



Montgomery County  
Community College

## **Periodic Review Report**

**Presented by: Montgomery County Community College  
Blue Bell and Pottstown, Pennsylvania**

**June 1, 2010**

**Chief Executive Officer: Dr. Karen A. Stout**

**Most Recent Decennial Evaluation Team Visit: March, 2005**

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## **Executive Summary**

### An Introduction to Montgomery County Community College

Montgomery County Community College, founded in 1964 as a comprehensive community college, offers 85 associate degree/certificate programs in 59 areas of study, including eight complete degrees online, and a wide range of specialized workforce development, continuing education, and personal enrichment programs. During 2008-2009, the College served 19,677 unduplicated credit and non-credit (13,092 credits) students in day, evening, and weekend classes, as well as in distance education classes. Sixty percent of students during the same period were enrolled in transfer-based programs, with the remaining students enrolled in programs with career-based objectives. (40%)

The College primarily serves Montgomery County, the third largest county in the Commonwealth of Pennsylvania with a population estimated at over 770,000 residents. The county is a large and diverse area that includes large, suburban residential communities in proximity to Philadelphia County; large operating farms in the northern and western sections; and several small urban centers. The county is also the 20<sup>th</sup> wealthiest county in the country, as measured by personal per-capita income. And while the last census identified that the racial makeup of the county was 86.46% white, Montgomery County is home to a large and growing African American, Korean American, Puerto Rican American, Mexican American, and Indian American populations. The county also has the second-largest foreign-born population in the region.

The College has two campuses, the Central Campus located in Blue Bell, twenty-five miles northwest of Philadelphia, on the Route 202 technology and industrial corridor, and the West Campus, located in Pottstown at the converging borders of Berks, Chester, and Montgomery Counties. With an additional location in Willow Grove and a number of additional instructional sites throughout the county, the College continues to extend its reach to meet the educational needs of the residents of this very diverse and extensive county. The College has also partnered with a number of colleges and universities through its University Center initiative, which provides Montgomery County Community College graduates with the opportunity to transfer seamlessly into bachelor-level programs and one master's program, all provided in full at the College's Pottstown campus.

With a commitment to providing the highest quality and most affordable educational experience to the residents of the county, the College developed six strategic goals, each of which speaks to the College's Mission Statement and serves as the tenets of the College's Strategic Plan through 2010. As detailed in the full Periodic Review Report, all curricular, budgetary, and other key processes must align with one or more of the College's strategic goals.

As an open-access institution, the College continually works to ensure that sufficient resources are available to support students in achieving their educational goals. Much progress has been made in this area since the decennial review. For example, from 2004-2005 to 2008-2009, as a result of new financial aid initiatives—including proactive outreach on campus as well as in the high schools—there was a 60% increase in the number of students who received financial aid and an increase of 175% of financial aid awarded.

In addition to its credit and non-credit educational offerings, the College has become a significant hub of cultural and recreational enrichment in the county. For example, through the College's Lively Arts Series, over 8,000 community members annually take advantage of attending premiere performances in music, dance, and theater. In addition, the Art Gallery at the West campus and its complement at the Central campus offer community members a place to view and appreciate a diversity of artistic works and also provide them with an opportunity to showcase their own work.

### The College's Approach to Preparing the Periodic Review Report (PRR)

The President of the College, Dr. Karen Stout, appointed the members of the Periodic Review Report Team in January 2009 and identified two co-chairs to lead the initiative. The identification of committee members and the co-chairs was strategically linked to the College's commitment to developing its future leaders. Of the inclusive group of twenty-three committee members, five—including one of the co-chairs—had been at the College for five or fewer years. It was thought that the experience of serving on the committee would provide them with an enriched learning experience, one that would deepen their knowledge of challenges and opportunities that the College will be facing over the next several years.

Since no recommendations were identified by the visiting team during the decennial review, the College took this opportunity to focus the PRR on the four areas that the College identified in the self-study report as crucial to meeting the College's mission as well as aligning with Middle States Standards of Excellence. Of the four areas listed below, the first two are addressed in Section 3 of the PRR and the last two in Section 5.

1. Student Success initiatives primarily focused on developmental education (Standard 13)
2. Campus Renewal and Sustainability (Standards 2 and 3)
3. Renewal of the general education curriculum (Standards 12 and 14)
4. Program and course assessment of student learning outcomes (Standards 7 and 14)

The PRR process was also developed as the first step of planning for the College's 2011-2016 Strategic Plan. To this end, Section 3 of the PRR, Major Challenges and Opportunities, addresses each of the College's six Strategic Goals.

Most importantly, the PRR was prepared with input from the College community. The members of the PRR team worked with their respective areas to solicit information for the report. Drafts of the PRR were shared with the campus through numerous open forums, including one with the Student Government Association, at which the members endorsed the report. Access to the report was also available through the College's intranet website.

### Summary of Major Institutional Changes and Developments since the Decennial Accreditation

The College has made significant progress towards fulfilling its mission to ensure student success, most notably in the area of developmental education (Standard 13). With the hiring of a Director of Developmental Education and Learning Assistance in 2006 and through the acquisition of Title III and Achieving the Dream Grant grants, the College has implemented a

number of important strategies to support developmental education students. For example, a Student Support Network was introduced to improve academic advising, an early alert system was implemented to identify developmental students experiencing academic or other difficulties, and a Smart Start orientation was instituted to address the first semester advisement and registration needs of developmental students.

Curricular and pedagogical modifications have also been made to the developmental education programs in Math and English. For example, in order to help students move more quickly through the developmental math sequence, a special fast-track mathematics review course was initiated for qualified students. An alternative approach to teaching the first level of developmental math was also developed and implemented. All math interventions have been closely monitored from 2007 to 2009, and each show promise. Similarly, a number of pilot programs in developmental English were undertaken in spring 2010, each designed to help qualified students move more quickly through the developmental English sequence.

The Central and West campuses have experienced new building construction and major renovations since 2006. This has re-energized the College community, created new state-of-the-art learning environments, and opened the door to the development of new degree programs and certificates. This investment in campus renewal (Standards 2 and 3), made possible through various combinations of grants, fundraising efforts, state and county support, and reallocation of College funds, includes:

- On the Central campus, a 60,000-square-foot Advanced Technology Center (ATC) opened in the fall of 2007 and houses high-demand programming in the fields of biotechnology, computer game design, digital audio and video design and geographic information systems; a renovated and expanded Fine Arts Center—including a new Fine Arts Gallery—opened in spring 2009; and a new Children’s Center was completed in November 2009.
- On the West campus, the College through a creative public/private partnership, leased and renovated a historic building, adding much needed additional classroom and administrative space. As part of the project, an underpass was constructed linking the new facility to the College’s main building. Building renovations were completed in 2009.
- On the Central campus, two buildings are currently undergoing major renovations: Parkhouse Hall, which includes the newly developed Center for Entrepreneurial Studies, and College Hall, which includes the Library and the Student Success Center. Both buildings will have state-of-the-art learning spaces and new services for students.

Since the 2005 self-study, the College has developed a new core curriculum, which will be fully implemented in fall 2011 (Standards 12 and 14). Through an inclusive and comprehensive process, the College moved from a course-based to a competency-based core, aligning each competency with the skills, knowledge, or values needed to prepare students for the 21<sup>st</sup> century workforce and to live as full participating citizens in their community. Assessment of three of the thirteen core goals is currently being piloted in spring 2010, and the results will be used to inform the preliminary core assessment plan that has been prepared by the College’s assessment committee.

There has been an increased focus on assessment since 2005 (Standards 7 and 14). Through faculty development efforts as well as through the addition of new processes and reporting of assessment results, much has been done to further the use of assessment to support and increase student learning. For example, in 2005, the College was just formalizing its processes of assessment at the program level. In comparison, in 2009, all academic programs, except those currently undergoing modification, which necessitates creating a new plan, have assessment plans in place, with close to half the programs in either the second or third year of reporting results. Progress has also been made on course assessment, as developmental courses and other gate-keeper courses are required to conduct assessment and report results on an annual basis.

The effectiveness of the College's assessment efforts is also evident in the revised Academic Program Review (APR) process, which links the results of an analysis of institutional effectiveness indicators and student learning outcomes to a data-driven plan of action. Evidence exists that points to the effectiveness of the review process, including the development of new academic programs, curricular modifications, and a new AFA degree. Recent evaluation of the APR process has led to the implementation of an annual program review process, as it was found that the five-year APR cycle could be strengthened by augmenting it with an annual review.

#### Abstract of the PRR

The Period Review Report documents the substantial strides the College has made in meeting the goals of its strategic plan and ensuring compliance with each of the Middle States Standards of Excellence. For example:

- Expand Student Access and Increase Student Success: The acquisition of multiple grants has supported the development of new initiatives geared to support student access and student success.
- Ensure a Quality, Coherent, Relevant and Innovative Curriculum: Through the implementation of a five-year Academic Strategic Plan, new academic programs—both credit and non-credit—have been developed to meet the emerging educational and workforce needs of the county.
- Ensure a Model and Modern Workplace: Through a newly reorganized and refocused Department of Human Resources, new and improved services have been implemented.
- Invest in Campus Renewal: With the implementation of the College's Facilities Plan, both of the College's campuses have been revitalized through the construction of new buildings and the renovation of existing buildings.
- Expand Community and Strategic Partnerships: Increased community outreach has resulted in a significant growth in the areas of dual enrollment and Custom Job Training grants.
- Become an Entrepreneurial College: Increases in grant acquisitions, new enrollment initiatives, a capital campaign, and other entrepreneurial activities have helped to meet the challenges of declining funding for higher education.

Good stewardship of the College's resources, using data in decision-making and planning, and ongoing assessment have all contributed to the accomplishments of the College since the decennial review. The findings of the PRR will serve as a road map for future growth and development as the College develops its 2011-2016 Strategic Plan.



## Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

### **Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements (Effective October 1, 2009)**

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

*The signed statement must be attached to the executive summary of the institution's self-study report.*

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

Montgomery County Community College  
(Name of Institution)


is seeking (Check one):      ☐ Initial Accreditation      ☒ Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

☐ Exceptions are noted in the attached memorandum (Check if applicable)

  
\_\_\_\_\_  
(Chief Executive Officer)

\_\_\_\_\_  
4/26/10  
(Date)

  
\_\_\_\_\_  
(Chair, Board of Trustees or Directors)

\_\_\_\_\_  
4/26/10  
(Date)



## **Periodic Review Report**

### **Background**

Montgomery County Community College has two conveniently located campuses in Blue Bell and Pottstown, with an additional location in Willow Grove, and additional instructional sites in Conshohocken and Norristown. The College has submitted a substantive change request to include two new additional locations (the Mobile Air Conditioning Society in Lansdale and the Pottstown High School in Pottstown). The College boasts a nationally recognized, award-winning faculty committed to working closely together with students in the learning process. The College's comprehensive curriculum includes 85 associate degree/certificate programs in 59 areas of study, including eight complete degrees offered entirely online, and specialized workforce development and continuing education programs, all of which leverage the College's nationally ranked use of innovative technology.

Since the 2005 self-study, the College has focused on four key areas that are central to advancing the College's Strategic Plan to 2010: Great Expectations (Appendix A):

1. Student Success initiatives primarily focused on developmental education
2. Campus Renewal and Sustainability
3. Renewal of the general education curriculum (referred to throughout the document as the core)
4. Program and course assessment of student learning outcomes

### **PRR Committee Membership**

Dr. Karen A. Stout, President of Montgomery County Community College, appointed the members of the Periodic Review Report Team in January 2009. These members represented a cross-section of faculty, support staff and administrative staff:

Dr. John Flynn, Vice President of Academic Affairs and Provost  
Dr. Linda Rehfuss, Dean, Mathematics, Science and Advanced Technology (co-chair)  
Dr. Deborah Greenspan, Instructor of Psychology (co-chair)  
Dr. Joan Brookshire, Associate Vice President of Academic Affairs  
Barbara Lontz, Assistant Vice President of Academic Affairs  
Michael Mandrachia, Executive Director of Accounting  
Leon Hill, Director of Institutional Research and Assessment  
Leonard Bass, Assistant Vice President of Student Affairs  
Cindy Fricker, Coordinator of Academic Advising  
Diane Biddle, Instructor of English  
Barbara Auris, Instructor of English as a Second Language  
Meryl Sultanik, Instructor of Education  
J. Allan Lander, Professor of Accounting  
Deborah Dalrymple, Professor of Nursing  
Brenda Martin, Assistant Professor of Dental Hygiene  
Richard Kern, Assistant Professor of Mathematics

Dr. David Gonzales, Associate Professor of Biology  
Audrey Donaldson, Serials Reference Librarian  
Suzanne Holloman, Dean of Workforce Development and Continuing Education  
Susan Hauck, Director of Instruction IT Support  
Stephanie Bennett, Dental Hygiene Clinic Assistant  
Elizabeth McCumber, Payroll Specialist  
Dr. Doreen Fisher, Director of E-Learning

In addition to this group of College employees who served on the Steering Committee, the PRR was reviewed by members of the Student Government Association and given the endorsement by this active student group.

## **Section 2: Recommendations**

There were no recommendations issued to the College from the self-study team in 2005. Several suggestions were generated by College personnel and Visiting Team members, which are addressed throughout the Periodic Review.

After each subheading in Section 3 and following Sections 4, 5 and 6, the report includes next steps of activities for the College through 2015. Each next step, as noted, is correlated with a specific Middle States Standard.

## **Section 3: Major Challenges and Opportunities**

The College has adopted six strategic goals, which serve as a foundation and guiding principles for the College. All decisions regarding curriculum, budget and processes are based on how they might advance one of the following strategic goals.

1. Expand Student Access and Increase Student Success
2. Ensure a Quality, Coherent, Relevant and Innovative Curriculum
3. Ensure a Model and Modern Workplace
4. Invest in Campus Renewal
5. Expand Community and Strategic Partnerships
6. Become an Entrepreneurial College

The College's major challenges and opportunities, as well as suggestions made by the College in the last self-study, are addressed in terms of the six strategic initiatives. Furthermore, a matrix describing the location of the College's self-study suggestions throughout the Periodic Review Report and a status report for each suggestion is included in Appendix B.

### **1. Expand Access and Increase Student Success**

The College's first strategic goal is to *Expand Access and Increase Student Success* by reducing identified barriers to student enrollment and success, such as limited financial resources and/or inadequate academic preparation. The College also works to increase students' levels of engagement with fellow students, faculty and staff, and the College as a whole.

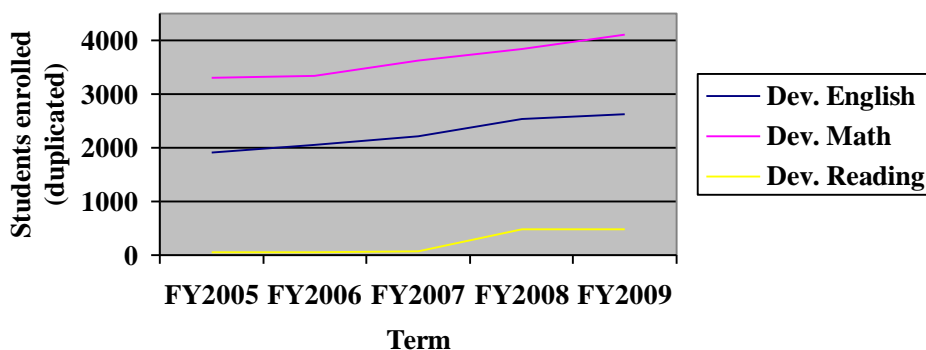
Regarding Access, the number of students needing financial assistance has increased dramatically since the last self-study. In 2004-2005, the College awarded \$10.1 million of financial aid to 3,210 students. In 2008-2009, the College awarded \$27.7 million of financial aid to 5,131 students, an increase of 60% of students receiving financial aid and an increase of 175% of financial aid awarded between the two time frames. Additional Pell and other Federal resources have helped students obtain additional financial aid and ease access. A financial aid enrollment generalist was hired in 2007 to provide proactive financial aid outreach on campus, as well as in the high schools community.

The College continues to review tuition policies to address affordability, and revised its deferred payment plan in 2009, to make it available to a larger number of students. In addition, a new book advance process was implemented to ensure that financial aid students are able to buy textbooks prior to the start of the semester. In response to the economic downturn, the College partnered with the Montgomery County Workforce Investment Board to reinstate the Tuition Assistance Program (TAP) in January 2009. Through TAP, unemployed residents may take tuition-free classes in a workforce development program (credit or non-credit).

Efforts to increase geographic access include opening the Norristown Resource Center in 2008, providing a one-stop location for prospective students to apply for admissions and financial aid, consult an academic advisor, register and pay for both credit and non-credit courses. Resources such as bus schedules to the campuses and computers are available at the Center.

