

MONTGOMERY COLLEGE

An illustration of three stacked books. The books are rendered in a light yellow color with dark brown outlines and shadows, giving them a three-dimensional appearance. They are stacked in a slightly offset manner, with the top book slightly to the left and the bottom book slightly to the right.

2006 Performance Accountability Report

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MARYLAND HIGHER EDUCATION COMMISSION
2006 PERFORMANCE ACCOUNTABILITY REPORT

MONTGOMERY COLLEGE

1. **Mission**

Dedicated to academic excellence, superior instruction and student success, Montgomery College (College) provides career and transfer programs, lifelong learning opportunities, and support services to meet the needs of students of diverse ethnicities, experiences and preparation levels. Poised as a gateway to endless possibilities, the College makes every effort to engage its students and the broader community in intellectual, social and cultural events which strengthens the connectivity between the College and the citizenry of Montgomery County. Embodied in the following statements is the mission of Montgomery College:

CHANGING LIVES

We are in the business of changing lives.
Students are the center of our universe.
We encourage continuous learning for
our students, our faculty, our staff, and our community.

ENRICHING OUR COMMUNITY

We are the community's college.
We are the place for intellectual, cultural, social, and political dialogue.
We serve a global community.

HOLDING OURSELVES ACCOUNTABLE

We are accountable for key results centered around learning.
We will be known for academic excellence by every
high school student and community member.
We inspire intellectual development through
a commitment to the arts and sciences.

We lead in meeting economic and workforce development needs.

WE WILL TEND TO OUR INTERNAL SPIRIT

2. **Institutional Assessment**

Significant Academic Trends

Teaching and learning are the primary roles of Montgomery College. As reflected in the College's mission statement, students are the center of Montgomery College's universe – and changing lives through education is Montgomery College's business. The College prepares its students for success in a broad context – at transfer institutions, places of employment and in the world at large. Learning is a life-long process in that the knowledge, skills and experiences that students acquire during their tenure at Montgomery College lay the foundation for future success academically, socio-culturally and professionally.

Students attend Montgomery College for a multitude of reasons; and clearly, all students are not degree seeking. Therefore, student success must be measured beyond the degree seeking perspective. A reasonable approach to assess the College on a measure of student success is to examine the degree to which a student progresses or persists toward a degree and/ or transfers to a four-year college or university. For the purpose of this report, a cohort analysis of first-time students who attempted 18 credits over two years is considered an indication of a student who is earnest about pursuing a degree or transferring. It is also noted that upon entry, students enroll at Montgomery College with a wide range of academic skills – some students enter well prepared to take on challenging courses, while others require developmental coursework that delays access to college level coursework. With that in mind, the degree progress data examines four distinct student characteristics: (1) all students who entered the College in a specified fall term and attempted 18 or more credit hours within the first two years, (2) students who entered the college academically prepared for college level work, (3) students who complete all recommended developmental courses in which they were assessed, and (4) students who did not complete all of the recommended developmental courses.

Degree Progress

A degree progress analysis was performed on two entering cohorts: fall 2000 and fall 2001. Examination of the data revealed that, on average over a two year period, about 67 percent of first-time entering students at Montgomery College attempted 18 credit hours or more within the first two years. Sixty-five percent of these students were college-ready; nineteen percent needed and completed all developmental course work within four years of study, and sixteen percent did not complete all of the developmental course work within four years.

Graduation, Transfer and Persistence

Two of the primary reasons that students attend Montgomery College are to graduate and/or transfer to four-year colleges and universities. Some students attend Montgomery College with the intention to graduate and then transfer to senior colleges and universities. Others continue their education by transferring without the benefit of graduating with a certificate or an Associate degree. An examination of the data for all students in the 2000 and 2001 cohorts (2,908 and 2,686, respectively) revealed that approximately 48 percent had graduated with a degree or certificate from Montgomery College and/or transferred within four years of entry. It was not surprising to find that for both cohort groups, college ready students had a higher graduation/transfer rate than developmental completers; and developmental completers had a higher success rate than developmental non-completers.

However, not all students graduate or transfer within four years. Persistence denotes continuation on the path of success for a longer stretch of time beyond the four year mark. One must take into account the many factors that impact students' success. For example, almost two thirds of students attend the College on a part-time basis. Also many students must address developmental needs before they can move forward. The demands of employment and family responsibilities create obstacles to success for some students. In light of these factors, four years is not necessarily enough time for some students to complete their goal, and consequently, persistence beyond that four-year mark is not uncommon for many community college students. Therefore, an interim measure of success is the completion of 30 credits or more with a minimum cumulative grade point average of 2.0. This measure of success characterizes students who are persisting toward their goal to earn a degree in earnest. When this measure is taken into account along with the graduation/transfer rates, it reveals that almost 75 percent of the 2000 cohort and almost 72 percent of the 2001 cohort had persisted academically toward their goal after four years of entry.

