

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

January 13, 2017

January Meeting Highlights—What to Expect and Why

Welcome, Trustees, to the spring semester! Your first regular meeting of 2017 occurs on Monday, January 23, 2017. The following are major items and topics planned at this time.

Constituent Conversation. Prior to your January business meetings, your next constituent conversation will be held with the Administrator Council. We continue with the “The Finish Line” game and discussion of student success.

Montgomery College 2020 Update. Our annual report on *Montgomery College 2020*, the College’s strategic plan, will be presented in a video. In addition to my monthly updates on progress regarding the plan, this annual video features progress and activities across the College. Please note that this report will be given in lieu of my regular monthly written *President’s Focus* report, which will return in February.

Adoption of the FY18 Budget. The proposed FY18 current, enterprise, and other funds budget are presented for your acceptance. As discussed during your December meeting, this budget expresses the College’s commitment to student learning, access and completion, safety and security, and to salary improvements as well as associated benefit increases. After your action, this budget will be submitted to the county executive and county council.

Supplemental Appropriation for Capital Budget. A supplemental appropriation request will be brought for your approval to provide sufficient appropriation authority for a Maryland Energy Administration grant for the capital budget in support of a smart-grid demonstration project on the Germantown Campus.

Contract Change Orders. Two contract change order will be presented. One is for an increase in the annual award amount on multiple award of contracts for information technology contracting services, which were originally approved in 2013. The second is for the annual award for network and infrastructure products and services, which were awarded in 2016. These changes will support important College needs.

Policy Matters. Three policy matters are on the agenda—two new policies and one policy modification. The first new policy is a student social media policy that aligns with new state law in prohibiting the College from requiring students to give their personal electronic account information or to add College personnel to their contacts. The second new proposed policy would provide guidelines on the use of drones on College campuses and locations. Finally, the Freedom of Expression policy contains a minor modification to ensure that student journalists are included in accordance with new state law.

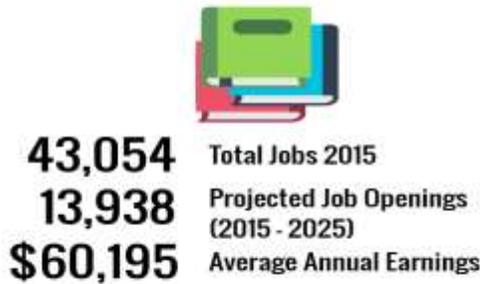
Engaging the Future SWOTs. Two SWOTs for the Board’s Envisioning the Future effort are scheduled to be shared. The first is on community engagement and the second addresses regulatory, legislative, and national trends.

Data Focus of the Month

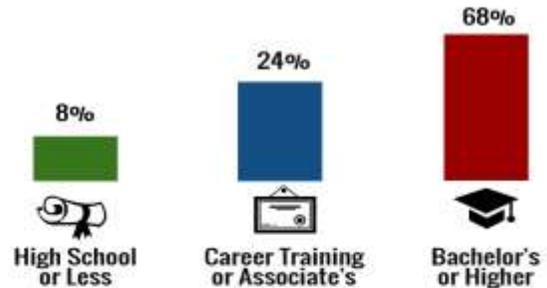
Preparing Students for Jobs in Communication and Education

With the enrollment in Montgomery County Public Schools (MCPS) climbing quickly (over 21,000 additional students have enrolled in the last 10 years), the need for teachers at all levels is increasing. MC's associate of arts in teaching puts hundreds of graduates on the path to a four-year degree, and ultimately into our local classrooms. Mid-career changers also have access to MC's Alternative Certification for Effective Teachers (ACET), which taps experienced workers and trains them to bring their talents to the classroom. Nationwide, jobs in communication are also growing, according to forecasts by the US Bureau of Labor Statistics. The need for workers who can create, edit, and translate material on a variety of platforms is essential to business growth across sectors.