Regarding Student Success, recent trends at the College illuminate challenges it faces in achieving this goal, such as increasing numbers of students needing developmental education (see Figure 1) and fall-to-fall persistence rates for first-time students that remain below 50% (2005-2006, 45%; 2006-2007, 46%; 2007-2008, 46.8%; 2008-2009, 44.6%). The Community College Survey of Student Engagement (CCSSE), administered in 2007 and 2009, revealed that below average levels of student engagement outside the classroom may pose an additional threat to student success. In response to these challenges, the College has made comprehensive efforts to identify and address the needs of students requiring developmental education as well as supporting college-ready students in their first year of studies. In addition, the College has increased programs and activities that engage students outside the classroom.

**Figure 1: Developmental Course Enrollments**



The College is committed to reform in these programs to accelerate and increase completion rates and the level of success in college level courses. These efforts include the hiring and reorganization of staff, the creation of new positions, the formation of specialized committees to address specific components of student success and the piloting and implementation of initiatives to increase student success. Examples include the Core Team of *Achieving the Dream*, made up of faculty and administrators, who review and approve new interventions aimed at improving student success and analyze data and trends; and the hiring of a Director of First Year Initiatives at the College. The College also successfully secured grants to support student access and success, including Title III, Achieving the Dream, KEYS/EARN, Upward Bound, and the expansion of ACT 101 to both campuses. These grants have given the College the opportunity to fund many initiatives geared toward improving student access, retention, and success. Several of these programs are highlighted below.

First-Year Experience. In 2005, the College was accepted into the Foundations of Excellence program sponsored by the Lumina Foundation. Foundations of Excellence gave the College an opportunity to conduct a year-long self-study to examine closely those policies and practices designed to improve the experience of our first-year students. The First Year Experience Work Group, comprised of administrators, faculty, staff, and a recently hired Director of First Year Initiatives, was created to continue the work on improving policies and processes relating to the student's first year at the College. Within this group, several smaller committees are meeting to work on specific issues. The *Orientation Subcommittee* has redesigned the New Student Orientation to involve a wider range of faculty, staff and student leaders. The sessions have been redesigned and include pre- and post-orientation survey questions from participants. Multiple sessions are being offered to target traditional students, adult students, and parents of new students. The *Advising Subcommittee* has been working toward improving the academic advising role of the full-time faculty. In order to better connect students with faculty, a Faculty Advising Day has been instituted. The Faculty Advising Day gives students the opportunity to meet informally with faculty from many disciplines of the College to get their questions answered. On average, 33 faculty members have participated in Advising Day each semester, representing 21 disciplines, and recording more than 120 student contacts. Other initiatives generated through the College's work with the Foundation of Excellence (some of which are described elsewhere), include student success workshops, peer mentoring program, Early Alert Retention system, Student-in-a-Day program, welcome week, centralized transcript evaluation, Week 3 and 6 Withdrawal calling, and a revised student orientation.

Policy changes that resulted from the FOE experience include requiring faculty to submit two-week attendance report for their students. Consequently, if a student is reported as stopped attending class or never attended class, they are contacted by the Student Success Center. Also the College has instituted mid-term grading and if a student is graded as making unsatisfactory academic progress, they again are contacted by the Student Success Center. In both of these cases, the Center will work with the students to get them back on course or ensure that they are properly withdrawn from the College if this is the final outcome of the discussion.

Student Engagement. The College also strives to ensure student success by identifying co-curricular and extra-curricular activities and programs that can increase student engagement and sense of belongingness to the College community. In 2008, the Office of Student Activities was revamped into the Office of Student Leadership and Involvement. The new director has college-wide responsibility for engaging students outside of the classroom and supporting co-curricular and academic linkages. With the change, the Student Government Associations from both campuses are working together and planning college-wide student leadership training and programming. They hold a monthly joint meeting via two-way video conference.

There are 40 active student clubs and organizations at the Central Campus and 14 at the West Campus. Examples of new clubs chartered by students since 2005 include the Performing Dance Ensemble and the International Relations Club at the Central Campus and at West Campus, the Choir and the International Students Club. The student newspaper was reinstated in 2007, Montco Radio, the student internet radio station was recently named one of the top five in the country, and the 2009 student literary magazine received a first-place award from the American Scholastic Press Association. All of these opportunities provide quality co-curricular experiences for student engagement.

For three years, starting in 2005, the College was awarded an Americorps VISTA to assist with developing service learning in the classroom and to support and expand co-curricular community service involvement of our student clubs. In addition, two smaller grants have supported faculty development and engaged primarily our social sciences faculty in expanding service learning into the curriculum. During the 2008-2009 academic year, 160 students and 21 faculty incorporated service learning into their courses. To further institutionalize service learning and community service, the College added a Coordinator for Civic and Community Engagement position to the Student Leadership and Involvement Office in 2009. This new coordinator has college-wide responsibilities but is housed at the West Campus, to increase the support provided to the student clubs and faculty at that campus. The College started providing an Alternative Spring Break in 2007, providing students the opportunity to travel and work with Habitat for Humanity for the week. All student organizations, by charter, are required to be involved in community service in order to access funding through the Student Activity Fee. The engagement of students in co-curricular service projects has resulted in the College being named to 2007 and 2008 President's Higher Education Community Service Honor Rolls.

Intercollegiate athletics are another way the College uses extracurricular activities to engage students and foster student success. The intercollegiate athletics program was officially launched in fall 2009. Ninety student athletes participated in the program, which includes men's and women's soccer, men's and women's basketball, baseball and softball. The six teams are members of the National Junior College Athletic Association and the Eastern Pennsylvania Collegiate Conference. The minimum academic requirements to participate in intercollegiate athletics are a vehicle through which the College can help improve student success. Intercollegiate athletics has improved overall student recruitment to the College.

The College also offers support services to veterans and to students experiencing emotional hardships. The College has employed a part-time Veterans Affairs Advisor dedicated to assisting veterans in obtaining their GI Bill benefits. In addition, brochures and mailings are sent to recently discharged veterans in the region to inform them about the resources of the College. Furthermore, the Student Support and Referral Team was created to help students connect with helping professionals, agencies, and resources when they experience difficulties related to stress, anxiety, depression, eating disorders, abusive relationships, and suicidal thoughts. This is a free confidential referral service available to current students of the College.

The College also held a voluntary in-service day in January 2010. This 4-hour session was designed to help faculty and staff identify and share methods for promoting student engagement, and included sessions such as “Student Success and Academic Quality,” and “Faculty Demonstrations of Course Design for Student Engagement.” Over 160 faculty attended this voluntary event.

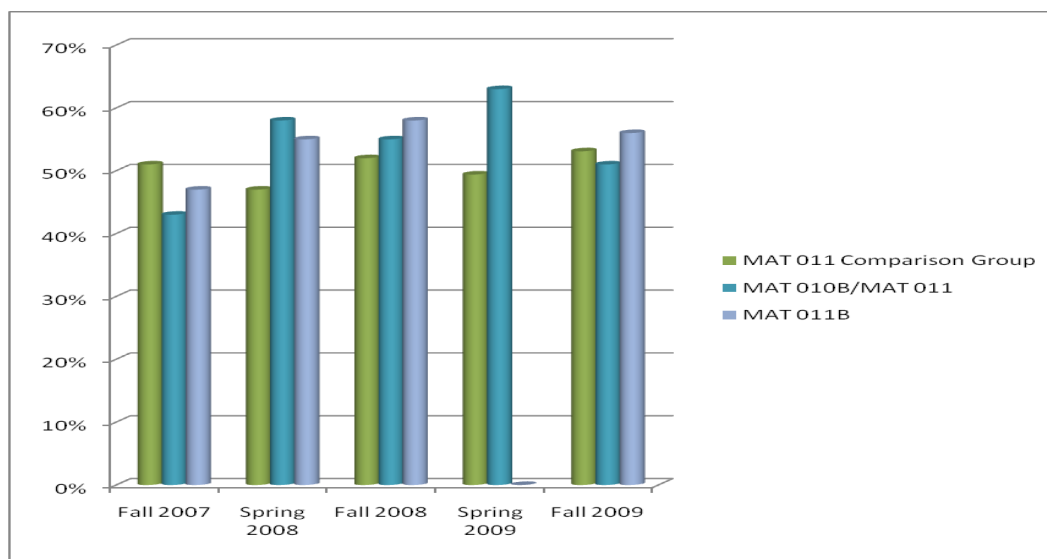
Developmental Education. In addition to the first-year experience, the College works to address student success by targeting the specific needs of its developmental education students. A Director of Development Education and Learning Assistance was hired in 2006, whose responsibilities include providing professional development for faculty, coordinating academic interventions for at-risk students, and overseeing assessment of developmental programs and support services. The Developmental Education Advisory Committee, a subcommittee of the Student Success Core Team, convened for the purpose of advancing student success, creating a more coherent developmental education program, and obtaining the National Association of Developmental Education certification for the program. Jointly, these individuals are working to create a highly coordinated developmental education program that is guided by measurable goals, as well as strategic plans and assessment plans.

The College implemented a number of new programs and services to improve the success of developmental students. A *Student Support Network* was designed utilizing a case management system for academic advising. Title III advisors work with developmental students (as their cadre of students) and provide assistance to faculty teaching the Orientation to College course. The *Smart Start* registration program, a mandatory two-hour program for students enrolled in two or more developmental classes, was implemented to require students to receive information on support services and student success tips before they can register for courses. Students who place into two or more developmental courses are required to take a mandatory college success course as well. *Peer mentors* have been added to the staff to offer peer support, especially to the incoming and first semester students. Student reviewers of the PRR noted that peer mentors were particularly helpful in helping them succeed in their courses. An *Early Alert System* was designed and implemented using the College’s email system as a way for faculty to notify advisors when a student was having difficulty and needed assistance. Recently, a Retention Alert software program was selected and purchased. This new Retention Alert software is expected to provide reporting capabilities to better assist the College with collecting data on student success and retention. Lastly, the College has launched an African-American male mentoring program at the College, to assist these particular at-risk students. To date, 65 faculty and staff members are serving as mentors and 53 African-American male students have agreed to be mentees.

Curricular and pedagogical modifications were made to the developmental education programs in Math and English. The College is committed to improving student progression through the developmental course sequence, since research reveals that the sooner students can get out of developmental and into college-level courses, the more likely they are to persist and complete college degrees. To that end, developmental mathematics courses were created to fast track selected developmental students. Review of the Fundamentals of Arithmetic (MAT 010B), for example, is a two-week refresher course that is offered prior to fall and spring semesters, and may eliminate the need for some students to take the semester long Fundamentals of Arithmetic course. A course, Beginning Algebra with a Review of Arithmetic (MAT 011B), was developed to help students who also score on the high side of the arithmetic placement test, but can benefit from a one-hour per week review of arithmetic.

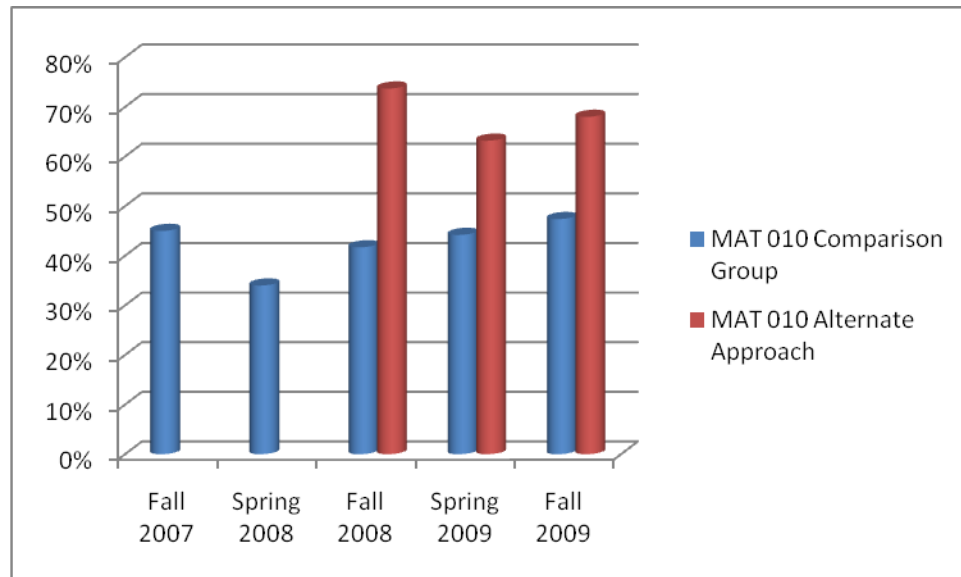
The success rates of these courses were compared to the College's traditional semester-long developmental math courses, Fundamentals of Arithmetic (MAT 010) and Beginning Algebra (MAT 011). Figures 2 and 3 display information regarding the success rates (defined as a student earning a grade of C or better) for the various math course interventions.

**Figure 2: Success Rates of Students in Developmental Math Courses**



The trends in the success rates are promising. Students succeed in the new courses at rates higher than the College's traditional courses. In addition, a more recent intervention that addresses students who score at the lower end of the arithmetic course is presented in the Figure 3. The MAT 010 Alternate Approach is a course in which math is taught by concepts (addition subtraction, etc.) across the spectrum.

**Figure 3: Success Rates of Students in MAT 0101 and MAT 010 Alternate**



The College also developed benchmarks so that student success, as a result of the new interventions and programs, can be tracked. Although the College began benchmarking prior to 2005, its work in Achieving the Dream since that time has propelled the College to examine the data more deeply in areas related to gender, race, and socioeconomic status. A table of these results can be found in Appendix C. Overall, the benchmark data reveal positive movement, especially among African-American males.

The College also carefully examined and refined the Developmental English program. A Coordinator of Developmental English position and the Developmental English Committee were formed to evaluate curricula, grading standards, assessment procedures, and student placement. After analyzing data from the student placement test ACCUPLACER, for example, the Committee decided to change the cutoff scores for entrance into the developmental and college-level English courses, better assisting students in correct course placement without the need to retake the placement exam.

To further facilitate correct placement, the Testing Center examined alternative placement tests. During fall 2009, the Testing Center worked to adopt WritePlacer, a writing assessment component of Accuplacer, to replace the pen and paper retest essay used for student placement. Students are asked to type an essay based on a specific prompt, and WritePlacer electronically grades the test.

The Testing Center began piloting this new program before the start of the spring 2010 semester. The Placement Test Committee, which consists of ten English faculty, is evaluating WritePlacer's scoring methods and establishing the test's cut scores, which determine placement into Basic Writing I (ENG 010), Basic Writing II (ENG 011), or English Composition I (ENG 101).



Curricular modifications to Basic Writing II are being piloted in the spring 2010 semester to explore ways to improve student success in developmental and introductory English Composition courses. Two additional pilot programs are being implemented in Spring 2010 that target high-performing students in developmental English courses. Specifically, the pilot programs create classes that will be composed of a mix of students that are high-performers in a developmental course and the next most advanced course. These programs are designed to expedite students' developmental coursework, where appropriate.

Students who test into two or more developmental courses, as mentioned earlier, must take the College's Orientation course. The course has undergone revision and will be implemented in fall 2010. It will go from one credit to two credits, thereby allowing the faculty who teach the course more time to cover the important topics (study skills, time management, etc.) in greater depth.

The College has identified and continues to select college-level courses deemed "gatekeeper" courses. These courses are highly-enrolled courses with low success rates that are critical for retention in several programs at the College. Some courses already approved as gatekeeper courses include Intermediate Algebra, Anatomy and Physiology I and Accounting Principles I. Interventions for these courses include development and administration of a placement test for Anatomy and Physiology and the addition of supplemental instruction for all three courses. Research has shown that supplemental instruction can be highly effective in college-level courses (see information provided at <http://www.umkc.edu/cad/si/index.shtml>).

Some students are not academically prepared, even at the developmental level, when they enter the College, despite earning a high school diploma or GED. This is problematic as we see many students come in and take developmental coursework and repeat it several times, all without gaining any academic ground. In addition, these students amass tuition debt that many are unable to pay back. Some community colleges, particularly in states which do not require Adult Basic Education (ABE) services to be delivered in community colleges, refer these students to an ABE provider in the community; however, the community program and these colleges rarely have developed any connections in which the students can successfully transition back into college. The College has begun a pilot project in which a community ABE provider has been identified to partner with the College to serve these students appropriately. The ABE provider is aligning the ABE curriculum with the College's developmental courses, and the College is designing a placement and re-entry process so that students who can be successful at the College have an opportunity to build basic skills that will help them succeed. This program is free for the students and will be assessed on a continual basis.