When data are disaggregated by race/ethnicity, differences in the success of students emerge. Compared to all students in the 2000 and 2001 cohort groups, respectively, Hispanic or Latino students persisted (59.9 and 64.4 percent) at a lower rate than did other student groups (65.1 and 70 percent for African American or Black students; 75.3 and 76.4 percent for Asian students; and 68.9 and 74.3 percent for White students). Hispanic or Latino students also were far less likely to graduate and/or transfer (36.4 to 38.1 percent) than other student groups (45.8 to 52.9) within four years. Two years of data make it difficult to set benchmarks or goals for these indicators. However, the College is cognizant of the disparity in graduation, persistence and transfer rates between student groups and is committed to closing the performance gaps. Over the next four years, the College has set benchmarks for improvement in those rates for African American and Hispanic students. Additional programmatic initiatives will be identified and implemented in an effort to achieve the goals that have been set for these performance measures.

Academic Performance and Goal Achievement

Former Montgomery College students have consistently been in good academic standing at transfer institutions. Data from the University System of Maryland show that one year after transfer, these students generally perform academically above average with a collective grade point average (GPA) that ranged from 2.63 to 2.76. In fact, more than 82 percent of the students earned cumulative grade point averages at or above 2.0. Montgomery College in cooperation with our two main transfer institutions, University of Maryland at College Park and University of Maryland, Baltimore County, has developed agreements to facilitate transfer, which include early advising and other incentives encouraging students to be in contact with their intended transfer destination. The intent of these agreements is to improve the transfer experience by having students better understand what they need to do to be successful. With these agreements newly in place, and other anticipated agreements with senior institutions, the College expects to see gradual improvement in the success of its students after transfer as reflected in the benchmarks set for these indicators.

A triennial survey has time and again shown that graduates are quite satisfied with their educational goal achievement upon graduation from Montgomery College: 94 to 99 percent of respondents reported that they were satisfied or very satisfied. A large percentage of respondents also reported that they were satisfied with the academic preparation for transfer to four-year colleges and universities (79 to 88 percent). Seventy-nine percent of non-retuning students, that is those who were enrolled in the spring and did not reenroll the subsequent fall semester, revealed that even though they had not returned to the College, they too were reasonably satisfied with their educational goal achievement. Students' perception about their educational experience and preparation is important feedback to the College. Survey data provides information on how well it performs in specific areas of interest. As stated in the mission, the College holds itself accountable for key results centered around learning. As such, the College will hold itself accountable to an 85 to 92 percent range in satisfaction ratings on all survey related data.

Graduation/Transfer Success

Students graduate from Montgomery College and transfer to other institutions of higher education with great promise. When students make the decision to transfer, they attend colleges and universities all over the country (e.g., the University of Maryland, American University, Boston University, Cornell, Frostburg State University, Howard University, Temple, Yale, Morehouse, George Mason, Georgetown, Harvard, MIT, Pratt Institute, Stanford, Clark Atlanta University). The College has numerous support programs or activities to help students in the transfer process as well as to ease the transition to four-year colleges and universities. Some of the numerous efforts in which the College engages to strengthen the educational processes and opportunities that

influence graduation and transfer success of Montgomery College students include:

- Transfer workshops and transfer days are set up throughout the year whereby local and regional colleges come to Montgomery College to provide students with information.
- Knowledgeable advisors help students with transfer applications at the College's career and transfer centers.
- The College works extensively with the University of Maryland College Park to increase the transfer success of its students through improved processes, shared resources and new partnerships.

Academic Preparation for Employment

The academic and life skills experiences that students gain while attending Montgomery College go well beyond the campus. Four years of survey data reveal that many career program graduates (69 to 78 percent) become employed full-time in fields of work associated with their program areas and they were generally satisfied with the job preparation (76 percent to 90 percent) acquired at Montgomery College. Employers of the College's graduates have continually expressed their satisfaction (83 to 100 percent) with the level of academic and skill preparation that Montgomery College graduates bring to the workplace. The quality of education that Montgomery College provides its students as well as the life skills that students take with them to the employment arena are valued-added outcomes that validate the importance of exposure to higher education. Graduates and employers will continue to express their satisfaction with graduates' job preparation as reflected by the targeted benchmarks in this area.

Academic preparation for jobs also influences income. A recent analysis of income data revealed that on average, students who earned a degree in occupational programs at Montgomery College earned more than \$20,000 in additional wages three years after graduation compared to their earnings the year prior to graduation. For those graduates of FY 1999 through FY 2002, Montgomery College students earned median incomes between \$15,835 and \$26,631 the year before they completed their programs of study, and had median incomes between \$37,412 and \$41,070 three years after graduation. Closer observation of the data show that graduates' income more than doubled for three of the four cohort groups. The wage data suggests that earning a degree in an occupational area made a substantial difference in the income level of students. It should be noted that market demands and other external factors have the potential to impact these wage data over time. With that in mind, the benchmarks set for income related indicators are tentative.

Licensure Passing Rates

Licensure passing rates of graduates in the Radiologic Technology and Physical Therapy Assistant programs suggest that graduates are consistently well prepared academically. Performance on certification examinations for graduates in Radiologic Technology has been at the 100 percent level without falter. The performance for Physical Therapy fiscal 2005 graduates who sat for the exam was noticeably lower (75 percent) than the performance range (92 to 100 percent) of previous graduates. The performance of nursing graduates has not yet reached the level of expectation. The passing rate of Nursing Program graduates declined for three consecutive years (from 94 percent in fiscal 2002 to 78 percent in fiscal 2005).

