

# MONTHLY OUTLOOK

*A Meeting Preview with Data Insights and MC 2020 Progress*

December 4, 2015

## December Meeting Highlights—What to Expect and Why

Your next meeting occurs on Monday, December 14. Following are major items and topics planned at this time.

**Conference Session on the Facilities Master Plan.** Prior to your public meeting, we will hold a public conference session—a meeting at which you gather information, but make no decisions—to hear a presentation on the Facilities Master Plan. Recall that the FMP is revised and submitted to MHEC every five years to consider the College's facilities needs for the coming decade. The presentation by the contracted architects will connect enrollment projections with facilities needs across the College.

**Audit Committee Meeting.** You will convene as the Audit Committee—a committee consisting of the full board, a “committee of the whole,” and chaired by the second vice chair—to hear a report on the College's audited financial statements for FY15 from the external auditors. As a committee, you will vote to recommend acceptance of the audit. (Later, convened as the Board, you will act on the Audit Committee's recommendation).

**My Monthly Written Report.** My December *President's Focus* report will continue to examine the pathways theme in the book *Redesigning America's Community Colleges* and explore our business degree program. This program is our second largest by enrollment.

**Naming of the Judy E. Ackerman Math/Science Center on the Rockville Campus.** This proposal for the naming of the Judy E. Ackerman Math/Science Center on the Rockville Campus is in recognition of Dr. Ackerman's outstanding dedication, philanthropy, and commitment to Montgomery College, its students, faculty, and staff. Dr. Ackerman has served the College for 43 years and is retiring on December 31.

**Policy Modifications.** Three policy modifications will be presented for your consideration. In the Honorary Degrees Policy, the revision provides clarifying language to address the purpose of awarding and rescinding honorary degrees. A revision to the Procurement Policy strengthens our practice on the use of Procurement Through Other Agencies (PTOAs). And finally, a minor change is proposed to standardize language in our Gifts Policy.

**FY17 Operating Budget.** The FY17 operating budget will be presented for your review. The proposed budget focuses on our commitment to student learning, success, and completion through expanding the ACES program, advancing the Achieving the Promise efforts, increasing Board scholarships, and the opening of two new planned facilities on the Rockville Campus. Additionally, this budget reflects our commitment to our employees through increased compensation. The FY17 operating budget is slated for your vote at the January 2016 Board meeting and will be submitted to the county government in early February.

## Data Focus of the Month

### ***THE CADE FORMULA: A Look at State Support of Community Colleges***



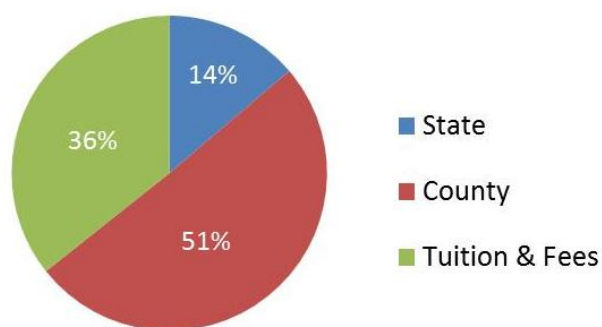
The Senator John R. Cade funding formula for Maryland's community colleges was established in law by the Maryland General Assembly in 1996. The aim was to provide 15 community colleges consistent and reliable state support for operations and to help keep tuition affordable. The sixteenth community college, Baltimore City Community College, is fully state-funded and does not receive Cade funding. Delegate Henry B. Heller, a Montgomery College alumnus and long-time friend of the College, joined Senator Cade in sponsoring the bill. The formula has two key functions: to determine the amount of the community college funding base or "size of the pie," and how to divide that "pie."

**How is the formula designed?** Recognizing that all of public higher education has an obligation to work together to prepare a ready workforce and serve students well, the Cade formula base is a percentage of full-time equivalent (FTE) student funding received by certain University System of Maryland institutions. The other key variable in the formula is the enrollment of each community college, with a "hold harmless" provision to help protect against the fluctuations of enrollment and USM funding.