Next steps to further the goal of Expand Access and Increase Student Success include:

- Continue aggressive campaign to award education assistance to students new to the financial aid process (*Standard 8: Admissions and Retention*)
- Analyze success of pilots for student support services and broaden if appropriate; one example will be to expand the African American Male Mentoring Program to include other underperforming populations, such as Hispanics (male and female) and African-American females (*Standard 8: Admissions and Retention; Standard 9: Student Support Services*)

- Develop, pilot and, where appropriate, institutionalize successful interventions in a wide number of key college-level gatekeeper courses (*Standard 8, Admissions and Retention; Standard 9, Student Support Services*)
- Continue to collect and analyze data to monitor the success of the various interventions implemented, and make adjustments as needed; bring as many of these inventions to scale as possible. (*Standard 8, Admissions and Retention; Standard 9, Student Support Services; Standard 13, Related Educational Activities*)
- Continue to evaluate and enhance, where appropriate, co-curricular activities at the College, such as intercollegiate athletics and student clubs and organizations. (*Standard 13, Related Educational Activities*)

## 2. Ensure a Quality, Relevant, Coherent and Innovative Curriculum

The College's second strategic goal is to *Ensure a Quality, Relevant, Coherent and Innovative Curriculum*. The College is dedicated to offering academic programs that are of the highest quality, that are appropriate to the needs of the community, and that are administered through diverse and innovative modalities. The College ensures quality and continuous improvement through rigorous and comprehensive assessment of student learning outcomes at the course, program, unit, and institutional levels. A key challenge to the attainment of the Curriculum strategic goal is keeping apprised of and fulfilling the evolving needs of the community. To address this challenge, several new academic programs were developed and revised, and a new core curriculum will be implemented in fall 2010. In addition, the College's E-Learning program continues to grow and mature.

New Programs. Several new programs were added to the College's offerings since 2005. They include Environmental Science, Music, Theatre, Nuclear Engineering Technology, Digital Audio Production, and Digital Video Production. A new degree, the Associate in Fine Art, was also introduced. New concentrations in History and Psychology were developed for the Social Sciences program. In addition to new offerings, curricular changes were made to other programs to make them more flexible and attractive to students and to make transfer more seamless. Table 1 summarizes the number of new programs since 2005.

Table 1: New and Modified Programs		
Core Degrees	# programs listed in 08-10 Catalog	New and Modified Programs
AA Programs	8	<u>New</u> <ul style="list-style-type: none"> <li>• Music</li> <li>• Theatre Arts</li> </ul> <u>Program Modification</u> <ul style="list-style-type: none"> <li>• Fine Arts (AA) to Fine Arts (AFA)</li> </ul>
AS Programs	11	<u>New</u> <ul style="list-style-type: none"> <li>• Environmental Science</li> </ul>
AAS Programs	32	<u>New</u> <ul style="list-style-type: none"> <li>• Biotechnology – Nanobiotechnology Option</li> <li>• Computer Networking</li> <li>• Digital Audio Production</li> <li>• Digital Broadcasting</li> <li>• Electronic Game &amp; Simulation Design</li> <li>• Nuclear Engineering Technology</li> </ul> <u>Program Modifications</u> <ul style="list-style-type: none"> <li>• Chef Apprentice to Culinary Arts</li> <li>• Computer Applications/Office Procedures to Office Administration</li> <li>• Computer Systems with 4 tracks to Computer Networking and Computer Systems – Web Development and Administration</li> <li>• Engineering Technology with 5 tracks to Engineering Technology with 3 concentrations and 1 option</li> </ul>
AFA	1	<u>Program Modification</u> <ul style="list-style-type: none"> <li>• Fine Arts (AA) to Fine Arts (AFA)</li> </ul>

Where appropriate, the College also deletes programs that are no longer relevant for transfer or careers. For example, since the last self-study, the College has deleted a certificate in E-commerce, a Software Engineering degree and the Engineering Technology, Electronic Option.

Beginning in 2006, a comprehensive cross section of Academic affairs (deans, assistant vice president, Workforce Development and Continuing Education, the library staff, the office of E-Learning, etc.) developed a 5-year Academic Strategic Plan (ASP) in collaboration with their division faculty and discipline coordinators. The ASP is included as a supporting document. The dynamic plan of new courses and programs is updated annually with new potential programs added and other deleted or postponed. For any given new program or course, the ASP document describes, among other details, an outline of the new program or course, when it will be rolled out, and what purpose it will serve. The ASP allows for constant environmental scanning regarding opportunities in the workforce. Creation of the ASP has led to the creation of the Music A.A., the Theater A.A. and the Nuclear Engineering Technology A.A.S. programs.

Therefore, this document presents the results of our continuing effort to improve the College's curricular and program offerings and to meet the needs of our students and of the wider community by planning for the future. Inevitably, new opportunities or needs will dictate that we respond with programs we are not currently contemplating.

The College also launched an Honors Program in 2003. The Honors Program offers a unique opportunity for high ability students to be challenged academically in a caring and stimulating learning environment. Small classes of 15 students or fewer allow students to interact closely with professors. Over the years 2005-2009, the Honors program has grown from 24 students to 61 students.

The College's commitment to academic excellence has positioned its students to become involved, for example, in the Jack Kent Cook scholarship, a program that provides students a transfer opportunity to Bucknell University. Students have been given full scholarships to Bucknell and have participated in summer in residence programs. The College has been a highly successful partner in the scholarship program. Since 2007 at least 6 students participated in each of the summer programs. Furthermore, each year, between four and seven of these students subsequently enrolled in Bucknell with full-tuition scholarships.

In addition to several new programs, the College actively seeks to ensure that students have the opportunity to transfer upon degree completion. To this end, 32 new core-to-core and program-to-program agreements have been developed since the 2005 self study. Some examples are highlighted below:

- Core-to-Core & Dual Admissions (or Guaranteed Admissions) Agreements: 4
  - Example: Cheyney University
- Program-to-Program Agreements: 24
  - Example: Cabrini College - Biotechnology A.S. to Biotechnology B.S.
- Other/General/Specific Agreements: 4
  - Example: Honors Program Agreement w/ Dickinson College

The College has a clear policy, as described in the College's catalog, for transferring credits from other institutions into Montgomery County Community College. This includes:

- Credits transferred from another accredited post-secondary institution
- Credits by examination
- Credit for successful completion of CLEP (College Level Examination Program)
- Credit for advanced placement
- Credit for life experience
- Credit for military service
- Credit for Police and Fire Academy training

In each case, the Offices of Academic Affairs and Student Affairs review the students' request for transfer credits and follow the policies and procedures outlined by each type of credit award.

The College is not only committed to creating traditional degrees and certificates, but it is also committed to providing students with quality educational experiences that allow them to complete courses, certificates and programs in accelerated formats. As the economy has led great job losses, workers wishing to study new disciplines or hone skills and knowledge cannot afford two years to complete a program. Accelerated programs not only help the students but also the College, since these students can then be counted as graduates. Therefore, the collective staff of Academic Affairs has focused on:

- Defining existing programs that can be accelerated and completed between 15 and 18 months
- Combining 3-5 courses into a Certificate of Completion which gives students immediate employable skills
- Providing “stackable” programs...where credit certificate programs can then count towards an associate degree
- Better aligning credit and non-credit courses and programs to allow students maximum flexibility when establishing their program of study.

Examples of such programs that have already been created include: Certificates of Completion in Geographic Information Systems, Child Development Associate, Cell Culture and Fermentation. The Medical Assisting Certificate will be stackable to a program that is currently in the approval process at the College, which is a Health Services Management AAS degree. Several more are planned in the next few years, and the students will benefit from having many choices, formats and programs from which to enrich their job skills and knowledge base and get them back to work in a shortened time frame.

Core Curriculum. In addition to changes instituted at the program level, the College also revised and approved a new core curriculum, which will be implemented in fall 2011. Through a comprehensive and inclusive process, the College worked to create a 21<sup>st</sup> century core that more closely aligns with the modern needs of our community. The General Education Core Subcommittee first convened in 2004 to examine the existing core, review models used at other institutions, and propose the formation of a Core Steering Committee. Moreover, they recommended a shift in pedagogical approach, moving away from a core comprised of a series of courses to one that consists of a set of competencies that are needed to prepare students for the 21<sup>st</sup> century workforce, ease transfer and provide a common set of competencies for all graduates.

In January 2005, a 22-member Core Steering Committee (CSC) convened and began to formulate a plan to identify key elements for a new core. The CSC obtained input from faculty, students, and shareholders on a set of core competencies to be achieved by all students in degree programs. The committee asked faculty to define a set of core competencies to be achieved by all students in degree programs. Faculty input was obtained via emails, discussion boards, face-to-face forums, divisional meetings, and a reception held with the President. This dialogue yielded a set of potential core competencies. Feedback on the proposed core competencies was then garnered from 150 Advisory Committee members, partner high schools, the Academic Affairs administrative staff, the Student Life Committee, and 227 students. By February 2006, the CSC had obtained college-wide agreement on 13 core learning goals and received approval on the goals from the All-College Academic Affairs and Curriculum Committee (ACCAAC).

The CSC next worked to develop specific and measurable outcomes for each of the learning goals. Discussions were held among the faculty, and five multidisciplinary working groups were created to draft a list of measurable core outcomes. The core goals and corresponding outcomes are listed in Appendix D. The core goals and outcomes were approved by the President and the Board of Trustees. They are grouped into three areas: skills, knowledge, and values.

## **SKILLS**

GOAL 1: Communication Skills: Use writing, speaking, reading, listening, and observational skills to understand, organize, receive and convey information.

GOAL 2: Analytic Skills: Employ logic, reasoning and analysis to solve problems.

GOAL 3: Quantitative Skills: Use mathematical concepts and standards and criteria to solve problems and make decisions.

GOAL 4: Computer Fluency: Use computers to collect, save, process, retrieve and transmit information and acquire those skills that are essential for working and living in a technological society.

GOAL 5: Information Literacy: Locate, evaluate, and use information from diverse sources.

## **KNOWLEDGE**

GOAL 6: Intellectual Heritage: Develop an understanding of the history of civilization, the evolution of cultures, and the ideas of great thinkers.

GOAL 7: Aesthetic Sensibility and the Arts: Develop an understanding of and gain an appreciation for artistic expression in various forms including fine art, music, literature, dance, theater, and the cinematic and electronic arts.

GOAL 8: Physical and Life Sciences: Develop an understanding of the natural and physical world and the role of science in society.

GOAL 9: Behavioral and Social Sciences: Develop an understanding of human behavior and social, political and economic constructs.

GOAL 10: Exercise and Health Science: Develop an understanding of physical fitness and health concepts.

## **VALUES**

GOAL 11: Civic Responsibility: Demonstrates self discipline, perseverance, and cooperation in the pursuit of personal success and positive civic engagement.

GOAL 12: Sensitivity to Global Perspectives and Cultural and Social Diversity: Develop an awareness of and receptivity to diverse perspectives, languages and values.

GOAL 13: Ethical Reasoning and Behavior: Base decisions on ethical principles.

During the fall of 2006, the Master Plan Pilot Project was implemented to identify how existing programs could meet the 13 core learning goals. Fourteen programs were selected to participate in this pilot project. In addition, the committee examined core goals and outcomes against existing transfer and core-to-core agreements.

During the 2007-2008 academic year, the Core Implementation Committee convened. After evaluating and soliciting feedback on both competency-based and hybrid models used at other institutions, the committee endorsed a competency based core. In addition, they recommended that core competency completion cannot be met with fewer than 20 credits and that rubrics should be developed for each goal to ensure consistency across courses.

The Core Course Review Committee, comprised of representatives from each academic division and the library, was created in 2008. This committee guided faculty in the submission of a course for core status, determined the evidence needed for a course to meet a core goal, and evaluated the core course submissions. Once a course was approved by the Core Course Review committee, the proposal was sent to the ACCAAC for review and approval. The first course to receive approval was presented to CCAAC on March, 2009. To date, over 60 courses have been approved by ACCAAC. These courses are listed in Appendix E. Submission of program requests for core compliance began in January 2010.

E-Learning. The College also achieves the Curriculum strategic goal by delivering quality and innovation through its E-Learning program. E-Learning courses meet the needs of many of our students that are removed from the college campus or unable to keep a regular schedule because of work or family responsibilities. E-learners at Montgomery County Community College typically are older than the traditional aged student, and female. These attributes are presented in Table 2.

<b>Table 2: Demographic of Online Learner Compared to Other Campuses and to the College as a Whole (2008/2009)</b>				
	College	Central Campus	West Campus	Distance
Age (Median)	22.00	22.00	21.00	24.00
Gender (M/F)	42.1%/57.9%	44.7%/55.3%	36.9%/63.1%	32.1%/67.9%

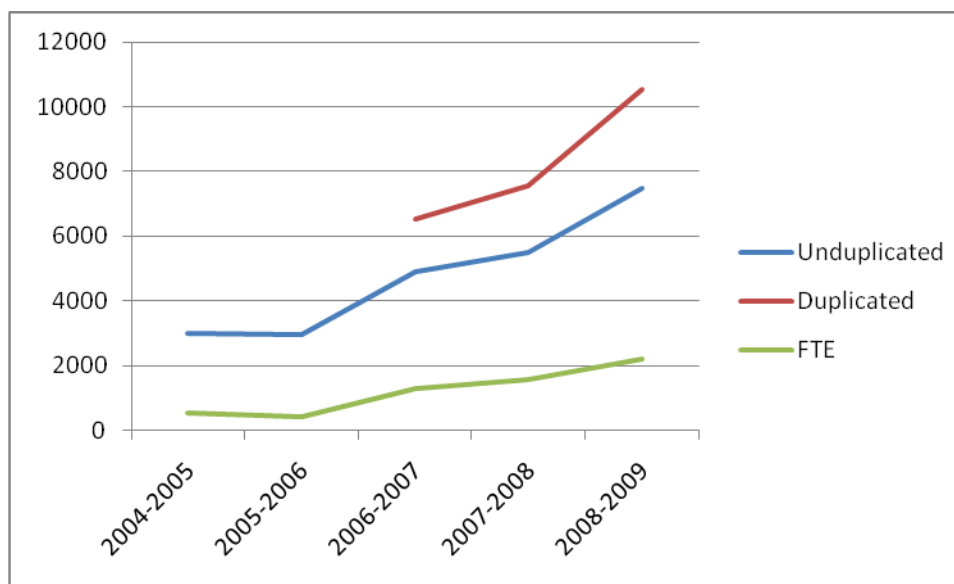
Since the 2005 self-report, the College created new E-Learning staffing positions and committees, notably increased its E-Learning offerings, and worked to ensure the quality of instruction through these modalities.

In 2005, the Distance Learning Committee was restructured to be one of four All-College Committees with representation from all academic and student affairs areas and both campuses. In addition, the Director of E-Learning position was filled with a permanent administrator in September, 2007. In 2009, the Director of E-Learning and the Distance Learning Committee developed the E-Learning strategic plan to guide their activities through 2012. The strategic plan is included as a supporting document.

The College has increased significantly its E-Learning offerings to meet the needs of its students. Figure 4 illustrates the increasing number of students enrolled in online courses. In spring 2006, the College offered 87 courses (as compared to 38 in spring 2001), 4 degrees and 1 certificate

program online. As of 2009, the college offers 151 courses online. Additionally, 8 degree programs and 1 certificate program are delivered completely online. The College also offers 6 degrees and 1 certificate program in a hybrid format. A complete list of the online programs and certificates is included in Appendix F.

**Figure 4: Online Course Headcount**



The College has also enhanced faculty training to ensure the quality of on-line courses. The online and hybrid Faculty Training Program, E-Learning 101, is a 10-week online training for faculty to discuss pedagogy, educational technology, and quality course design. There is a seated orientation as well as optional seated computer laboratory assistance to aid in demonstration and application of various educational technologies and our Learning Management System. In addition to the formal training program, the Center for Teaching and Learning and the Information Technology Department offer many faculty development sessions that focus on E-Learning and related educational technology. In addition, the College's annual Technology and Learning Conference now has an E-Learning track where faculty can learn about new E-Learning technologies and effective teaching approaches.

The College also provides students training and support to prepare them for E-Learning. Beginning fall 2007, E-Learning information sessions are offered to prospective and current students in a joint session with the Library, Learning Assistance Laboratory, and E-Learning department. These sessions are aimed at preparing students to be successful in E-Learning courses by teaching them how to utilize technology and the College's Learning Management System, as well as how to access educational resources and academic support services.

E-Learning information is also integrated into the student orientation for new students. Currently, the All-College Distance Learning Student Success Sub-committee is in the process of building a completely online orientation for students that intend to enroll in E-Learning courses. This orientation will acclimate students to required technology, textbooks, successful approaches to each learning format, information literacy, and academic as well as student support services for e-learners.



