

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

March Meeting Highlights—What to Expect and Why

Your next meeting occurs on Monday, March 23, 2015, the College's first day back after spring break. The following are major items and topics planned at this time.

Conference Sessions. Two conference sessions are planned for March 23—a conference session being a meeting of the board to hear information, but not to make a decision. One will occur in closed session, and one is in public session where we will provide an update on community engagement activities at the College.

Reports. My February Focus report continues to look at the achievement gap with this report on policy level issues need to be addressed at the College. By the way, you know I have wanted a different term for "closing the achievement gap," and plan to introduce just such a new term at my State of the College address in April.

Collective Bargaining Agreement. The agreement with the American Association of University Professors, Montgomery College Chapter, which represents full-time faculty, has been finalized and ratified by the members of the bargaining unit. It will be brought to you at this meeting for final approval.

Policy Modification. A new federal law regarding tuition for veterans prompted review of College Policy 45003, which addresses tuition. I will propose a modification to generalize the policy so that this and any future laws affecting tuition can be implemented appropriately and expeditiously.

General Studies Online Degree. Recall that MHEC requires an application process, including approval by the institution's board, before a college can offer a degree completely online. I am pleased to bring the College's general studies degrees to you. Our faculty and academic affairs leaders have worked very hard on this effort. More than 9,000 MC students are declared as general studies majors—making it our largest major.

Transfer of Funds. Funds in the Rockville Campus Science Center Project, which is now complete, are requested to be transferred to the Planned Lifecycle Asset Replacement (PLAR) Project, where they will be used for implementation of the campus mass notification system.

Taleo Talent Management Services and Support. This sole source action extends our contract with Ooracle America, Inc., for services and support of our talent management system, which is used to identify employee competencies, monitor employee performance, enhance implementation of learning and development offerings, assist with retaining top talent (career and succession planning), and ensure alignment with talent management and *Montgomery College 2020* organizational goals, objectives, and desired outcomes.

FY16 Board Calendar. Following your feedback to the draft calendar, I will present the planned schedule of your meeting in fiscal year 2016.

Data Focus of the Month

TRUE CULTURAL DIVERSITY: Montgomery College Students' Countries of Origin



The richness of the academic experience for credit students at Montgomery College is furthered by the enrollment of 7,100 students this past fall semester who originally come from some 163 different countries. The scope of this diversity is enhanced by considering that these 163 countries represent 80 to 84 percent of the world's countries—193 members of the United Nations, 194 per the World Atlas, and 195 recognized by the US State Department, although each source acknowledges there are several additional

“unofficial” countries. In addition, during FY14, Workforce Development & Continuing Education (WD&CE) enrolled students from 135 different countries.

Where do our students come from? Our students' primary countries of origin are Cameroon, Ethiopia, El Salvador, Peru, Ghana, China, Togo, South Korea, the Philippines, Vietnam, and Iran—representing an array of language and cultural differences that enriches and challenges the students and the institution.

How many students from other countries attend the College? In fall, 2014, there were 7,100 students in credit courses whose origins are another country, and in FY14, some 2,183 students from another country took one or more WD&CE courses. These represent 27.8 percent of the credit students in the fall, and 8.9 percent of the individual students in WD&CE during the previous year.

How do these “international students” reflect the county's population? Montgomery County is home to more than 300,000 residents (32 percent of the total population) who are foreign-born, and estimates by the County Planning Department are that in the year 2010, 23 percent (15,325) of the in-migration to the county was made up of persons from other countries. In almost four-in-ten (39.1 percent) of the county's households, a language other than English is spoken in the home.

Do our international students all take English as a Second Language? No, many of these students have been in the US long enough to have acquired or brought with them a knowledge of and proficiency with English that they are able to enter credit courses at a “college-ready” level. However, the College does provide a considerable amount of English for non-native speakers—in FY14, there were 9,753 individual students who took at least one course in our American English Language Program designed for students who wish to pursue college-level work. During the same time period, some 6,263 individual students took at least one English language course in our WD&CE programs for literacy, workplace, and conversational purposes. Over the course of a year, then, the College provided English as a Second Language instruction of some kind to more than 15,870 individuals.

How does the College define “International Student?” While traditionally, either at the high school level or collegiate level, an international student—often called a “foreign student”—was someone who came from another country to study in the US and was granted a time-limited F-1 visa to do so. More recently, the Institute for International Education, which compiles data and is the most recognized resource for information on international students, has constructed a definition of international students as those who have been issued an F-1 visa or are currently not a US citizen, not a permanent resident, and not a resident alien, visitor, refugee, or undocumented person.

Montgomery College 2020 Update of the Month



The *Montgomery College 2020* strategic plan is a seven-year effort that began in Fiscal Year 2013. The preferred future envisioned under Theme III, Economic Development, stated that MC “will strengthen the use of labor market data and industry standards in program development, and will increase collaborations with business, government, trade, and community organizations for mutually beneficial career-training programs.” The College’s education mission is at the heart of supporting the community’s economic development and something we fulfill in numerous industries.

Strengthening Cybersecurity Pathways. The new Cyber-Technology Pathways Across Maryland (CPAM) Consortium, created with a \$15 million Trade Adjustment Assistance Community College and Career Training (TAACCT) grant from the US Department of Labor is charging ahead with innovative job training in cybersecurity and information technology. It is already connecting ambitious workers with growing businesses, such as the grant’s 40 employer partners, that include Lockheed Martin, VariQ, DMI Mobile Enterprise Solutions, and MedStar Health, along with workforce boards and numerous community groups.

Responding to High Demand Careers. Health services certificates are a mainstay at Montgomery College. In 2013–2014, Montgomery College awarded 622 certificates to students in the allied health programs of the College’s Workforce Development & Continuing Education division. Our 270 affiliation agreements allow our students to do clinical rotations at hospitals and clinics across Maryland and DC.

Biotechnology Training and Placements. Montgomery College’s AAS and certificates in biotechnology prepare students for entry-level jobs in the local biotech industry. Since 2000, we have placed approximately 300 students in full-time positions, usually in the top 10 largest biotech companies.

Business and Industry Collaboration. Many employers seek community colleges to train incumbent workers for industry-specific roles. In fact, our faculty trained 2,800 such employees last year. MC faculty members sit on numerous industry-led advisory boards, which work to align training with industry needs.

Integrating Data and Program Offerings. Students can make informed choices about education and training when they have an integrated approach to career planning. The College’s Career Services offer traditional career counseling, but the [Career Coach](#) portal has proven inspiring and powerful. Career Coach connects students directly to local labor market data provided by Economic Modeling Specialists International. Career Coach provides job openings along with salary information, educational requirements, and workforce gaps. The tool gives clear links between the College’s offerings and careers available in the region. Students have used it more than 23,000 times since it was launched in 2012.

Be well,

DeRionne P. Pollard, PhD

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.