Faculty in the health science programs, including physical therapy and nursing, have taken a closer look at performance in prerequisite courses like anatomy and physiology and English as predictors of success. Data have shown that students who do well in these and similar courses have a much better chance of being retained and succeeding in these programs. Beginning in the fall 2006 semester, student performance in these courses will be used as a factor in priority consideration for admission in the PTA program, and consequently success in the future on licensure examinations.

In addition, when a graduate fails the licensing examination, the faculty invites them to come back to the College for assistance and to avail themselves of the resources in preparation for the next time they sit for the examination. Nursing, despite the FY 2005 pass rate reported by the Maryland Board of Nursing, is beginning to improve. Changes in course grading scale from 70 to 75 percent minimum before they can move to the succeeding course, revision of all examination questions for all nursing courses, as well as the addition of Meds Publishing On-line NCLEX review, has raised the quarterly scores (between January 1, 2006 to March 31, 2006) to 84 percent. If the interim performance is any indication of success for the 2006 graduating class, the pass rate for nursing graduates is expected to increase. Implementation of these changes will place the College in a stronger position to help students perform better on the licensure examinations and consequently help the College achieve the goals that have been set for each of these areas. The College has set benchmarks according to how well it expects its students to perform on these licensure exams, which are substantially higher than those required by the licensing bodies for each of these disciplines.

Significant Demographic Trends

Montgomery College is a multi-ethnic institution that, in a real sense, serves a global community. In fall 2005 there were 176 countries of origin represented within the student body by non-U.S. citizen students at the College. International students represented almost a third (32.3 percent) of the student enrollment in fall 2005; and there is no majority race at Montgomery College. In fact, the Chronicle of Education reports that, in terms of global diversity, Montgomery College is the most diverse community college in the country. The College is more diverse than the county jurisdiction in which it resides. Montgomery County has a very diverse population from an ethnic and cultural perspective -- and the number and percentage of non-white residents are rapidly increasing. The most recent census information revealed that 31 percent of Montgomery County is non-white. Almost 40 percent of county residents who are at least 18 years of age are non-white. Hispanic or Latino residents are the fastest-growing segment of the population in the county -- and have been since 1990. Consequently, the change in the race/ethnic demographics and characteristics of Montgomery County has progressively impacted and will continue to impact the diversity of Montgomery College's student body. Following are some demographic highlights:

Credit Enrollment

When market share data over a four year period are examined -- that is, when college enrollment data about residents of Montgomery County are examined, it reveals that on average, 44 percent of all first-time full-time students and approximately 74 percent of part-time students who enrolled at any Maryland college or university enrolled at Montgomery College. In addition, Montgomery College enrolls about 62 percent of recent college-bound Montgomery County public high school graduates who attend college in Maryland. Following are some demographic descriptors of Montgomery College's student body:

- The most recent data show that non-white students represent about 53 percent of the student body; 39 percent are white, while the remaining eight percent are foreign. African American or Black students are the largest single nonwhite group at Montgomery College, currently accounting for more than a quarter of the student body. Hispanic students (12.9 percent) have gradually been vying to supplant Asian students (13.4 percent) as the second largest nonwhite student group, where the proportional gap has decreased from two percent to a half of a percent over a four year period.
- More than half of the students (54 percent) work more than 20 hours a week.
- Almost two thirds of Montgomery College students attend on a part-time basis.
- There were 14,222 enrollments in English for speakers of other languages (ESOL) in fiscal 2005 -- a 23 percent jump above the figure for fall 2004. The increase in ESOL enrollments follows a two year decline (-3.7 percent and -9.1 percent respectively). This increase was the

result of the College taking over the adult education program from the Montgomery County Public Schools.

- More than half of the first-time full-time credit students (55 to 57 percent) enter the College with one or more developmental needs.
- The number of individual students who enrolled at the College reached 55,118 in fall 2005, which represents a 21.4 percent increase over a four year period. Nearly all of the increase in students can be attributed to the large influx of students who enroll at the College through Workforce Development and Continuing Education (WDCE).

Non-Credit Enrollment

Under the auspices of Workforce Development and Continuing Education (WDCE), the College offers a wide array of courses. Over the past few years, WDCE has broadened its reach into the community by increasing the availability of course offerings at convenient locations. Non-credit enrollment ranged from 14,426 individual students in fiscal 2002 to 15,368 in fiscal 2004, and then increased almost 55 percent to 23,783 in fiscal 2005. The growth in enrollment has been fueled by a grant that was taken over from the Montgomery County Public Schools which funded Adult Basic Education, General Education Diploma and Adult ESOL programs. Enrollment in these programs is expected to increase in the future.