The All-College Distance Learning Committee also worked to ensure that the College complies with Section 495 of the re-authorization of the Higher Education Act, which states that processes must be in place to ensure that the student registered for a course is the same student that completes the course work. The College fulfills this rule with the following strategies: integrating Respondus Lock-Down Browser (Respondus) with its Blackboard course management system, using turnitin.com after a student submits an essay, and using the College Testing Center for proctored examination delivery. The Distance Learning Committee created the document, *Strategies to Promote Academic Integrity*, and circulated it among faculty. This document is included in Appendix G. Additionally, the Committee is in the process of changing its name to the All-College Committee to further ensure compliance with the Higher Education Act.

Next steps to further the goal of Ensure a Quality, Relevant, Coherent and Innovative Curriculum include:

- Implement the new core curriculum in fall 2011. To achieve this goal, activities will include: approval of all core courses, approval of all program that delineate how programs will meet the new core; submission and approval of all program modifications required to meet the core, where necessary (*Standard 12, General Education; Standard 14, Assessment of Student Learning*)
- Implement the E-Learning Strategic Plan to 2012, which seeks to increase available on-line course and program offerings (*Standard 11, Educational Offerings; Standard 13, Related Educational Activities*)
- Continue to implement the Academic Strategic Plan to develop new or augment existing 21<sup>st</sup> century career programs (both credit and non-credit) in sustainable technologies and other appropriate career areas; delete programs and courses which no longer serve the students; and continue the focus on non-traditional program development, such as accelerated degrees and certificates of completion, especially those that are “stackable” (allow for the first certificate to count towards a bigger certificate or degree program) (*Standard 11, Educational Offerings; Standard 14, Assessment of Student Learning*)

### 3. Build a Modern & Model Workplace

A model and modern workplace is pro-active in recruitment, retention, professional development and in providing a safe and engaging work environment for all its employees. It is also cognizant of local demographics, the competition for talent, and its position in the marketplace. Montgomery County Community College is situated in a County of over 770,000 residents, and has a growing minority population as reflected in its student body. Consequently, the College has been engaged in building a model and modern workplace with an eye to diversifying the talent and perspectives of its employees, and keeping this diversified employee pool engaged in all aspects of College life.

Human Resources. The Human Resources department has been reorganized and better aligned with the College's mission and goals. Since 2005 nearly every position has been reviewed and adjusted as needed to support a growing workforce. The former Director of Benefits has been promoted to Executive Director of Human Resources. A new benefits director was hired in 2008. The former Director of Diversity and Equality Initiatives that formerly reported directly to the President now resides in Human Resources to better oversee and align initiatives in this area. A Director of Leadership and Talent Management was hired in 2009 to further support and cultivate talent within the College. Specifically, in conjunction with the Center for Teaching and Learning, the Director is charged with identifying, developing, and retaining key leadership talent and for providing relevant training and development opportunities for the entire workforce at the College.

The College spent two years, July 2007 to July 2009 reviewing and reclassifying in an open and collaborative process more than 150 support staff job descriptions. All job descriptions are now up-to-date, available electronically and with the expectation that they will be reviewed annually by their supervisors with input from the employee.

The College has hired 252 full-time employees since 2005. These include 91 faculty members (51 new and 40 replacement positions), 110 administrators, including Information Technology professionals and confidential administrative assistants (39 new and 71 replacement positions), and 51 support staff (10 new and 41 replacement positions). The College has also had 58 retirements.

Diversity Initiatives. The College has made a strong commitment to diversify its faculty, staff, and student body. In order to diversify the faculty, the College is in its third year of a Faculty Diversity Fellowship Program, designed to recruit minority doctoral students who are interested in a teaching career, and to orient them to a career in teaching through mentoring and community involvement, and facilitated by a reduced teaching load. This year, the program has been designed to include the mentoring of male minority students who have volunteered to be in the College's Male Minority Mentoring Program, as another way of engaging new and diverse faculty members.

In order to continue the conversation on diversity within the faculty and to encourage pedagogical and curricular changes within the academic program to include a diversity component, faculty are also encouraged to apply for release time to pursue diversity initiatives that contribute to the overall understanding of the role of diversity in education. The Faculty Diversity Initiatives Grant Program, as this program is known, is in its sixth year and has had numerous successful and diverse projects including Safe Places, a program designed to build awareness and sensitivity to issues and topics for gay, lesbian, bisexual, transgendered people and their allies; Cinema Sensational, a Hispanic Film festival that has evolved into the College's Multicultural Film Series, Hidden Rivers, a powerful performance of the diverse journeys people have taken to get to where they are, within Montgomery County.

The College recently launched its Personal and Professional Development Program in order to respond to employee needs for work-life balance, and to assist employees in getting the necessary skills and training to advance to the next level in their careers. This program, together with the ongoing Leadership Academy, is designed to give all employees mentoring opportunities, management training, and necessary life skills such as stress management. Given the increasing diversity of our workplace, and the presence of different genders and gender orientation, and different cultural perspectives, sexual harassment prevention training is also afforded within the context of this program.

The Office of Continuing Education and Workforce Development continues to take the pulse of the diversity needs of this increasingly diverse campus community and the community at large in the programs it offers. The Korean Language and Culture Program is a recent example of this kind of initiative, designed in response to the encouragement of key members of the Korean community in Montgomery County.

Increasingly, the College's academic programming initiatives are coming together to promote the success of diverse populations of students and potential students in innovative ways – recently, Robin Zuhlke of the STEM Program addressed the students of the Upward Bound Program, high school students who are largely from diverse and educationally or economically disadvantaged populations.

Campus Unification. The College has consistently been challenged with finding ways to integrate its campuses. In response, several initiatives and practices were instituted to promote equity and to enhance collaboration among campuses. To strengthen administrative presence at West Campus, each dean now spends approximately one day per week at West Campus. In addition, the administrative reporting system was reconfigured. Several West Campus offices, including Student Affairs, Administrative Services, and Workforce Development & Continuing Education have been modified to parallel alignment at Central Campus.

The College also has increased West Campus representation on college committees since 2005. To support a previous directive that one of the six full-time faculty members on each All-College Committee must be a West Campus representative, the College significantly increased the number of interactive meetings between Central and West Campuses. Indeed, 194 video conferences were held in 2005, while 869 video conferences were held in 2008. Finally, the number of new faculty members at West Campus has increased notably since 2004 from 14 to 27 with an additional eight shared positions.

Technology. The College's technology-based achievements further support its strategic goal of creating a modern and model workplace. The College was ranked 4<sup>th</sup> most Digital Savvy Community College nationally for large-scale community colleges in 2006-2007, and it was ranked 1<sup>st</sup> in 2008-2009. The College repeated its first place ranking in 2009-2010. This award is given by the Center for Digital Education and is based on the integration of technology into the curriculum and the College's use of technology in administrative processes, improvements, data analysis, and student support services. This recognition signifies the number and quality of technology-based initiatives happening throughout the College. A few are described below.

In February 2009, the College launched a new website with a focus on the external community. The website clearly communicates the College's mission, programs, services, support, and cultural activities, while building a personalized relationship with prospective students through targeted, tracked, and recorded communications. Because of the tight integration with the College's existing student information system, it is able to use the information collected from the website for other communications such as targeted emails. Online tools such as "My To Do List," online applications, financial aid estimator, and campus visit scheduler, guide prospective students throughout the complete enrollment process.

In fall 2008 the Digital Academy was piloted with 12 faculty members participating in a year-long project. Each participant was issued a MAC laptop computer and training on the use of an Apple computer with specific emphasis on the use of audio/video software such as Garage Band. The goal of the project was for faculty to create podcasts that support their course offerings.

Technology was used to improve student tracking and data collection through a new software program, Student Affairs Record System (SARS). This software tracks the use of student success services and improves scheduling services for students coming to the Student Success Center. This system is being used by other areas of the College including the grant programs and the Testing Centers and is being implemented in the Learning Assistance Laboratory. By using this software in all student services offices, it enables the professional staff to track the student's use of services. The SARS program tracked more than 30,000 student contacts in 2008 and 35,000 student contacts in 2009.

The College also implemented new software on the College's telephone system for students calling the College's registration, admissions, financial aid, and student success areas. Students now experience more timely call pick-up and question responses. The system also provides the College with daily data regarding the type of calls received, the call response time, wait time, etc., which has enabled the College to continue to improve the call center services provided. A service level of answering each call within 30 seconds was set for the call center. The tracking software revealed that this goal was met in all departments with an average service level of 90%.

Talent and Leadership. The College also creates a model and modern workplace by identifying and cultivating talent within the college community. The Leadership Academy began in Fall 2005 to prepare mid-level College administrators and faculty for possible leadership roles in the future and to develop a proven, available pool of individuals for special assignments and projects. The Leadership Academy is a two-year program that includes six intensive half-day sessions, continuous quality improvement leadership training, mentoring by a senior administrator, and a project designed by participants to support the College's strategic plan. To date, 32 faculty and administrators have completed the program. Examples of projects include leading the College's participation in the Recyclemania® competition, incorporating the theme of the Underground Railroad in a developmental English class, increasing faculty technology use at the West Campus, creating an advisor evaluation and promotion process, implementing end-user reporting tools, and developing the pandemic outbreak plan. In addition, as mentioned earlier, a Director of Leadership and Talent Management was hired in 2009 to further support and cultivate talent within the College.

The College also offers professional development through the Center for Teaching and Learning (CTL). The CTL is an important resource for full and part-time faculty by offering a wide array of training opportunities, including:

- Single session workshops, centering on either general pedagogy or special interest topics;
- Faculty learning communities, focusing on a single topic or with a disciplinary perspective for a series of sessions;
- Webinars, presenting live and online discussions from national and regional leaders on educational issues;
- Instructional technology sessions relevant to teaching;
- A professional development library, housed at both the Central Campus and West Campus sites, including journals, books, and CD's.

The CTL also provides funds to faculty for conferences and other professional development activities off-campus, primarily through funds from the College's Pearlstine Foundation.

Table 3 summarizes the use and growth of CTL programs between the 2005-2006 and the 2008-2009 academic years.

<b>Table 3: CTL Attendance Growth Since 2005</b>		
	2005-2006	2008-2009
Full-Time Faculty Attendees	287	466
Part-Time Attendees	61	165
Other Attendees	No data	143

The College also hosted a Fulbright scholar from Brazil in spring 2007 and a second Fulbright scholar during fall 2007 from the International Islamic University of Malaysia. Since January of 2010, the College is enjoying its third Fulbright Scholar, Dr. Cephas Yao Agbemenu, a Professor of Fine Art at Kenyatta University in Nairobi, Kenya. He has been teaching courses at the College in African Art History. This is truly an honor for the College to have hosted three Fulbright scholars to date.

Data Driven Decisions. A college cannot not call itself a modern and model workplace if it does not use data to help drive direction and decisions that must be made on a daily basis. Much work has been done to develop a culture of evidence. The College continues to transform its extensive data gathering into information that will guide its continued improvement of programs and processes through the refinement of the Institutional Effectiveness Model, development of the Student Success and Access Balanced Scorecards, and through the involvement in the national Foundations of Excellence and Achieving the Dream Initiatives. Both of these initiatives involve extensive quantitative and qualitative data analysis to inform recommendations on policies, procedures, and new initiatives to support student success. A more detailed description of the ways in which the College uses data to inform decision-making is provided in the Assessment Section of this report.

Next steps to further the goal of Build a Modern & Model Workplace include:

- Continue to expand campus unification activities that include interactivity for meetings, course delivery and events (*Standard 3: Institutional Resources, Standard 4: Leadership and Governance*)
- Adopt and evaluate newer technologies (web meeting, skype, webinar) to facilitate the campus unification activities mentioned above (*Standard 3, Institutional Resources; Standard 13, Related Educational Activities*)
- Enhance services from Human Resources now that this department is fully staffed (*Standard 2, Planning, Resource Allocation and Institutional Renewal; Standard 5, Administration, Standard 6: Integrity*)
- Expand the call center both in scope (to include many web-assisted services) and in breadth (to include several other departments at the College) (*Standard 9, Student Support Services*)
- Continue to create a dynamic and diverse college community and promote diversity initiatives among all employees and students (*Standard 4: Leadership and Governance*)
- Continue to support and make visible the use of data to inform decision making (*Standard 4: Leadership and Governance*)

#### 4. Invest in Campus Renewal

The College's two campuses have undergone significant new building construction and major renovations since 2006. Prior to 2006, the Central Campus had no major classroom construction or renovation since it was built in 1972 in Blue Bell, so this time of growth and renewal has led to great excitement at the College. The motivation is that the College is proactive and continues to respond to the growing needs for new and existing programs and services, as well as growing enrollments, through a careful assessment of facility projects and appropriate financing. At the time of this writing, the College has been successful in accomplishing most components of the 2002-2010 Master Plan and as well as addressing deferred maintenance projects. Funding, through 2008, from both State and County sources had been strong and fund raising efforts to identify alternative funding sources, grants and public-private partnerships have been successful. However, the current and future funding from the state and county is in question. New renovation projects on the campus will, in part, be contingent on the health of the economy and the College's funding levels from the state and the county as well as the College's ability to generate alternate-revenue sources to support new capital projects. Below are some of the major projects currently in progress or that have been completed since 2005.

Advanced Technology Center: The 60,000 square foot Advance Technology Center (ATC) opened in the fall of 2007. The ATC integrates advanced technology into education, has become the "signature" building on campus, and houses high-demand programming in the fields of biotechnology, computer game design, digital audio and video design and geographic information systems. Construction funding of \$17,000,000 was obtained through 50% support from the State and 50% from the County. Funding for building fit-out was obtained through alternative fundraising efforts and reallocation of budgeted funds from operations. The total funding of construction and fit-out totaled \$22,000,000.

Fine Arts Center: The Fine Arts Center, which opened in spring 2009, renovated and expanded the existing structure from 10,000 to 26,000 square feet. The additional space was needed, as demand for studio time and courses in the visual fine arts (sculpture, ceramics, drawing and painting) outstripped the College's ability to provide them. Construction funding was provided through a private giving campaign that aims to raise \$3 million to match \$3 million in State funding. Funding for building fit-out was obtained through alternative fundraising efforts and use of capital fund balance. The funding totaled \$6,700,000.

West Campus – North Hall: Alternative funding approaches are exemplified by this public-private partnership that opened its doors to students on January 18, 2006. First floor renovations added 26,426 square feet of space. In 2008, the College authorized the partnership to expand an additional 26,426 square feet on the second floor, and those renovations were completed in Fall 2009. As part of the project, an underpass was constructed to facilitate safe and convenient pedestrian passage between 101 College Drive (South Hall) and 16 High Street (North Hall). The \$1.2 million underpass was funded through a combination of grants and additional funds provided by Pottstown Borough, Pennsylvania Department of Transportation and the College. Due to this expansion of these attractive and functional new physical spaces, the College has increased its workforce development programs, fine arts offerings and opportunities for transfer via the newly-established University Center.

Children's Center: The 2008 feasibility study for the College Hall/Library renovation project recommended that the former 2,300 square foot Children's Center, which was located on the lower level of College Hall, be relocated to another campus location to accommodate current demand and to support future growth. Funding for the \$2,554,000 project was comprised of \$500,000 from 2008 Revenue Bonds and a College loan to the Center to be paid back over 20 years from proceeds from annual operations. The project broke ground in April of 2008 and was completed in November of 2009. The Children's Center offers students, College faculty, administrators and support staff with children a first-class child care program and partners with College's education programs. The new 9200 square-foot Center has allowed the number of children that can be accommodated to double from 42 to 84. In addition, an observation classroom within the new Center provides an opportunity for students majoring in early childhood education to observe both toddler and pre-K classrooms in action.

College Hall/Library, and Parkhouse Hall Renovations: State and County support was obtained to fund \$40,000,000 in renovations to College Hall (including the Library), and Parkhouse Hall in support of programs and services identified in master facility planning efforts.

#### *Parkhouse Hall*

As the major classroom building for the College, all classrooms, faculty and staff offices and common meeting spaces are being renovated in a phased plan. A central atrium is included in the renovations, which can be used to host events. A suite for part-time faculty was programmed into the renovations. Also, the Center for Entrepreneurial Studies provides office space and administrative support for launching new businesses, and also includes a training classroom. In total 72 classrooms will be remodeled to meet 21<sup>st</sup> century educational needs. All computer laboratories will be upgraded, classrooms will be equipped with multimedia stations, and building lighting and HVAC systems are being replaced. One hundred sixty-nine offices are also

being remodeled with modern furniture and improved lighting. The College's Workforce Development and Continuing Education unit, located in Parkhouse Hall, has been programmed to provide a more corporate appearance. The entire renovation plan is on target to be completed by summer of 2011.