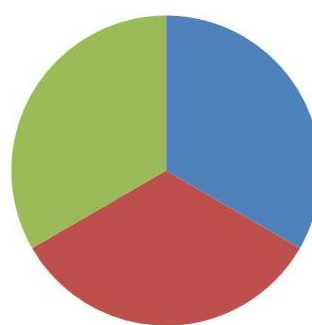
**What was the impact of the 2006 Cade amendment?** The Cade formula was amended in 2006 in an effort to achieve the state's one-third share through a phased-in plan. Unfortunately, due to challenges caused by the Great Recession, the goal has still not been reached. In fact, community colleges have experienced numerous setbacks in state support. During the peak of the Great Recession, our students' share of the operating budget grew significantly due to enrollment growth and tuition increases. We have reduced the tuition and fee proportion—almost down to its intended one-third level. Our county support makes up for inadequate state support. In the current fiscal year, county support makes up over half of the College's revenue, while state funding is at 14 percent (see Figure 1 below).

**What is the goal for funding responsibilities?** It is intended that the state, county, and students would equally contribute one-third of the operating budgets for each of the 15 community colleges (see Figure 2).

**What is the future of the Cade formula?** It is not likely that USM will see an expansion of operating aid from the current administration. Thus, it is reasonable to assume flat Cade funding from the state in FY17. The Maryland Association of Community Colleges has put forth a proposal to expedite full-funding of Cade by 2020 instead of the current proposed date of 2023. The state would have to increase state aid by \$26 million a year over the next four years to achieve this. Given the years of reductions, the spike in enrollment during the Great Recession and the historical track record of Cade not being fulfilled, MACC believes this request is reasonable. MACC is urging the state to do its fair share for community colleges. The General Assembly can adopt legislation to change the percentage tie and increase the base for fiscal year 2018.



**Figure 1.** Montgomery College FY16 revenue distribution.



**Figure 2.** Intended equal revenue distribution.

## Montgomery College 2020 Update of the Month



The *Montgomery College 2020* strategic plan is a seven-year effort that began in FY13. The preferred future envisioned under Theme III, Economic Development, states that “Montgomery College 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.” Through both credit and noncredit programs, MC prepares students to meet county workforce priorities. According to WorkSource Montgomery, Inc., the county’s workforce development entity, several priorities align with Montgomery College’s workforce initiatives: technology, cybersecurity, and bioscience, as well as jobs for disconnected youth, the unemployed, and veterans.

***How does Montgomery College’s curriculum respond to county workforce priorities?*** Programs across the College address workforce needs. Four high-profile programs at this time include (1) the biotechnology program’s AAS degree and certificate, (2) the engineering program’s AS degree with the nation’s largest community college engineering transfer program, (3) the computer science AA program, which has nearly 1,000 students, and (4) the cybersecurity program’s AAS program, which is recognized as a National Center of Academic Excellence by the National Security Agency and the Department of Homeland Security.

***How does Montgomery College partner with local industry to train its workforce?*** Three examples of important relationships include the College’s partnerships with the following.

- InfoSys—Infosys is one of the largest global IT companies and plans to hire up to 200 new programmers over the next year. WD&CE provides an eight-week, 240-hour training program for each cohort of new hires.
- Amarex Clinical Research—Amarex partners with MC to grow a vital pipeline of clinical trial project managers. In this partnership, MC and Amarex co-developed the curriculum.
- Local industry—Our Tech Leap program enrolls 40 students a year, primarily career changers who have bachelor’s degrees, to learn skills in programming, web, or networking tracks. They find jobs with numerous local employers.

***How does Montgomery College partner with other agencies to meet regional workforce needs?***

- MC leads a BIOTrain team of industry, government, and training partners to enable student entry into the biotech industry and advancement for those already employed. MC has worked with Montgomery Works One Stop Centers, MdBio, BioMaryland, the county’s Department of Economic Development, and the Maryland Tech Connection to provide training and guidance to 120 students who are unemployed or underemployed.
- The Employment and Advancement Right Now (EARN) grant provides for an MC and industry partnership with Hagerstown Community College called Moving Operators-Valuing Employers. EARN provides Commercial Driver License training and job skills for WMATA-Metro, Ride On, and MCPS.
- The ACET (Alternative Certification for Effective Teachers) program is a Maryland-approved program designed to prepare certified teachers in high-demand fields. One semester of intensive instruction with a supervised internship allows candidates to be fast-tracked into designated openings and continue courses while employed.

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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.**