Access and Affordability

Enrollment growth coupled with the growing concern about access, capacity and affordability equate to an increased demand on higher education. Access and affordability to higher education is a top priority of the state of Maryland as well as Montgomery College. To assure that access to higher education is attainable, it is critical that the College remains a viable and cost effective educational opportunity of quality. The cost of higher education has risen faster than income levels. Yet, in spite of the rising cost to attend college, Montgomery College continues to uphold its best traditions – an open door policy, small classes, excellent faculty and affordable tuition with increasing availability of student financial aid. At the same time, the College must consider that increases in tuition and access to limited financial resources might well restrict or prolong attendance toward goal achievement. In fiscal 2006, the cost to attend Montgomery College was 53.9 percent of the cost to attend the average public four-year college or university in Maryland – which is slightly lower than a year ago and the lowest cost ratio in four years. Montgomery College is financially accessible to a broad range of students, including those with limited financial resources. A sizeable proportion of students need and receive financial aid in order to attend MC. Pell grant recipients increased from 12.6 percent of the student body to 14.5 percent over a four year period; while the percentage of students who received any type of financial aid, including loans and scholarships, increased three percentage points (23.3 percent in fiscal 2003 to 26.4 percent in fiscal 2005). The College increased the amount of institutional financial aid for students to diminish the impact of tuition increases or the cost to attend Montgomery College. It is vitally important to the College and the County that higher education opportunities remain accessible and affordable to its residents, while simultaneously providing the best that education can offer. In fact, according to the 2004 Maryland State Plan for Postsecondary Education, *“To fully address issues of affordability, the State and institutions of higher education must work together to ensure that financial aid from all sources effectively reaches the student, that it adequately addresses student financial needs, especially among low- and moderate- income students, and that it minimizes loan debt”*. To support this endeavor, Montgomery County is providing a level of support to the College in fiscal 2007 that is enabling the College to freeze the tuition rates at its current level. The College will make every effort to support the State’s goal on access and affordability by holding tuition costs to 56 percent of the cost to attend the average four-year public college or university in Maryland.

Faculty and Professional Staff

The state of Maryland has had a longstanding goal to recruit and retain faculty and professional staff. Over a four year period, nonwhite faculty have accounted for 25 to 27 percent of the full-time faculty at Montgomery College, though the proportion has been stable over the two most recent years of reporting. Collectively, administrators and professional staff have increasingly become more diverse. Over the past few years the proportion of nonwhite administrators and professional staff has increased from 30.3 in fall 2003 to 35.6 in fall 2005. It should be noted that change in the diversity of faculty is slow and it will not change as rapidly and dramatically as the student body. However, when faculty positions open, the College takes advantage of the opportunity to implement strategies to recruit a diverse mix of qualified faculty to fill those vacancies. Racial and ethnic diversity among faculty and professional staff is vital because it ensures that valuable perspectives are represented on campus and that role models are available for a diverse student body, which in turn, will positively impact student success. While the multiplicity of the faculty on a racial and ethnic perspective does not mirror the diversity of the student body, the College is progressing in the right direction. The College will exert every effort to increase the diversity of its faculty and staff by 15 percent over the next five years.

Significant Financial Trends

Over the past three to four years, the financial atmosphere at Montgomery College, in Montgomery County and the state of Maryland in general, has been somewhat unstable. As a result, the College is very attentive to efforts that are focused on ensuring its financial health. While the relationship between the College and its County government is very good, the County Executive and County Council carefully analyze the spending affordability guidelines and College budget requests. Therefore, being financially vigilant is critical. An examination of the data in the area of "effective uses of public funding" validates the College's efforts for prudence in financial affairs. According to the trend data in this area, on average, 43 percent of the College's expenditures are in the area of instruction, while more than half (52 percent) of expenditures are in a combination of instruction and selected academic support areas. The percentages in both areas have stabilized over the two most recent reporting years.

The growth in students also has resulted in expending additional resources in the operations and plant maintenance area to address student capacity issues as well as matters of deferred maintenance. Even though the costs that are associated with instructional and academic computing have continued to rise, the percentages of expenditures for instruction and academic support have not risen. As the College continues its capital expansion projects, new buildings will be constructed and opened each year over the next several years. Consequently, more money will be devoted to the areas of facilities and information technology. Furthermore, the constant change in student needs and pedagogical approaches in higher education place additional demands on the budget. A major part of the College's budget is devoted to student services which includes counseling, advising, and assessment, which is part of the student support function of the College. The College will continue to examine its resources and be mindful of its spending as it continues to be fiscally responsible. At the same time, priority needs and requirements for deferred maintenance, new technology, repairs and maintenance, and "operating costs related to" new construction projects, which collectively have consumed a larger proportion of expenditures over the past few years, will also be addressed. However, a reversal of trend in the percentage of expenditures on instruction and the percentage of expenditures "for" academic support are expected to gradually exceed their current levels within the benchmarked period.

3. Community Outreach and Impact

Montgomery College rewrote its mission statement in 2000 to reflect that it is "the community's college," a college committed to the mission of changing lives. An essential component of the

mission is the building of a trusting two-way relationship with the broader community. It is the responsibility of the College to provide intellectual, artistic, social and cultural activities that enrich the community. In response to the needs of the community the College offers community service and lifelong learning courses under the auspices of Workforce Development and Continuing Education (WDCE). The number of individual people engaged in community service and lifelong learning courses reached 9,422 in fiscal 2005, while annual course enrollments rose to 10,114. Basic skills and literary courses have almost doubled in the number of individual people enrolled in these courses (1,996 in fiscal 2004 to 3,765 in fiscal 2005), while annual course enrollment increased from 3,284 to 5,401 during the same time frame. Accordingly, outreach to the community and responding to specific needs strengthens the connection and trust between the College and the community it serves. In addition, the following are some of the other activities and programs in which the College is engaged under the domain of community outreach and their impact on the community.