#### *College Hall/Library*

Renovation will support growing program and service requirements, renovate and expand the library facilities, fully meet the learning needs of today's students, modernize building systems to improve interior conditions and save energy, enhanced aesthetics, and create gathering areas for faculty, students, staff, and visitors. Construction began 2009 and will be completed in 2011. College Hall will also seek Leadership in Energy and Environmental Design (LEED) certification for "green" features that the building will include.

140 College Drive: In July 2009 the College took ownership of 140 College Drive in Pottstown. The College is partnering with the Schuylkill River National Heritage Area (SRHA) to create the Schuylkill Riverfront Academic and Heritage Center through a joint fundraising effort. These renovations are leading to exciting new programming for the College. For example, the Center will provide space for four college classrooms, a science laboratory and an Interpretive Center with educational, historic and tourist information about the Schuylkill River Heritage Area. In addition, the College's credit curriculum will be expanded in the areas of environmental science and geography. In February 2010, the College started Phase I of this multi-phased project, breaking ground in a 220 space parking lot funded by a combination of state, federal and College funds.

Classroom Performance Area/Music Practice Rooms (CPA/MPR): The CPA/MPR was completed for spring 2009 classes and provides the College with a dedicated music practice area, music classrooms and a Black Box Theatre. The space supports expansion of the College's music and theatre arts offerings, with two new A.A. degree programs in music and theatre arts approved and launched in fall 2008 and fall 2009, respectively. The project was funded through State sources and College funds for construction as well as Federal dollars for equipment.

The College takes pride in its facilities and offers use of its varied facilities to diverse community groups and also to serve as a venue for larger, nationally based forums. Each weekend, local cultural groups use our classrooms for structured instruction in Chinese (two schools), Turkish, and Tamil (India). Charitable groups enjoy the use of College grounds for big events; the Livestrong Challenge Bike Race (Lance Armstrong Foundation), Light the Night (Leukemia and Lymphoma Society), the second largest dog show in the country, and during the 2008 Presidential elections, three Presidential candidates.

Preventive Maintenance: The College maintains a five-year preventive maintenance plan that is updated on an annual basis. Typical projects include replacement of building roofs, parking lot maintenance, upkeep to buildings and grounds, and minor remodeling projects.



The College is also dedicated to sustainability. In addition to its current efforts to develop a long range plan to meet the American College and University Presidents Climate Commitment, the College has already taken a number of steps to reduce its Carbon Footprint. The College purchases 15% of its electricity from wind powered sources; uses paper that has 35% post consumer content for all printers and copiers, utilizes two electric powered vehicles and one hybrid vehicle for on-campus operations; converts all kitchen waste cooking oils into bio-fuel; and participates in the Recyclemania competition, placing 8<sup>th</sup> nationally in the 2008 Waste Minimization Category.

Next steps to further the goal of Invest in Campus Renewal include:

- Complete the Parkhouse Hall, College Hall and Riverfront Academic Center projects (*Standard 2, Planning, Resource Allocation and Institutional Renewal; Standard 3, Institutional Resources*)
- By December 2010, complete a 2010-2020 Facilities Master Plan, which will include proposed renovations to the Central Campus -- the Science Center and the Physical Education Center (which will become a Health Science and Wellness Center), as well as proposed facilities to meet projected demand at West, Central, and other locations in the County. (*Standard 2, Planning, Resource Allocation and Institutional Renewal; Standard 3, Institutional Resources*)
- Aggressively seek funding to align and support the prioritized campus renewal projects (*Standard 2, Planning, Resource Allocation and Institutional Renewal; Standard 3, Institutional Resources; Standard 4, Leadership and Governance*)

##### 5. Expand Community and Strategic Partnerships

The College has made great strides in expanding community partnerships in many areas, including dual credit opportunities with local school districts, local university collaborations, cultural programming, community organizations and training partners from Workforce Development. Some specific examples of partnership expansion are described below.

The University Center is a cooperative, complementary partnership including Temple University, Albright College, Gwynedd-Mercy College, Chestnut Hill College and Villanova University. Students who complete associate degrees may transfer seamlessly into bachelor's-level programs and one master's program provided in full by these University Center partners at the Pottstown Campus.

Many efforts to bring in community partners to the campus are ongoing at the College. One such event is the Distinguished Speaker series. A community or business leader is invited on campus to speak each year, such as the Philadelphia Federal Reserve Chairman. Another such event is the Dean's lecture, in which a business, education or community speaker is invited to give a lecture on a relevant, general interest topic, such as the curator for the King Tut exhibition. The Dean's lecturer can often be the Fulbright scholar on campus. Various faculty members involved in the President's Climate Change Committee have invited scientists to discuss ways to reduce

greenhouse gases or describe creative recycling ideas. Another example is a faculty-led “Issues and Insights” lecture series, which feature speakers who engage the college community in current political issues. The previous examples illustrate the ways in which the College continuously collaborates with business, industry and educational partners from the county, the region, and the nation.

The College has expanded both curricular and co-curricular service learning, resulting in increased partnerships with community-based organizations and the non-profit community. In 2008-09, over 1,100 students volunteered for nearly 9,000 hours of community service with 62 community partners. One service project is funded through a three-year grant from the Pottstown Health and Wellness Foundation, the College pairs student interns with local not-for-profit organizations based on their mutual needs. The grant allows students to earn a small stipend for their work, reducing their need to work outside of the College. Additionally, students enrolled in the health career programs are actively involved in service learning projects. Examples of this involvement include such projects as on-campus health fairs, the Health Expo – a collaboration between the College, Montgomery Hospital and the Blue bell Rotary, and the Health Lifestyles expo in Pottstown in collaboration with Representative Quigley’s office.

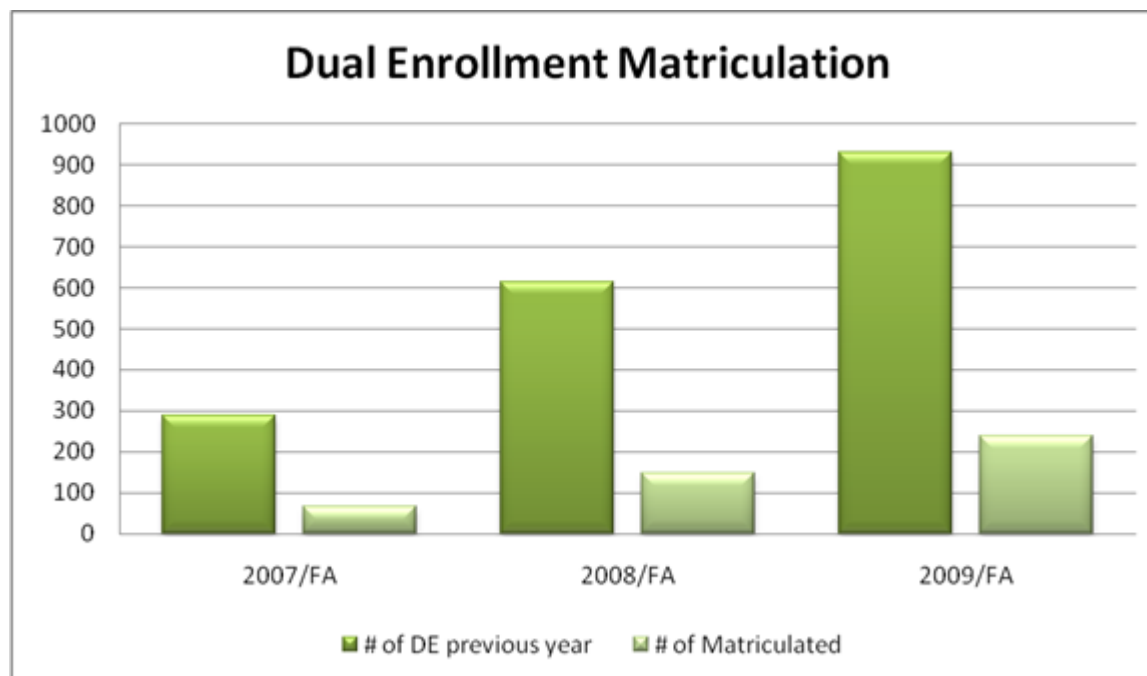
The Office of Cultural Affairs has worked to make the College a cultural destination for the community presenting music, dance, and theatre performances through the Lively Arts Series, serving nearly 8,000 community members annually. In 2006, the program began partnering with community organizations and retirement communities to promote group ticket sales, resulting in 27 group sales in 2008-09. Key components of the program are the Young Arts Explorers series and residency programs. Through the Young Arts Explorers series, day-time cultural programs are either presented at schools and on campus for school-aged children, primarily elementary and middle school children from economically disadvantaged school districts. Residency experiences have included those with the College’s music, dance and theatre programs, such as the fall 2009 residency with Actors from the London Stage with the College’s theater, English and Fine Art classes and the Drama Club; with school districts, such as the spring 2010 hip-hop dance residency with Rennie Harris Puremovement in Eisenhower Middle School in Norristown; and with community organizations, for example the 2007 War Bonds: Love Letters from World War II theater residency at the Indian Valley Senior Citizen Center, in which students from Souderton High School also participated.

The art exhibits have expanded from eight per year to 13 per year, with the 2006 addition of a beautiful new Art Gallery at the West Campus in the renovated building on 16 High Street. With the renovation and expansion of the Fine Art Center, a relocated gallery at the Central Campus opened in April 2009. In addition to exhibiting the art work of faculty, students and alums, the Art Gallery partners with community arts organizations and the art programs in local retirement communities to provide a venue for presenting their art. The College also hosts an annual high art competition. In addition, a Friends of the Galleries program was launched in the summer of 2006 to supplement funding for the art galleries.

The College’s Dual Enrollment Initiative has continued to grow significantly. Under Dual Enrollment, the student is enrolled at both the high school and college, earning college credit while in high school. High school students may enroll in courses on campus, via distance

learning or on-site at the high school, with either the College's instructor at a high school or a high-school teacher who has become certified to instruct college-level courses. The credentialing process aligns with the College's part-time faculty hiring practices. Dual Enrollment students registered for 6,258 credits in Fall 2008 and Spring 2009, which on average is 4.86 credits/person (unduplicated). In the 2007-08 academic year, the College had 13 high school partners. In 2008-2009, this increased to 16 high school partners. Partners are those high schools that host College courses onsite. Figure 5 summarizes the dual enrollment overall data for the College:

**Figure 5: Dual Enrollment Matriculation**



A strong force at the College for community and strategic partnerships is the Center for Workforce Development (CWD), a unit of the Workforce Development and Continuing Education Division. This unit provides training to Montgomery County based companies on their workforce needs, such as project and time management. The Center for Workforce Development has expanded its scope of services adding consulting and coaching services to complement and enhance its custom training.

CWD works with over two hundred companies to assist with the development of their workforce. CWD also serves as a grant administrator on behalf of the Commonwealth of Pennsylvania. As a result, from 2005 to 2008, CWD has administered grants totaling over \$4,788,751 for 196 companies as follows:

<b>Table 4: Custom Job Training (CJT) Grants</b>		
<b>Companies</b>	<b>Grant Period</b>	<b>Grant Award</b>
Greene, Tweed & Co	FY 06-09	\$ 462,000
GSI Commerce	FY 06-09	\$ 562,500
Tengion, Inc	FY 07-09	\$ 100,000
<b>Total Award Value</b>		<b>\$1,124,500</b>

<b>Table 5: WEDnetPA's GFT Grant Program</b>		
<b>Grant Period</b>	<b># of Companies</b>	<b>Grant Award</b>
FY 05-06	58	\$ 854,000
FY 06-07	52	\$ 994,700
FY 07-08	58	\$1,113,651
<b>Totals</b>	<b>168</b>	<b>\$2,962,351</b>

<b>Table 6: Industry Partnership Grants</b>		
<b>Partnership</b>	<b>Grant Period</b>	<b>Grant Award</b>
SE PA Food Manufacturers' Consortium (8 firms)	FY 06-07	\$210,000
High Impact Training Grant (13 firms)	FY 06-07	\$248,900
SE PA Food Manufacturers' Consortium (12 firms)	FY 07-08	\$243,000
<b>Totals</b>		<b>\$701,900</b>

In July 2006, the Center for Workforce Development formed the Southeastern Pennsylvania Food Manufacturers' Consortium, which includes 12 companies and the Montgomery County Workforce Investment Board (WIB).

Examples of custom programs that CWD developed include:

- Leadership Development
- Supervisory Training
- Engineering and design
- Quality Improvement
- Communications

To address the workforce education and training needs in the Upper Perkiomen Valley, Montgomery County Community College, in coordination with the Upper Perkiomen Valley Chamber of Commerce, formed the PerkUp Workforce Development Consortium to provide workforce development for the area's incumbent workforce. By meeting the training needs of the Valley's employers, PerkUp has improved the productivity levels of the workforce in the region. The College is also a member of the Collegiate Consortium for Workforce and Educational Development. Montgomery county Community College, in partnership with four other local community colleges plus Drexel University, provides training for the region's workforce.

In 2009, the entire staff of Academic Affairs analyzed the effectiveness of the Academic Program Advisory Committees (APAC) to assist with program improvement and new program planning. Advisory Committees traditionally have been aligned with Associate in Applied Science programs. The analysis began with an environmental scan and research of best practices regarding effective use of advisory committees. Additionally, academic administrators and faculty participated in a webinar to inform and engage in the discussion. A comprehensive review of the former policy and its corresponding supportive materials also took place, concluding with verification and realigning of several advisory committees for credit and non-credit programs. The revitalization of APAC, therefore, has led to an enhancement of curricula and the development of new courses and programs.

As a result, the policy was revised and vetted through Academic Affairs, Student Affairs, the President's Cabinet, President's Leadership Council and the Board of Trustees with key constituencies providing feedback. Each career program or cluster of related career programs at the College has an APAC comprised of experts in the respective discipline(s) who by majority represent external constituencies, such as business and industry, secondary partner and 4-year colleges and universities. These non-governing bodies provide advice to the faculty and administration *without* legislative authority and compensation. All APAC met on campus in October of 2009 for the first-ever annual kickoff meeting, followed by individual program meetings.

Developing partnerships for campus activities comes in many forms. An astronomy faculty member holds Open Nights in the College's Observatory in the Advanced Technology Center. The Open Nights occur monthly for the general public and regularly for area Boy and Girl Scouts of America troops. Many grant-funded projects host summer camps for high school students in biotechnology and engineering, and also science enrichment workshops for grades K-12 teachers. The Health Sciences division brings in middle school students to engage in hands-on health career learning activities. Budding young musicians and actors come to campus to learn about the theater and music facilities and programs. All of these associations continue to grow, and have positioned the College to earn its widespread reputation for quality and student-centeredness.

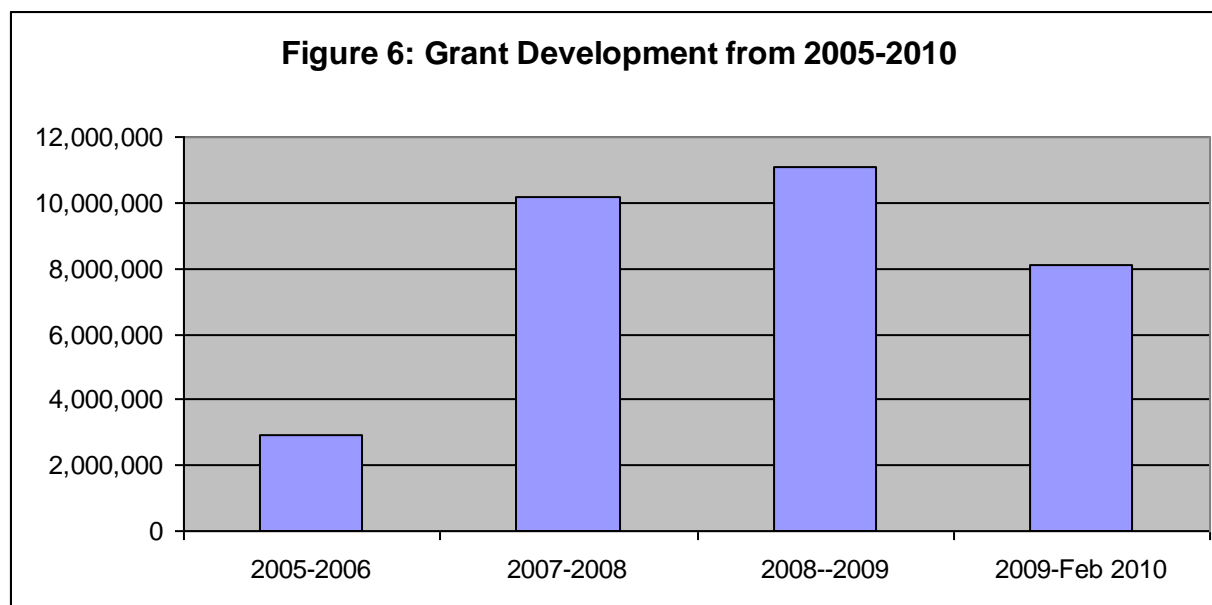
Next steps to the further the goal of Expand Community and Strategic Partnerships include:

- Continue to expand partnerships in the division of Workforce Development and Continuing Education, which can then serve as a revenue center for the College (*Standard 3, Institutional Resources*)
- Continue to expand University Center partners to increase student access to baccalaureate and masters degree programs (*Standard 3, Planning, Resource Allocation and Institutional Renewal; Standard 11, Educational Offerings; Standard 13, Related Educational Activities*)
- Develop a Dual Enrollment Strategic Plan to 2013, which will include review of faculty credentialing, examination of the cost structure and projections for increases in dually enrolled students (*Standard 10, Faculty, Standard 11, Educational Offerings; Standard 14, Assessment of Student Learning*)
- Continually seek support from regular contact with Program Advisory Committees in order to review and improve existing courses and programs while seeking guidance in new program development (*Standard 11, Educational Offerings*)

## 6. Become an Entrepreneurial College

Given the funding climate for public higher education in the current economy, the College's plan to rely less on public funding and become more entrepreneurial is important now more than ever. There are many developments of note in this area which are described in this section of the report.

