen
16-06-079 Retirement of Mr. Thomas J. Pollins
16-06-080 Retirement of Mr. Calvin D. Rhea
16-06-081 Retirement of Professor Joseph H. Smith
16-06-082 Retirement of Professor Barbara E. Walker
16-02-017 Retirement and Award of Bronze Medallion to Dr. Brian K. Baker
15-10-091 Retirement and Award of Bronze Medallion to Professor Barbara L. Nubile
16-02-018 Retirement and Award of Bronze Medallion to Dr. Eugenia Robinson
16-06-070 Retirement and Award of Bronze Medallion to Professor William H. Johnstone
16-02-019 Retirement and Award of Silver Medallion to Dr. Judy E. Ackerman
15-10-092 Retirement and Award of Silver Medallion to Professor Susan T. Hoffman
16-02-020 Retirement and Award of Silver Medallion to Dr. Barbara G. Hoberman
16-06-069 Retirement and Award of Emerita Status and Silver Medallion to Professor Joyce Jewell

Policy Resolutions

- 16-02-035 Adoption of New Policy 39001–College Ombuds
- 16-02-024 Adoption of New Policy 42002–Campus Behavioral Intervention Teams
- 16-05-054 Adoption of New Policy 62004–Crowdfunding
- 16-05-055 Adoption of New Policy 66004–Electronic Information Technology Accessibility
- 15-09-082 Modification of Policy 31001–Sexual Misconduct
- 15-09-083 Modification of Policy 75001–Use of Facilities
- 15-12-106 Modification of Policy 38002–Honorary Degrees
- 15-12-107 Modification of Policy 63001–Procurement
- 15-12-108 Modification of Policy 68003–Gifts Acceptable to Montgomery College
- 16-03-039 Modification of Policy 43001–Student Financial Aid
- 16-03-040 Modification of Policy 43002–Board of Trustees Student Grants and Scholarships
- 16-03-041 Modification of Policy 43003–Tuition Waiver for Non-Employees of the College
- 16-04-046 Modification of Policy 31101–Employee Privileges
- 16-05-056 Modification of Policy 31009–Employee Indebtedness
- 16-05-057 Modification of Policy 41001–Admission to Montgomery College
- 16-05-058 Modification of Policy 54001–Workforce Development & Continuing Education
- 16-05-059 Modification of Policy 58002–Assessment Testing and Appropriate Course Placement
- 15-09-084 Policy Retirement 75002–Restrictions on Use of Facilities

Report Resolutions

- 15-07-072 Acceptance of Annual Progress Report on Programs of Cultural Diversity Plan
- 15-09-078 Acceptance of 2015 MHEC Performance Accountability Report
- 15-09-080 Affirmation of Poll of Board of Trustees, Acceptance of Annual Progress Report on Programs of Cultural Diversity Plan
- 16-04-045 Acceptance of the Middle States Self-Study Design
- 16-06-084 The Annual Progress Report on Programs of Cultural Diversity Plan, Diversity Report

Special Honors Resolutions

- 15-09-073 Award of Silver Medallion and Emeritus Status to Trustee Reginald M. Felton
- 15-11-099 National and State of Maryland Designated Awareness Days and Months for 2016
- 15-12-105 Naming the Judy E. Ackerman Math/Science Center on the Rockville Campus
- 16-02-007 The 2015 Maryland Professor of the Year—Professor Nevarit Tahmazian
- 16-03-036 Honorary Degree Candidates for 2016
- 16-06-088 Naming of the Dr. Barbara G. Hoberman Principles of Biology Laboratory in the Science Center Building on the Rockville Campus
- 16-06-083 Recognition and Award of Bronze Medallion to Student Trustee Luis D. Rosales



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