- In partnership with the Maryland Humanities Council, "*Chautauqua*," where history comes alive at the College, famous figures in America's history take center stage. In 2005, the featured theme was "War and Democracy: Personal Journey" which included the likes of Margaret Bourke-White, George Orwell, Benjamin O. Davis and Abraham Lincoln. For the purposes of this activity, scholars modify their clothing, hair and even their speech to create the illusion that the audience has traveled back in time. This unique opportunity and annual family friendly event is free and open to the broader community.
- A full season of professional and student productions are provided at the Robert E. Parilla Performing Arts Center, which include children's series, music and dramatic performances.
- The Arts Institute provides an environment for aspiring artists and continuous learning for those within and outside the College. Students are given the opportunity to work with and learn from guest artists, musicians, directors, performers, scholars and exceptional arts professionals. The Arts Institute augments the instructional program by providing access to arts professionals with national and international reputations. Major initiatives include the Distinguished Master Class Series, Arts Internships, the Guest Lecture and Performance Series, the Artist-in-Residence and the Classical Theatre Forum.
- The College is engaged in *Service Learning*, one of the initiatives of the Learning College. *Service Learning* is a proven instructional approach that combines community service with academic instruction. It focuses on critical and reflective thinking, as well as personal and civic responsibility. Montgomery College is also one of five community colleges in Maryland that is participating in the creation of a *Statewide Leadership Institute*, which has been funded by a \$1.2 million dollar grant from the corporation for National and Community Service.
- Under the auspices of the Paul Peck Institute for American Culture and Civic Engagement, the Jefferson Café initiative, which focuses on small group discussion on timely topics, was created to enhance the level of engagement of everyday Americans in foreign policy issues and local implications. In August 2004, the Institute was awarded a *By the People* grant from PBS to support its Jefferson Café initiative.

Another aspect of the College's outreach activities relates to the partnership with the Montgomery County Public School System (MCPS), with the intention to maximize high school students' access to higher education. Several innovative initiatives are worth noting:

- Gateway to College serves at-risk youth, 16 to 20 year olds who stopped attending high school and for whom high school completion is unlikely. This program provides the opportunity for students to earn credit towards high school graduation and towards an associate degree or certificate.
- The College Institute, established at Wootton and Gaithersburg High Schools in 2002 will

begin its fourth year as it continues to expand and reach high achieving high schools seniors who have exhausted high school course offerings. The program has been expanded to Kennedy and Seneca Valley high schools. Selected seniors have the opportunity to take introductory college level courses in a wide range of areas, including, but not limited to psychology, English, biology and engineering.

- Academy of Finance, a nationally recognized program, provides a rigorous, relevant curriculum for high school students who wish to explore or prepare for careers in business, economics, accounting and finance. In addition, high school seniors who participate in the Academy are required to take part in a paid internship.
- Prep Talk is a publication that provides information on what students should know to ensure their success beyond high school. The publication includes sections that discuss tips for preparing for the college essay, recommended courses for college-bound students, and sources for scholarships.

As noted above, the collaborative efforts between the public school system and the College as well as the breadth of programming and events that encourage community involvement validate the College's position in the community as a premier cultural and academic center.

Workforce Development and Continuing Education (WDCE)

The development of knowledge, technology, and a highly trained workforce is essential to a strong, competitive economy in Maryland. For its segment of the state, Montgomery College plays a major role in the economic growth and vitality of Montgomery County through workforce training activities. This role is evident as measured by the relationships that have been developed between the WDCE unit of the College and the County businesses it serves. WDCE has strengthened its presence in the business community, as well as broadened awareness of the College's expertise and willingness to address a wide range of workforce needs. Between fiscal 2002 and 2005, the WDCE unit has served 60 businesses annually in the County for contract training and services. It should be noted, however, that the figure for "contract training" is understated. Technically the College serves several hundred business clients each year through a much smaller number of contracts. For example, a single contract with the Air Conditioning Contractors of America (ACCA) provides training for more than 100 companies that belong to that organization. This is true of many of our association type of training programs. Even though the College has served only 60 businesses and organizations yearly in the past, it anticipates serving 75 contracts each year in the foreseeable future.

WDCE is also involved in a variety of other workforce related responsibilities. The number of individual students that took contract training courses more than doubled from 2,024 in fiscal 2004 to 4,339 in fiscal 2005, while annual course enrollments increased from 2,851 to 6,563 during the same time period. Enrollment in noncredit workforce development courses has also seen substantial growth over a two year period. In fiscal 2004, the number of individual students involved in workforce development increased 89 percent, and annual course enrollments increased more than 79 percent over a one-year period in fiscal 2005. WDCE also has seen a considerable amount of growth in enrollment that relates to continuing professional education that leads to government or industry required certification and licensure. About 5,600 individual professionals enrolled in such courses in fiscal 2005 and that number is expected to increase over the next few years. Annual enrollments in these professional licensure or certification courses were more than 15,000 in fiscal 2005. The volume of students and enrollment in workforce development and training courses through WDCE solidifies its standing in the business community.