The College has increased public grants acquisition by more than 250 percent since 2004-05 to fund initiatives that support the strategic plan. Figure 6 represents grant development since the Self-Study in 2005:



The following include a few examples of how resources from grants have advanced the strategic plan:

- Student Access and Success (Upward Bound, Title III, Achieving the Dream, Pre-K Counts, Act 101, various grants for veterans services)
- Quality, Relevant, Coherent and Innovative Curriculum (National Science Foundation [NSF] grants in biotechnology and to expand STEM [Science, Technology, Engineering and Mathematics], NSF Scholarships in STEM, Department of Labor grant to expand Automotive Technology, HP Technology for Teaching, PA/NY Campus Compact and PHENND to support service learning), Pennsylvania Opportunity Grant to expand Medical Assisting to Central Campus
- Campus Renewal and Sustainability (Pennsylvania Department of Education grants for Schuylkill Riverfront Academic and Heritage Center)
- Community and Strategic Partnerships (WIB funding to help fund a shared research analyst, Food Industry Partnership, Pottstown Health and Wellness Foundation Service Learning with Non-profits)
- Entrepreneurial College (multiple grants to support Cultural Affairs and move the program towards self-sufficiency)

The mission of the Foundation is to develop relationships and philanthropic support to assist the College in developing programs, facilities, and services that extend its educational mission. The Foundation has continued to grow in capacity and infrastructure:

- Net assets for the Foundation have increased from \$4,384,929 in June 2005 to \$5,132,893 in December 2009, an increase of 17 percent. The high was reached in June 2007 at \$6,417,907. Like other college endowments, we experienced decreases in the value of the portfolio during the economic downturn and have started to see increases during the past two quarters.
- Since 2005, 889 student scholarships have been awarded for a total of \$1,251,350.
- The Foundation began an Employee Annual Fund Campaign in 2004-05, raising \$12,234. Employee giving continues to increase with over \$43,000 donated thus far for 2009-10.
- In 2005, the annual Leading Women Symposium and Golf Experience was established as a special event to raise awareness and support for the College's programs for women.
- The Foundation continues work on completing a \$3 million capital campaign to support the renovation and expansion of the Fine Arts Center, raising \$1.1 million to date. In addition, the family of Leon Sitarchuk made a generous donation of his sculptures for the sculpture garden surrounding the facility.
- With the opening of the Advanced Technology Center, private funds were raised through naming opportunities within the building (\$200,000) and the College's first \$1 million dollar gift to support the equipment needs for the communications program, to include equipping the television studio.
- Recently, a \$4 million campaign for the Schuylkill Riverfront Academic and Heritage Center at the West Campus has been launched. This innovative partnership between the College and the Schuylkill River National and State Heritage Area presents a unique opportunity to tap into additional resources for the College. The local chamber of commerce has endorsed the capital campaign and the Foundation is working on securing a lead gift.

To increase the private fund raising capacity of the Foundation, a focus on board development has included updating the roles and responsibilities for board members and adding new board members who can assist with expanding major gifts. A board retreat was held in January 2010 to engage the board members in identifying opportunities and begin planning for the future. A follow-up is planned prior to the end of the fiscal year and a consultant has been engaged to assist with board development.

Enhancements have been made to the Foundation structure to provide additional staff support for alumni relations, special events, and annual giving, and to add capacity for prospect research and database management. The Foundation is in the process of converting its database system to Datatel's Colleague Advancement, which integrates with the student and finance systems at the College. This transition, which will be completed by June 2010, will provide increased capacity for data mining and research and for more robust reporting.

The College is in the process of establishing The Center for Entrepreneurial Studies (the Center). The Center will have an active role in economic development by creating leadership, innovation, inspiration, and enrichment to the greater community. It provides a full range of business education and support services for the community in one convenient location. The Center offers both credit and non-credit courses as well as many support services, including a business incubator.

The flagship entrepreneurial program, *Starting a Successful Woman-Owned Business Program*, was launched in spring 2005. Responding to the gap in women-owned businesses in Montgomery County versus the state, Montgomery County Community College developed the 36-hour program to advance the potential of aspiring women entrepreneurs serving over 170 women in three years.

The College established the Apple Authorized Training Center (AATC) in 2006. It is one of only twenty-three AATCs in the country. The Center offers a full range of professional programs on MAC OS X and key Apple applications technologies. The development team for the AATC consisted of Workforce Development and Continuing Education administrators, faculty, and staff from the Information Technology Department.

The BioLaunch 611+ Life Sciences Leadership Forum was developed by the College as a partner in the BioLaunch 611+ Keystone Innovation Zone managed by the BioStrategy Partners. BioStrategy Partners provide a continuum of services and infrastructure to young life sciences companies, enabling them to thrive in the Greater Philadelphia region. The Leadership Forum provides training in business skills to scientific founders of emerging biotechnology businesses. BioStrategy Partners recently received a grant from the Delaware Valley Innovation Network (DVIN) – a Philadelphia-based life science organization – for \$124,000 for the Life Sciences Leadership Forum and will be subcontracting the administration of the Life Sciences Leadership Forum to the College.

An important aspect of becoming an entrepreneurial college is to develop revenue centers that have the opportunity to grow and become self-sustaining and eventually generate additional funds to support general operations. These centers include: Bookstore, Food Services (including vending machines), Children's Center, the University Center and eventually the Workforce Development and Continuing Education Division and the Center for Entrepreneurial Studies.

Next steps to further the goal of Becoming an Entrepreneurial College include:

- Expand grant funds each year to continue to meet the financial challenges of decreasing public support of higher education (*Standard 3, Institutional Resources; Standard 4, Leadership and Governance; Standard 5, Administration*)
- Launch the Center for Entrepreneurial Studies, which will provide guidance and incubate potential new business owners in Montgomery County (*Standard 13, Related Educational Activities*)
- Finalize plans to identify additional revenue centers for the College (*Standard 3, Institutional Resources*)
- Expand private fundraising efforts to complement public fundraising activities (*Standard 3, Institutional Resources*)



## **Section 4: Enrollment and Finance Trends and Projections**

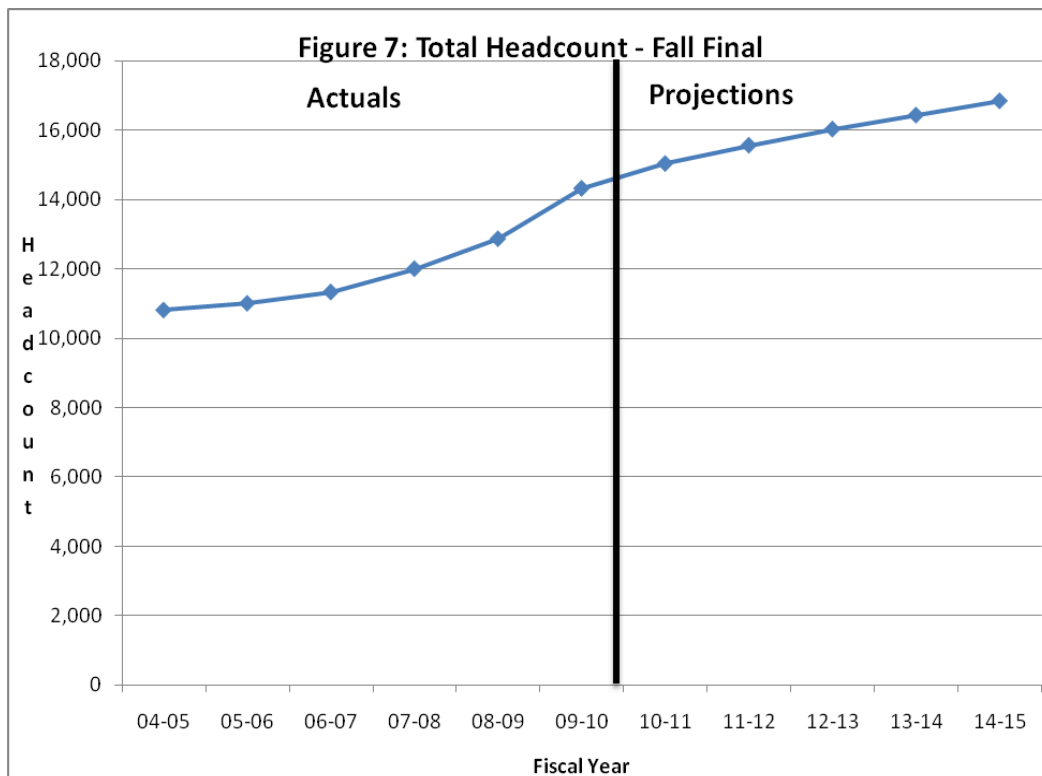
### **Enrollment Trends and Projections**

Annual full-time equivalent students through 2009 have increased 20% since 2005. Unduplicated fall credit enrollment through 2009 has increased from 11,006 to 14,315 (30%) since 2005. Increasing demand for the College's services is expected to continue through 2015, but not at as high a rate. Planning assumptions used in developing enrollment projections for 2010-2015 include:

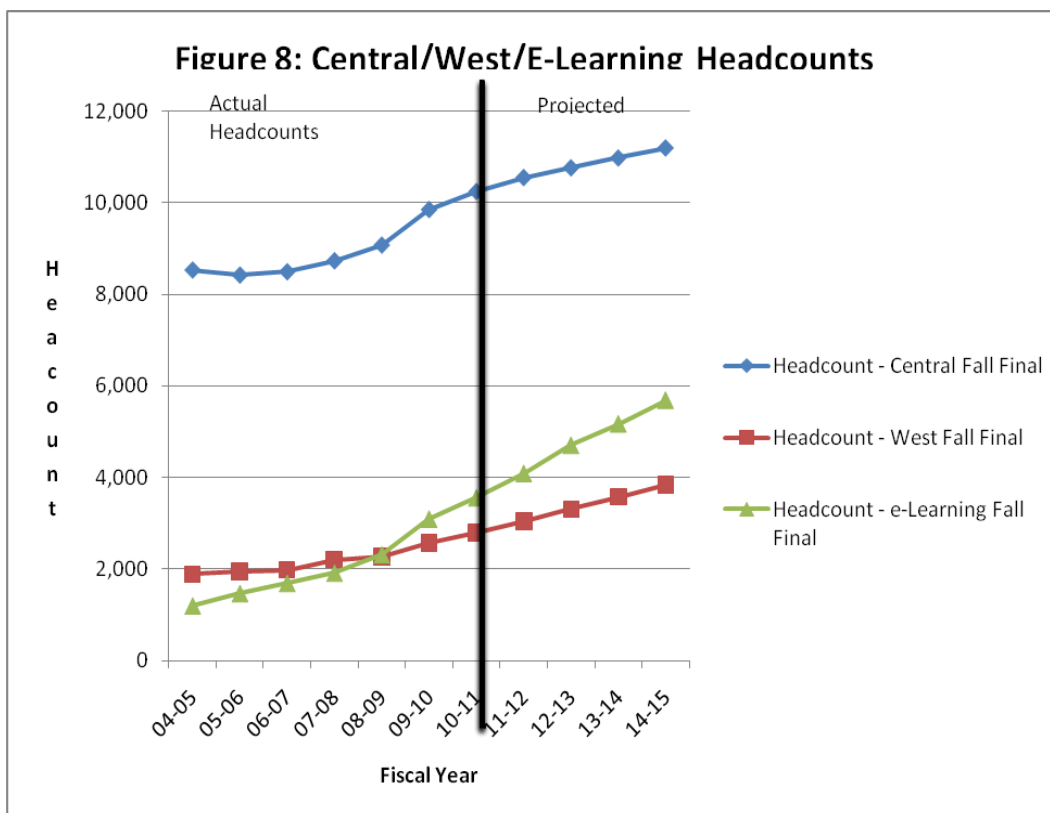
- The overall number of recent high school graduates attending Montgomery County Community College has grown to a peak of 9,038 in spring 2009. The number of high school graduates will decline seven percent over the next five years in the feeder schools to the Central Campus, while continued growth in the western portion of the County shows a six percent increase from 2009 to 2014 for the feeder schools to the West Campus. The College's increased high school outreach efforts have resulted in moving the yield rate from Montgomery County public high schools from 14.8 percent in fall 2005 to 17.3 percent in fall 2008, which is on track towards the goal of increasing the yield to 20 percent by 2012. Increasing the yield rate will counter-balance the impact of declining numbers of high school graduates.
- The College is continually developing new academic programs and services that support the workforce development needs of this region. Several programs offer opportunities to positively impact enrollment, for example a continued push with STEM programs, health management and medical coding certificates, the opening of the Center for Entrepreneurial Studies, certified public accountant certification, Geographic Information Systems, and Child Development Associate certification in the early childhood education program. It is expected that these new programs will yield enrollment growth from new students.
- The enrollment exceeded projections for 2008-09 and 2009-10, as a result of the economic decline. The increasing unemployment rate is sending more adults to the College for career transitioning and/or job skill upgrading. This is expected to continue through at least 2011. Although the economy may start to recover, unemployment will continue to be high for the next two years.
- It is expected that people will continue to look for value. Tuition charges at public and private four-year universities and colleges have encouraged many to attend Montgomery County Community College for the first two years of college as a means to fund the final two years of a four-year degree. The College continues to build strong transfer agreements with elite colleges like Bucknell University, Dickinson College and Messiah College, which has led to the College becoming a first choice for residents.
- Strong dual enrollment programs with the high schools are helping more families understand the quality and value advantages of the community college.
- Facilities expansion, renovation and enhancements are not only generating excitement around the campuses, but also allowing the College to keep up with increased demand at the West Campus.

- The College's focus on student success has had an impact on persistence from one semester to the next. Fall to spring persistence increased from 66.8 percent for fall 2008 students to 67.2 percent for fall 2009 students. The combination of increased enrollment in fall 2009 and the increased persistence rate resulted in nearly 1,000 more returning students in spring 2010 than in spring 2009. The College expects persistence rates will continue to go up, resulting in an increase in returning students which will lead to overall increased enrollments.
- Enrollment is projected to increase at a higher rate at the West Campus than at the Central Campus, in part due to where the county population and number of high school graduates are growing and in part due to additional capacity at the West Campus as a result of the renovation of the second floor of North Hall and the future development of additional classrooms at the Schuylkill Riverfront Academic and Heritage Center.
- Enrollments in e-Learning courses is projected to continue increasing 10-15 percent per year, but this will impact the overall headcount at a smaller degree than the growth at the West Campus, given that most of the e-Learning students also take courses at one or more of the College's campuses.
- It is anticipated that the College will continue to benefit from the positive impact from national coverage and interest in community colleges, as well as the increased marketing presence of the College in new media, such as FaceBook, Twitter, YouTube, the internet, and other electronic and social media.