Communication and Education



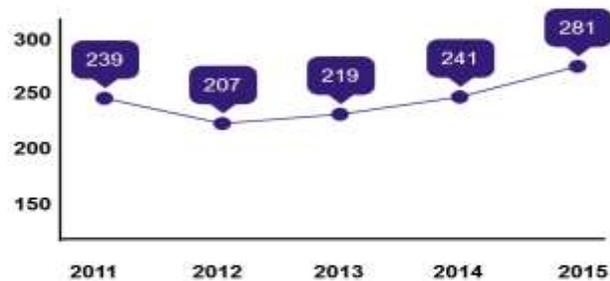
Typical Educational Requirement



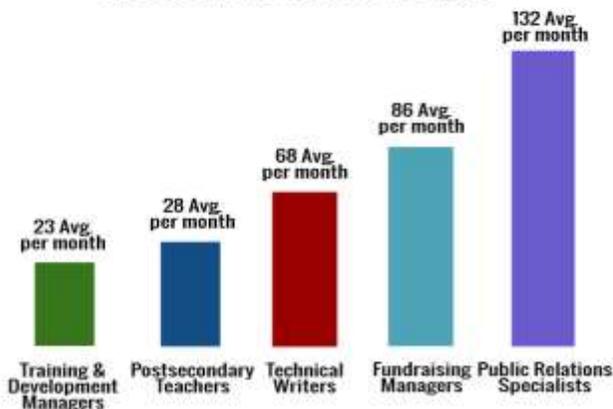
Where do they work?



Montgomery College Completions



Most Unfilled Jobs in 2015



Montgomery College Partnerships

- Alternative Certification for Effective Teachers (ACET) Program: 86 teachers placed in Montgomery County Public Schools since 2006
- Montgomery County Public Schools (MCPS): 375 students per year student-teach at 35 schools
- Terp Transfer Program: 27 percent of Communications Studies students participate
- Montgomery College Television (MCTV): 14 Broadcast Journalism students employed annually

Data Sources: Economic Modeling Specialists, International; Maryland Department of Labor, Licensing and Regulation; U.S. Bureau of Labor Statistics; U.S. Census Bureau.

Montgomery College 2020 Update of the Month



Since 2012 the *Montgomery College 2020* strategic plan has driven significant changes in support of student success. Theme III of *MC 2020* promotes the use of career pathways to recognize “the continuum of learning required to be competitive in the global economy.” Career maps help students see how various parts of education and work experience can connect to further learning and earning opportunities. A key component of these career pathways is the smooth transition between noncredit (primarily Workforce Development & Continuing Education) and credit (certificate or associate degree) programs. The Academic Master Plan supports the *MC 2020* goal by working to expand opportunities to earn credit for prior learning and to develop stackable credentials and articulated pathways between noncredit and credit programs.

Why is transfer between noncredit and credit important? For many students considering postsecondary educational and training opportunities, the path to a career is dynamic. Some begin directly on a degree-seeking path—about 60 percent of credit-bearing students attend MC with the aim of transferring to pursue a four-year degree. Others seek a degree for immediate entry into the workforce—about 21 percent are enrolled in credit-bearing technical degrees. Still, others enroll in credit or WD&CE courses and programs to obtain desirable skills.

Do students move between noncredit and credit offerings? It is common to see students move multiple times between credit courses and program offerings. For example, a student who starts in WD&CE might subsequently enter the workforce, then enroll in an associate’s degree program, and return to take more courses in WD&CE for career advancement. This dynamic makes the transfer of learning between noncredit and credit vital for student success. In this paradigm, students build on their learning experiences regardless of how or where they learn the content. Such credentialing is valued by employers, allows for wage gains, and can serve as an entry point to a career pathway.

Are there examples of how this dynamic works? Students in the health sciences are finding employment after earning a single healthcare credential; should they choose to pursue a degree later, they are well positioned for continuous studies in the field. Students enrolled in the auto technician program provide another example: working automotive technicians who present their Automotive Service Excellence (ASE) certifications can be awarded college credits for mastery of related MC course content.

How does the College support students on these paths? Many potential pathways to credentials already exist in distinct fields at MC, including cybersecurity, hotel and restaurant management, foreign languages, criminal justice, and biotechnology. Additionally, three recent MC grants from the US Department of Labor are helping to build such pathways: TechHire, America’s Promise, and Trade Adjustment Assistance Community College and Career Training (TAACCCT). Over 400 students have already benefitted from this last program. The College will continue to develop articulations that propel qualified students to earned credentials.

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.