4. Accountability Indicators

MONTGOMERY COMMUNITY COLLEGE OF MARYLAND
2006 ACCOUNTABILITY REPORT

Student Characteristics (not benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2002	Fall 2003	Fall 2004	Fall 2005
A. Percent credit students enrolled part-time	64.4	63.9	63.8	62.3
B. Students with developmental education needs	55.0	57.2	55.6	56.5
	FY 2002	FY 2003	FY 2004	FY 2005
C. Total enrollments in English for Speakers of Other Languages (ESOL) courses	13,205	12,712	11,550	14,222
D. Financial aid recipients				
a. Percent receiving Pell grants	12.6	12.3	13.9	14.5
b. Percent receiving any financial aid	NA	23.2	24.6	26.4
			Spring 2004	Spring 2006
E. Credit students employed more than 20+ hrs/ week			49%	58%
	Fall 2002	Fall 2003	Fall 2004	Fall 2005
F. Student racial/ethnic distribution				
a. African American	24.6	25.3	25.2	26.2
b. Asian, Pacific Islander	13.9	13.5	14.0	13.4
c. Hispanic	11.9	13.1	13.1	12.9
d. Native American	0.2	0.2	0.2	0.3
e. White	40.8	40.3	39.8	39.0
f. Foreign	8.5	7.5	7.6	8.3
g. Other	0.1	0.1	0.1	0.0

Accessibility and Affordability

	FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
1. Annual unduplicated headcount					
a. Total	45,403	46,359	46,457	55,118	60,028
b. Credit students	31,990	32,540	32,459	32,881	33,867
c. Non-credit students	14,426	14,969	15,368	23,783	26,161

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Benchmark 2010-2011	
2	Market share of first-time, full-time freshmen	47.2%	45.0%	44.5%	40.9%	44%
					Benchmark 2010-2011	
3	Market share of part-time undergraduates	74.1%	73.9%	73.3%	73.4%	76%
					Benchmark 2010-2011	
4	Market share of recent, college-bound high school graduates	60.3%	59.5%	62.2%	60.7%	63%
					Benchmark 2010-2011	
5	Enrollment in online courses	FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
	a. Credit	2,919	4,014	5,219	6,438	13,017
	b. Non-credit	357	633	590	406	600
						Benchmark 2010-2011
6	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark 2010-2011
		56.5%	54.1%	55.2%	53.9%	56%

Quality and Effectiveness: Student Satisfaction, Progress and Achievement

	Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2010-2011	
7	Graduate satisfaction with educational goal achievement	94	97	99	97	92%
		Spring 2000 Cohort	Spring 2001 Cohort	Spring 2003 Cohort	Spring 2005 Cohort	Benchmark 2010-2011
8	Non-returning student satisfaction with educational goal achievement	75	72	79	82	85%
			Fall 2000 Cohort	Fall 2001 Cohort		Benchmark 2010-2011
9	Developmental completers after four years			50.7	42.7	51%
				Fall 2000 Cohort	Fall 2001 Cohort	Benchmark 2010-2011
10	Successful-persister rate after four years					
	a. College-ready students			78.0	81.3	81%
	b. Developmental completers			80.9	80.2	81%
	c. Developmental non-completers			55.1	46.0	55%
	d. All students in cohort			74.8	71.8	75%

		Fall 2000 Cohort	Fall 2001 Cohort	Benchmark 2010-2011		
11	Graduation- transfer rate after four years					
	a. College-ready students	51.1	61.8	62%		
	b. Developmental completers	48.7	45.5	49%		
	c. Developmental non-completers	37.6	31.9	38%		
	d. All students in cohort	48.5	47.8	49%		
				Benchmark 2010-2011		
		AY 01-02	AY 02-03	AY 03-04	AY 04-05	Benchmark 2010-2011
12	Performance at transfer institutions:					
	a. Percent with cumulative GPA after first year of 2.0 or above	83.0	82.0	83.5	79.8	83%
	b. Mean GPA after first year	2.76	2.69	2.69	2.63	2.75
		Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2010-2011
13	Student satisfaction with transfer preparation	83	79	79	88	92%

Diversity

		Fall 2002	Fall 2003	Fall 2004	Fall 2005	Benchmark 2010-2011
14	Minority student enrollment compared to service area population					
	a. Percent non-white enrollment	50.7	52.2	52.6	52.8	55%
	b. Percent non-white service area population, 18 or older	40.1	40.8	41.6		
						Benchmark 2010-2011
15	Percent minorities of full-time faculty	25.3	25.6	26.4	26.6	30%
						Benchmark 2010-2011
16	Percent minorities of full-time administrative and professional staff	31.9	30.3	34.1	35.6	39%
				Fall 2000 Cohort	Fall 2001 Cohort	Benchmark 2010-2011
17	Successful-persister rate after four years					
	a. African American			65.1	70.0	73%
	b. Asian, Pacific Islander			75.3	76.4	76%
	c. Hispanic			59.9	64.6	70%
	d. White			68.9	74.3	74%
				Fall 2000 Cohort	Fall 2001 Cohort	Benchmark 2010-2011