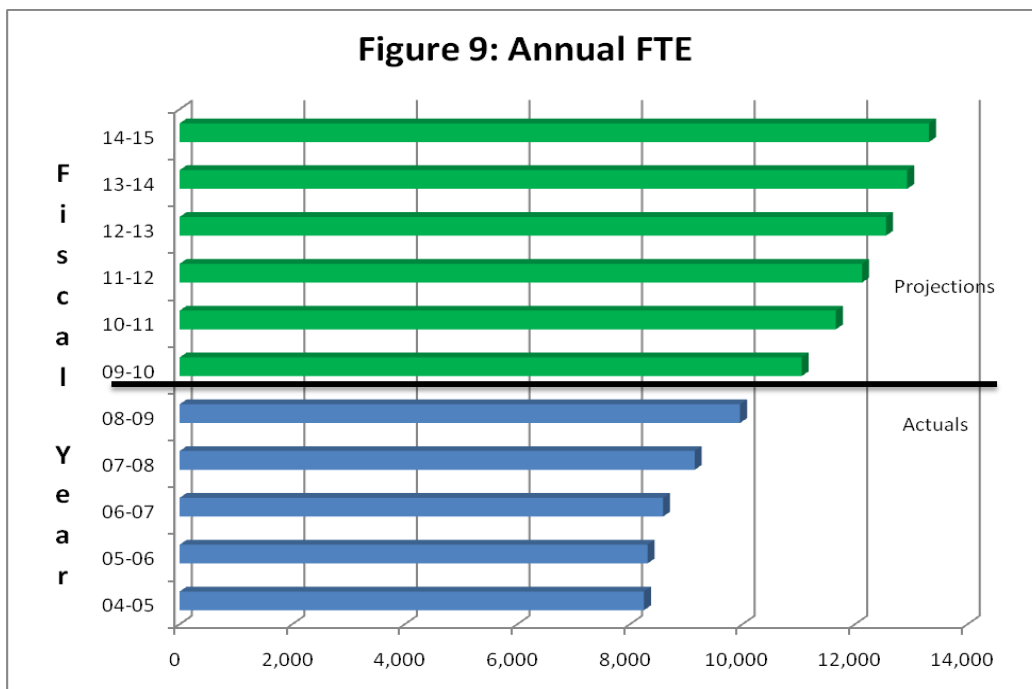
The following series of graphs provides an overview of enrollment increases over the past five years, along with the projected enrollment for the next five years. The final fall headcount has increased 30 percent in five years, from 11,006 in fall 2005 to 14,315 in fall 2009. It is projected that enrollment growth will continue to be strong for the next year, and then start to slow down as the economy improves, with a projected 17 percent increase over the course of the next five years.



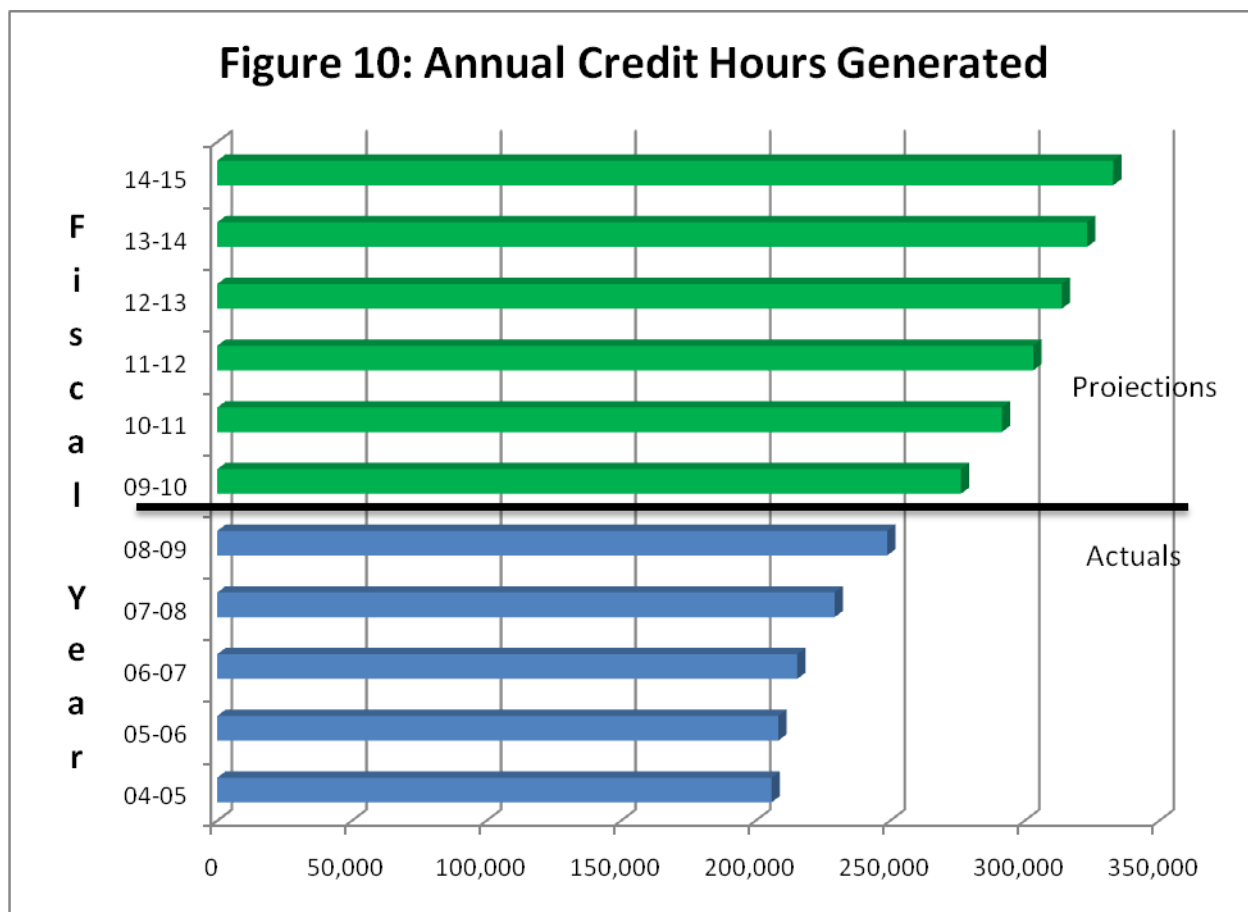
As noted in the planning assumptions used to develop the five year enrollment projections, it is expected that enrollment growth at the West Campus will outpace the enrollment growth at the Central Campus. Enrollments in e-Learning courses are also expected to continue to increase.



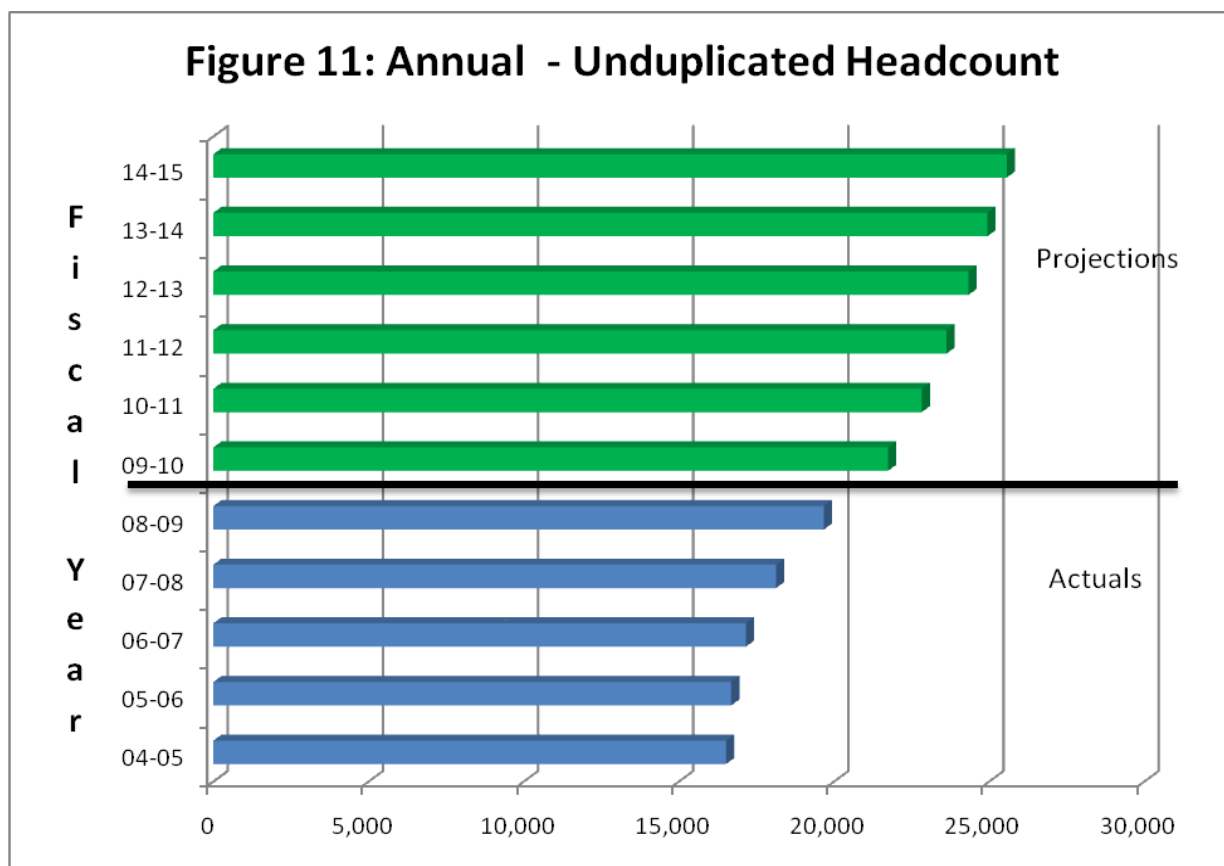
Credit FTE's have increased 20 percent since 2004-05 (from 8,252 in 2004-05 to 9,959 in 2008-09, the last completed fiscal year), and are projected to increase another 33 percent to 13,317 by 2014-15. Please note that based on 2009-10 fall and spring enrollments, it is expected that FTE's will show a record 11 percent one-year increase.



The College's budgeting process uses annual credit hours generated for projecting tuition income. Similar to the growth seen in FTE's, the credit hours generated have increased 21 percent since 2004-05 (from 206,000 in 2004-05 to 248,964 in 2008-09, the last completed fiscal year), and are projected to increase another 33 percent to 332,935 by 2014-15.



There is an opportunity for the College to extend its reach and better serve Montgomery County residents, by expanding its geographic reach within the county and increasing the reach into the adult market. Currently the College's credit course offerings are reaching 2.5 percent of the county's population – an increase from 2.0 percent market penetration in 2007-08. In benchmarking against Pennsylvania and national peers (large, suburban community colleges), the average penetration rate for credit courses is 3 percent. The goal is to reach 3 percent by 2015, which would result in an annual unduplicated headcount of 25,570 (an increase of 29.9 percent from 19,677 in 2008-09). This will be accomplished in part due to the expected 10.5 percent for 2009-10, with modest increases for each of the next five years.



### Enrollment Services Improvements

In an effort to improve student satisfaction, at the same time as increasing efficiency in providing services, planning is underway to develop a center for one-stop services at the Central Campus. At the West Campus, the enrollment services of admissions, registration, and payments are already coordinated through one area within the one-stop Student Success Center. As we move towards one-stop enrollment services the College has reorganized services under the leadership of an Executive Director for Enrollment Services with the Records and Registration Office and the Financial Aid Office both reporting to the Executive Director. One-stop enrollment services will be fully realized once the renovation of College Hall is complete. The one-stop concept allows students to register and pay for credit and non-credit courses all at the same time. Admissions, records and registration, non-credit registration, financial aid, accounts receivable, and the call center will be housed in the one-stop center. All processes have been mapped and the team is currently mapping out the changes and process improvements that will be made in conjunction with the move to the renovated space.

In 2007, process improvements were made in student records management with the implementation of document imaging. Document imaging is fully integrated into the operations of Records and Registration and Financial Aid and has made a significant difference in the storing and retrieval of student records, as well as increasing the advisors' ability to review transcripts and retrieve them in a timely manner. Over 180,000 documents have been scanned and linked to student records since March 2007.

The Enrollment Council was developed in 2005 and reviewed and revised in 2007. This Council is a standing committee that reports to the President of the College and meets monthly to strategically advise administrative areas of the College that are responsible for credit-based enrollment recruitment and expanding the reach of the College into under and unserved markets (demographic, geographic, etc.). The Council annually reviews credit enrollment projections, sets enrollment targets and monitors progress toward goal attainment in total, by campus (including E-Learning and off campus sites), and by program. The membership includes all of the academic deans, and representation from admissions, enrollment services, student affairs, accounts receivable, marketing and information technology.

In August 2007, a three-year recruitment plan was developed and includes the following goals: increase the number of contacts with prospective students; increase the overall high school yield rate; increase new student enrollment from underrepresented groups; increase the number of new students from the adult market; and incorporate academic programs and faculty into recruitment activities and materials. The plan is updated annually to extend out to the next year, with the current plan extending through 2011-12. The College's increased high school outreach efforts have resulted in moving the yield rate from Montgomery County public high schools from 14.8 percent in fall 2005 to 17.3 percent in fall 2008.

Students are coming to us with increasing financial need. There is a 35% increase in the number of students awarded aid in 2009-10 compared to last year. The number of students awarded aid annually has increased from 3,431 in 2005-06 to close to 7,000 for 2009-10. The percentage of students receiving financial aid has increased from 20% in 2005-2006 to 31% in 2009-2010. Since 2005, three positions (two full-time and one part-time) have been added or reallocated to the Financial Aid Office to meet increased demand and to increase financial aid outreach.

### Fiscal Analysis

Montgomery County Community College's overall financial condition continues to be strong as evidenced by the five year historical statements certified by the College Independent Auditors - see Tables 7 and 8. Net assets have increased significantly (42.2%) over the last five years ended 2009. The balance sheet reflects operational soundness including unrestricted expendable reserves in the form of cash and investments for future plans and contingencies. These reserves increased 16.4% for the five years ended 2009 for future plans and contingencies. These investments are professionally managed and conservatively invested through an independent firm in accordance with Board of Trustees policy and in compliance with Pennsylvania law. Preservation of capital in the portfolio of investments is insured through the mitigation of credit and interest rate risk.

**Table 7: State of Revenues, Expenses and Changes in Net Assets – Historical  
Year Ended June 30, 2009**

	2009	2008	2007	June 30 2006	2005
Operating Revenues:	34,573,151	30,851,434	26,971,696	25,771,790	24,783,223
Operating expenses:	85,049,233	78,131,416	70,155,553	66,773,507	61,032,526
Nonoperating revenue (expenses):	50,916,107	49,134,282	44,498,988	41,292,190	36,742,876
Other revenue:	6,204,245	4,414,490	3,387,022	4,536,723	3,731,428
Increase in net assets	6,644,270	6,268,790	4,702,153	4,827,196	4,225,001

**Table 8: Statement of Net Assets – Historical  
June 30, 2009**

	2009	2008	2007	2006	2005
<b>ASSETS</b>	\$ 155,289,687	\$ 152,415,040	\$ 105,820,836	\$100,006,730	\$ 98,853,785
<b>LIABILITIES</b>	79,609,475	83,379,098	43,053,684	41,941,731	45,615,982
<b>NET ASSETS</b>	75,680,212	69,035,942	62,767,152	58,064,999	53,237,803

In addition, the comparative financial performance analysis compiled for the fiscal year 2009 by the Pennsylvania Community College Commission further illustrates the financial viability and strength of the College. These performance ratios are presented in Table 9:

<b>Table 9: Performance Ratios</b>	
Strong Increase in Net Assets	7.13%
Highest Working Capital in the State	\$67,445,259
Strong Net Asset value	\$75,680,212
Highest Current Ratio in the State	5.47
High Investment Income	\$771,072

County and State funding has declined or remained flat in recent years and has presented budgeting challenges to the College. The College has effectively responded to these challenges through modest tuition and enrollment increases and cost containment measures.

<b>Table 10: Historical Tuition Rates</b>						
<b>FISCAL YEAR</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
In County Rate	\$81	\$84	\$84	\$86	\$87	\$90
Tuition Increase	\$2	\$3	-	\$2	\$1	\$3

Cost containment measures implemented in recent years have included the following:

#### Academic Affairs

- Class capacity sizes were increased by 1 for classes with 25 or fewer students (limited exceptions) per the 2004-2005 negotiated faculty contract. This results in savings of approximately \$50,000 annually.
- Moved to an automated student evaluation system and reduced the need for copying, distribution and processing of paper, and scanning and reporting of results. Estimated savings are about \$20,000 a year.

#### Registrar

- The Registrar Office has stopped printing and mailing final grade reports. Students can now access these reports via Web Advisor or the automated phone system. This saves the College about \$11,000 in postage costs, in addition to savings associated with processing time, forms and toner.

#### Financial Aid

- Eliminated a College specific Financial Aid Application, which reduced mailing costs for approximately 10,000 applications.

#### Information Technology

- The two main campuses of the College have been connected via private fiber network infrastructure. This represents an annual cost savings of \$18,000.
- MCCC has partnered with Montgomery County Intermediate Unit and the Montgomery County Office of Information Technology on the development of a regional fiber network and saves \$30,000 annually.

#### Purchasing

- Cost savings are achieved through membership in the Philadelphia Collegiate Cooperative.