18	Graduation-transfer rate after four years				
	a. African American		45.8	46.1	49%
	b. Asian, Pacific Islander		51.2	53.3	53%
	c. Hispanic		38.1	36.4	45%
	d. White		52.9	51.6	53%

Economic Growth and Vitality, Workforce Development

		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
19	Occupational program Associate degrees and credit certificates awarded by program area:					
	a. Business	216	194	234	232	240
	b. Data Processing	200	207	146	128	135
	c. Engineering Technology	68	81	46	83	91
	d. Health Sciences	133	163	161	208	235
	e. Natural Science	11	22	22	32	35
	f. Public Service	84	135	112	86	80
		Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2010-2011
20	Percent of career program graduates employed full-time in a related field.	69	83	74	78	85%
		Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2010-2011
21	Student satisfaction with job preparation.	90	93	76	79	92%
		Employer Survey 1996	Employer Survey 1998	Employer Survey 2000	Employer Survey 2002	Benchmark 2010-2011
22	Employer satisfaction with career program graduates	98	100	83	93	92%
		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
23	Licensure/certification exam pass rates					
	a. Radiologic Technology	100	100	100	100	90%
	b. Nursing	94	85	80	78	90%
	c. Physical Therapy	92	100	100	75	90%
		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
24	Wage growth of occupational degree graduates					
	a. Median income one year prior to					

	graduation	\$26,631	\$15,921	\$16,909	\$15,835	\$25,481
	b. Median income three years after graduation	\$41,070	\$38,398	\$38,968	\$37,412	\$52,742
	c. Percent increase	54%	141%	131%	136%	107%
		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
25	Enrollment in noncredit workforce development courses					
	a. Unduplicated annual headcount	NA	NA	5,663	10,696	12,000
	b. Annual course enrollments	NA	NA	8,628	15,485	18,000
				FY 2004	FY 2005	Benchmark 2010-2011
26	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure.					
	a. Unduplicated annual headcount	NA	NA	NA	7,351	8,000
	b. Annual course enrollments	NA	NA	NA	13,393	13,500
		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
27	Number of business organizations provided training and services under contract.	62	65	60	60	70
		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	NA	NA	2,024	4,339	4,500
	b. Annual course enrollments	NA	NA	2,851	6,563	6,500
		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
29	Employer satisfaction with contract training	98	98	100	100	92%

Community Outreach and Impact

		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
30	Enrollment in noncredit community service and lifelong learning courses					
	a. Unduplicated annual headcount	NA	NA	NA	8,939	12,000
	b. Annual course enrollments	NA	NA	NA	13,817	19,000
		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
31	Enrollment in noncredit basic skills and literacy courses					
	a. Unduplicated annual headcount	NA	NA	1,996	3,765	6,400
	b. Annual course enrollments	NA	NA	3,284	5,401	11,000

Effective Use of Public Funding

		FY 2002	FY 2003	FY 2004	FY 2005	Benchmark 2010-2011
32	Percentage of expenditures on instruction	43.3	43.4	41.1	41.0	43%
33	Percentage of expenditures on instruction and selected academic support	52.7	53.0	51.3	51.5	53%

5. Funding Issues

A. Major Internal Reallocation of Funds (FY'06)

- The College reallocated over \$3.2 million from other budgeted categories to various initiatives in FY 2006. Specific examples are:
 - Reallocated \$350,000 for instructional programs in biology and nursing.
 - Reallocated \$1,600,000 for facilities projects.
 - Reallocated \$1,200,000 for Information Technology.
 - Reallocated \$39,000 for Middle States Reaccreditation.

B. Significant Cost Containment Actions and Associated Savings –

Facilities

- The College continues to be a leader in energy management and is committed to implementing cost effective and energy efficient designs for new and renovated buildings. The energy management program also provides guidance to College operations and maintenance staff on energy efficient plant operating procedures and practices. For example, BACnet Interoperable controls allow the College to solicit competitive prices from multiple controls vendors rather than soliciting sole source prices from a single vendor. It also allows for the integration of other digital building systems such as fire and security systems that are BACnet compliant for additional cost savings. (cost savings not measured)
- Montgomery College continues to participate in countywide cooperative procurements of electrical and natural gas supplies to keep costs down. (cost savings not measured).
- Montgomery College monitors utility consumption and billing to verify energy systems' performance and verify accuracy of utility billing by maintaining historical databases and use of utility consultant contractual services. (cost savings not measured).

Bookstores

- Bookstore Services Web page provides an on-line order form so that textbooks may be ordered and shipped directly to students. Accessing information on-line saves staff hours on phone, in-person and fulfilling orders. (cost savings not measured)
- Through vendor contacts and program participation, the cost of store fixtures for the new store at the Takoma Park/Silver Spring campus was reduced by over \$60,000 from initial estimates. (cost savings \$60,000)
- The bookstore partnered with the National Association of College Stores (NACS) to receive reduced freight rates. (cost savings \$63,000)

Child Care Services

- Through a contract with Department of Health and Human Services to provide a Head Start program in our Rockville Campus Child Care Center, child care expenses have been offset by \$116,000 in grant funds. (cost savings \$116,000)
- Child Care staff professional development was paid by a MSDE Judith Hoyer Enhancement Grant (cost savings \$25,000)
- Low income students, who could not otherwise have afforded child care, were offered child care tuition support from two grants: \$50,000 from the John Fowler Memorial Fund and \$3,000 from the U.S. Department of Education's Child Care Access Means Parents in School (CCAMPIS) Grant. This resulted in increased enrollment and revenue as well as greater utilization of space and personnel.

Human Resources

- The use of online recruiting is responsible for keeping advertising costs from increasing. (cost savings not measured)
- The College has continued to limit the use of individual professional development funds, using on-site speakers and workshops instead of individual travel so that more people can take advantage of the limited funding. (cost savings not measured)
- The College contract for the new on-line recruiting is considerably less expensive than the previous system, while maintaining the same functionality. (cost savings \$100,000+)
- In developing an Academic Leadership program in-house, the College saved about \$35,000 from the \$70,000 contract we had two years ago for such a program. In-house staff has been trained and are becoming certified for Meyers Briggs (MBTI), Facilitative Leadership and behavior training which in the long run will save the cost of having to hire external consultants to provide this training. (cost savings not measured)

Institutional Advancement

- For many of the College's and Foundation's business reply envelopes, Institutional Advancement has stopped the practice of using postage-paid return envelopes. This results in a significant reduction in costs for both the College and the Foundation, particularly with the cost of first-class postage on the rise. (cost savings not measured)
- The *Foundation Focus* newsletter is sent out as a .PDF file electronically to certain constituencies, resulting in a reduction in printing and mailing costs. (cost savings not measured)
- Additional funding through the Foundation by Pepsi reduced the College's costs for webcasting commencement. (cost savings \$5,000)
- The Foundation's use of Holland and Knight led to a federal grant of \$500,000 for the Germantown capital expansion project, making the \$50,000 investment by the Foundation a positive one. (cost savings not measured)
- In order to cut collegewide printing costs, all publications go through an aggressive bid process and are subject to thorough oversight of contract specifications. This not only produces significant cost savings but results in improved quality assurance, more timely expedited payments, and better business services. More outreach materials are being produced in PDF format. The templates for fliers, envelopes, and other similar jobs are being printed or copied in-house, instead of being sent to a vendor for printing. Inventory is monitored closely through an online inventory review system with our mail house interface software; we try not to print more than absolutely necessary, and check last year's orders to review that requests do not exceed distribution needs; we also ask for mailing lists before a job goes to the printer, so that we are not printing more than needed; we continue to use house paper stock when possible, rather than use special order paper. Increased use of desktop publishing is encouraged throughout the College saving dollars and time. (cost saving \$300,000)
- Increased buying in bulk for supplies for campus events and relying more on in-office purchase of catering supplies for campus events has helped avoid higher catering costs as well as framing supplies for award certificates. (cost savings not measured)

Office of Information Technology

- By changing to a book vendor with better discounts, the library saved over \$48,000 this year for processing; the savings will be for every year in the future when compared to the prior process costs. (cost savings \$48,000)
- OIT services saved about \$9,000 annually by renegotiation with a software vendor through service hourly rates. (cost savings \$9,000)
- The library renegotiated the costs of two popular electronic data bases, ProQuest and Safari, resulting in annual on-going savings of \$16,000. (cost savings \$16,000)
- Costs of library periodical subscriptions have been increasing at a much higher rate than annual budget increases. This could have resulted in fewer periodical references for students; however, the three libraries have saved over \$45,000 through intensive reviews, analysis of needs and canceling 74 paper subscriptions available on digital format. (cost savings \$45,000)
- Implementation of additional processes to push application updates to desktops through a system called Zenworks has resulted in productivity savings of having a technician making visits to offices to upgrade software with less travel time and down time at user stations. Help Desk staff are now able to interact on-line with users verbally and electronically to the hardware to remotely fix many problems through a feature in the Zenworks systems recently implemented. This productivity savings had almost 300 problems solved in this manner without dispatching a technician and helping with user education on how to use the hardware and software. (cost savings \$140,000)
- During renewal of electronic data bases, the library was able to lower the cost of Gale History database by \$6,000 annually. (cost savings not measured)
- The Comcast contract network was centralized. (cost savings \$60,000 annually)

Academic Programs and Student Support Services

- The Health Sciences Department has partnered with a variety of local healthcare providers to recycle and reuse surplus equipment from area hospitals and centers. This aggressive advocacy to reuse and renew has resulted in savings this year of more than one hundred thousand dollars over the cost of having to purchase new equipment. It also has added value to the health courses by allowing the students to practice on the same equipment that they will be using in the workplace. (Cost saving \$100,000)
- Instructors and lab coordinators have made extensive use of textbook websites in labs, rather than purchasing expensive software to supplement the text materials. This has resulted in freeing valuable lab capacity for those students who need specific programs, as the websites can be accessed by student in their homes, at libraries or wherever internet access is available. In addition, ESL instructors have created workbooks for sale in the Bookstores rather than spend time and money that it takes to undertake massive copying of supplemental materials. (Cost saving \$25,000)
- Through continued increases in the use of self-service web, the College was able to reduce overtime as well as absorb the student recruiting function for the School of Art & Design with no additional funding. (cost savings not measured)
- State funds matched contributions of laboratory equipment that were sought and received. (cost savings \$200,000)