#### Facilities

- Discarded paper has been diverted from the waste stream and into a revenue generating/cost savings recycling program, saving \$10,000 annually.

The College's fiscal health can also be evidenced by the fact that it was able to secure bond funding to finance its facilities master campus plan in 2005 and 2008. By soliciting and receiving State and County support for these issues (\$20,000,000 and \$40,000,000, respectively), the College's financial condition remains strong with an Aa3 bond rating. The College's outstanding long-term debt at June 30, 2009 was \$62,120,000.



Since our last self-study evaluation, there were no unusual or cause for concern notes in our audited financial statements. The most significant note involves Post Retirement Benefits and the College compliance with GASB 45 and the associated liability related to this benefit.

The College has received unqualified opinions since our last self-study evaluation with no material weakness cited in recent audits. The Results of Audit – SAS 114 – are included for review. There were no management letters issued for the past two years.

Fiscally conservative, the College has employed strategic funding practices, cost containment programs and an inclusive Institutional budgeting process that focuses on strategic initiatives, to ensure a solid balance sheet and sufficient cash flow to successfully implement its strategic plan in a timely and efficient manner.

With respect to future trends, the College projects balanced operating and capital budgets, see Tables 11 and 12.

The operating budget reflects projected enrollment increases reduced by 1% in each of the out years for prudent budgeting proposes. Also included is a \$6 increase in tuition for the fiscal year 2011 and a \$3 increase each fiscal year through 2015.

County funding is projected to increase \$500,000 per year.

State funding is projected to remain flat through 2012 and include federal stimulus dollars through the end of fiscal year 2011. The College assumes an annual increase of \$500,000 in State funding each year from fiscal year 2013 through 2015.

The College has set aside contingencies to fund strategic initiatives and preserve and restore physical plant in the event of unforeseen urgent needs. The College has the financial strength and viability to meet these commitments.

**Table 11: Operating Budget Projections  
2010 Thru 2015**

	Projected 2009-10	Projected 2010-2011	Projected 2011-12	Projected 2012-13	Projected 2013-14	Projected 2014-15
<b><u>REVENUES</u></b>						
Total Tuition	\$ 31,690,271	\$ 35,138,556	\$ 37,106,084	\$ 39,008,551	\$ 40,833,841	\$ 42,720,117
Comprehensive Fee	\$ 1,098,765	\$1,142,715	\$1,176,997	\$1,206,422	\$1,230,550	\$1,255,161
Federal Stimulus	\$ 1,749,268	\$1,749,268	\$0	\$0	\$0	\$0
State Appropriation	\$ 17,409,544	\$ 17,199,533	\$ 18,948,801	\$ 19,448,801	\$ 19,948,801	\$ 20,448,801
Total State Appropriation	\$ 19,158,812	18,948,801	18,948,801	19,448,801	19,948,801	\$20,448,801
County	\$ 17,202,534	\$17,702,534	\$18,202,534	\$18,702,534	\$19,202,534	\$19,702,534
Other Income	\$ 1,130,014	\$1,159,019	\$1,187,841	\$1,208,557	\$1,283,636	\$1,325,533
TOTAL REVENUES	\$ 70,280,396	\$ 74,091,625	\$ 76,622,257	\$ 79,574,866	\$ 82,499,363	\$ 85,452,146
<b><u>EXPENDITURES</u></b>						
<u>Compensation</u>						
Salaries and Wages	\$ 41,394,895	\$ 43,033,273	\$ 44,109,105	\$ 45,211,833	\$ 46,342,128	\$ 47,500,682
Fringe Benefits	\$ 16,591,783	\$ 17,292,014	\$ 17,909,672	\$ 19,253,245	\$ 20,103,784	\$ 20,995,688
Total Compensation	\$ 57,986,678	\$ 60,325,287	\$ 62,018,777	\$ 64,465,078	\$ 66,445,913	\$ 68,496,370
Other Expenses	\$ 12,293,718	\$13,766,338	\$14,603,480	\$15,109,788	\$16,053,450	\$16,955,777
TOTAL EXPENDITURES	\$ 70,280,396	\$ 74,091,625	\$ 76,622,257	\$ 79,574,866	\$ 82,499,363	\$ 85,452,146

The College capital budget currently reflects debt service related to two major ongoing renovations and three recently completed facilities. The College anticipates funding from the State and County to meet debt service requirements. The budget projects slow growth in capital commitments going forward until the fiscal year 2013 when the College projects additional debt related to a major renovation of the Physical Education building into a Health Science and Wellness Center. The College capital budget reflects continued State and County funding of debt service.

**Table 12: Capital Budget Projections  
2010 Thru 2015**

	Projected 2009-10	Projected 2010-11	Projected 2011-12	Projected 2012-13	Projected 2013-14	Projected 2014-15
<b><u>Revenues</u></b>						
State	\$3,299,182	\$3,299,182	\$3,289,733	\$4,485,596	\$4,482,917	\$5,104,224
County	\$3,319,357	\$3,319,357	\$3,319,357	\$4,514,919	\$4,514,919	\$4,514,919
Other	\$ 1,334,581	\$ 1,209,492	\$ 1,239,105	\$ 1,265,949	\$ 1,289,180	\$ 1,286,974
Total Revenues	\$ 7,953,119	\$ 7,828,031	\$ 7,848,195	\$ 10,266,464	\$ 10,287,016	\$ 10,906,116
<b><u>Expenditures</u></b>						
Total Real Property Leases	\$919,834	\$949,983	\$965,362	\$966,459	\$967,589	\$968,105
Total Personal Property Leases	\$183,703	\$188,939	\$191,702	\$180,768	\$184,250	\$184,628
Total Equipment Purchases	\$400,000	\$400,000	\$400,000	\$400,000	\$400,000	\$900,000
Leasehold Improvements	\$502,486	\$340,464	\$340,464	\$374,078	\$391,417	\$1,135,287
Debt Service	\$5,947,096	\$5,948,645	\$5,950,667	\$8,345,159	\$8,343,760	\$7,718,096
Total Expenditures	\$ 7,953,119	\$ 7,828,031	\$ 7,848,195	\$ 10,266,464	\$ 10,287,016	\$ 10,906,116

Next steps in Enrollment and Finance include:

- Increase the high school yield rate to at least 20% (*Standard 8, Admissions and Retention*)
- Continue to evaluate faculty distribution with the goal of improving the full-time to part-time ratio (*Standard 2, Planning, Resource Allocation and Institutional Renewal; Standard 3, Institutional Resources*)
- Develop and implement strong alternate revenue-generating activities at the College (*Standard 2, Planning, Resource Allocation and Institutional Renewal; Standard 3, Institutional Resources; Standard 7, Institutional Assessment*)
- Develop a plan to increase institutional financial aid support to ensure that anticipated future tuition increases do not deny access for attendance for needy students (*Standard 1, Mission and Goals; Standard 3, Institutional Resources*)

## **Section 5: Assessment Plans and Processes**

### **Overall Process**

Assessment is an integral component of the mission and activities of the College. While the College needs to continue to refine and expand its efforts, assessment is a central part of the College's culture and expectations. Indeed, self-assessment is an explicit piece of the College's mission. Guided by the College's assessment plan (see supporting document), assessment activities are woven purposefully throughout various levels of the College, including institutional, unit, program, course, and core. Assessment plans at all levels support and reflect the College's mission and strategic plan, and assessment results guide planning and budgeting. In this way, assessment is both informed by and informs the mission of the College. Furthermore, the College is working to increase visibility and accountability of assessment results and to foster a culture of assessment.

## Leadership

Assessment is coordinated by several key individuals throughout the College. At the institutional level, assessment is conducted by the Office of Institutional Effectiveness and Assessment. This Office is led by the Vice President of Institutional Effectiveness and Enrollment Management and the Director of Institutional Research. The Associate Vice President of Academic Affairs facilitates assessment of student learning outcomes at the program, course, and core levels. Additionally, deans, directors and coordinators throughout the College have designated assessment responsibilities. Finally, a faculty-led assessment committee was established in 2005 to recommend and review assessment procedures at the program, course and core levels.

## Institutional Level Assessment

The Institutional Effectiveness Model guides assessment activities throughout the College. In spring 2005, the College further refined the Institutional Effectiveness Model (IEM), which contains indicators that are congruent with the College's mission. Since 2005, the College aligned the definitions of those indicators with the National Community College Benchmarking Project, so as to allow for benchmarking against national and Pennsylvania peer institutions. Additional data sources used in the IEM include external surveys such as the Noel-Levitz survey and Community College Survey of Student Engagement (CCSSE) as well as institutional surveys such as graduate and alumni surveys. The IEM is updated and reviewed by the Cabinet and the Board of Trustees annually.

Data from the IEM have prompted important institutional-level activities and change. For example, IEM data informed the development of the last strategic plan, particularly the anchor strategic initiative of Increasing Student Access and Improving Student Success. The measures that informed the access goals within this initiative are High School Yield Rates; Proportion of Service Area Enrolled; and Diversity of Student Body. The measures that informed the success goals are Graduation and Transfer Rates; Persistence Rates; and Success in Developmental Education. In addition, student success data from the IEM were used to help successfully secure the Achieving the Dream and the Title III grants.

IEM data are also used to inform changes that are needed at more discrete levels of the institution. To facilitate the utilization of IEM data throughout the College, Institutional Effectiveness works closely with the information technology staff to implement tools that support the transformation of data. One of the challenges in transforming data is building the information technology infrastructure to support the display of top level metrics, while allowing an end-user to drill down into the detail. In addition, as the culture of evidence takes hold at the College, there is an increased demand for data and reporting. To help meet these needs, the College purchased the iStrategy tools and data warehouse and began the implementation process in January 2008. The tools were rolled out in July 2008 and provide end-users with the ability to pull data and do reporting without going through IR or IT. iStrategy, therefore, readily permits IEM data to be accessed and utilized at all levels of the College. In addition, performance at many levels is defined, in part, according to the IEM indicators. Examples of the ways in which IEM data are used throughout the College are provided below.

## Student Support Units

All units, including student affairs, administration and finance, marketing and development, institutional effectiveness and enrollment management, and information technology, generate unit plans and related goals that tie directly to the College's mission and strategic plan. Moreover, unit plans link directly to budget requests. All unit plans are reviewed annually and achievement of the unit goals is identified, thereby making all units accountable for supporting the mission of the College and ensuring visibility of results. Several examples of the ways in which units have used data to inform planning and improvements are described below:

- In Student Affairs, results from the Noel Levitz and CCSSE prompted efforts to improve academic advising and customer services. Specifically, the Call Center was reconfigured to increase service level and to minimize wait time. After success was demonstrated at Central Campus, similar changes were implemented at West Campus.
- In Administration and Finance, results of Noel Levitz and CCSSE identified perceived security concerns among students. Administration and Finance, therefore, established a unit goal to "Continue to improve physical & personal security, integrate fire & intrusion alarm systems in order to improve safety & reduce theft." This unit goal was tied directly to the College's strategic goal of Building a Model and Modern Workplace. As a result, campus lighting was improved at Central campus and parking improvements were made at West campus.
- In Information Technology, a help-desk ticket-tracking system is utilized that provides detailed reports on call-types, resolutions, day/time of call, etc. Data from these reports are used to inform IT goals and to create planned improvements to the IT department. For example, password-related calls have always represented the majority of help-desk calls. A recent report showed that password calls continue to rise as the College relies on additional web-based services. As a result, IT installed a password self-service system in 2009 that will permit staff and students to independently reset their password if they should forget it. This project was a result of the review of the help-desk call statistics.
- In Information Technology, faculty and staff are surveyed regarding their IT needs. The last survey of faculty was conducted in 2007. Based on the results, a number of changes were made to improve IT services. These include offering a series of workshops during the summer and the development of podcasting workshops. These, in turn, lead to our enrollment in iTunes U and a year-long faculty development initiative based on Macintosh technology, called the Digital Campus Academy.
- Information Technology participates annually in a national survey of technology in higher-ed institutions conducted by Educause. Data from this survey is used to benchmark key performance indicators against peer institutions and to develop IT initiatives. One example is the expansion of the wireless networking coverage. The College originally provided wireless network access in only a few areas of the College, such as the library, cafeteria, and auditorium spaces. Results from the Educause Core Data Survey, however, indicated that complete wireless coverage was important to higher-ed students and supported by other peer institutions. As such, in 2006-2007 the College initiated its wireless expansion project and now covers all academic and public spaces. The timing of the investment proved accurate as the wireless network is very active.

- In Marketing and Development, data were collected to inform the design of the College's new website. Focus groups and other forms of feedback were gathered from prospective and current students as well as other key stakeholders within the College at key points throughout the project. These data helped the College develop a website that reflects the College's mission and values, is engaging to the audience, and is intuitive and easy to navigate.
- In Enrollment Management, IEM data indicated changes were needed to increase the diversity of student body. As a result, the College's Recruitment Plan includes outreach initiatives to underrepresented student populations.

### Academic Program and Course Assessment

Program Level. Assessment at the program level has further developed since the self-study in 2005. All academic programs have assessment plans. Most importantly, many programs are using assessment results to make significant and meaningful program modifications. The Academic Program Review (APR) process was also modified to better link the program review to assessment at the institutional and curricular levels and, thereby, better support the development of a comprehensive assessment framework and plan for the College.

A set of guidelines were created to provide a consistent format across academic program reviews. Under these guidelines each APR now uses data that are aligned with the core indicators of the College's Institutional Effectiveness Model. Student performance in terms of retention, graduation and transfer rates and success, as defined in the IEM, is monitored in the APR for all program students.

In addition, the APR includes a formal evaluation of the curriculum under review with an emphasis on student learning at both the program and course levels. The APR also allows faculty to evaluate the current outcomes assessment procedures that are in place, as well as documenting the changes brought about as a result of assessment. All APRs must have an approved assessment plan in place as well as show evidence of assessment taking place. The Assessment plan for each program is classified as "beginning," "developing," or "mature." These rankings are included in the College's assessment plan, which is attached.

The APR also includes a detailed plan of action, based on the findings of the APR, that is ultimately linked to Division and College-wide budgeting and planning. Each year, a follow up report on the items of the Action Plan is presented to the Vice President of Academic Affairs and Provost, and the findings are used in planning. The APR must also include a report from an external reviewer for all transfer programs and a report from the respective advisory committee for career programs. Each APR must be approved by the All-College Curriculum Committee and the Board of Trustees.

The central purpose of the APR is to improve student learning. It is also designed to ensure the integrity of the program as well as meet the needs of industry and transfer partners. It also helps administrators make decisions on whether to continue the program as is, with modifications, or to discontinue the program. It should identify the strategies and steps that are needed to support continuous program improvement and inform the College's strategic planning and budgeting process.

Several examples of ways in which the results of academic program reviews have been used to primarily make curricular modifications as well as in budgeting and planning are included in the College's academic assessment document (see supporting document). It should be noted that, starting in academic year 2007-2008, in response to low graduation rates identified in the IEM, the APR process looks at the number of credits each transfer program requires for graduation, as research shows that students with close to 60 credits are transferring without graduating. After documenting that program quality will be maintained, six programs have already reduced the required credits, from 66 to 68 credits to between 60 and 63 credits.

While the current program review process is comprehensive and has led to many significant program/curricular improvements, more frequent monitoring is needed in some areas, such as business and industry, to respond to rapid changes that are taking place. In addition, the 5-year cycle and the length of time it takes to conduct a review, often does not pick up problems that could – and should – have been fixed prior to the review.

Therefore, beginning in fall 2009, the program review process for career programs has two interrelated components: an annual program report and the five year program review—which is a summary of the progress made to date for each year of the 5-year cycle. The A.A. and A.S. degree programs will begin similar procedures in 2011. This will significantly shorten the time spent on conducting the program review as well as help identify problems a program is experiencing before they become entrenched and, thus, more difficult to fix.

In addition, also beginning in fall 2009, specific criteria were put in place to identify a program that needs to go through an early review process. For example, programs that have experienced a decline over the last two years in enrollment, fall under the College's graduation rates, or have declining retention rates, may be recommended for an early program review. An early program review may also be conducted based on information from the program's Advisory Board about projected industry changes.

Course Level. Assessment is also taking place at the course level. The College's required state course outlines (known internally as ACT 335 forms) were revised to contain measurable student learning outcomes. Faculty worked collaboratively to identify and make measurable key items that students should know and do upon completion of the course. In addition, more advanced assessment is occurring in strategically identified courses, including developmental, E-Learning, and gatekeeper courses.

All developmental courses have approved assessment plans in place. As noted in a previous section, several of the developmental courses routinely collect data to determine student success rates, needed course modifications, and the effectiveness of experimental courses.

Two gatekeeper courses have approved assessment plans in place and results reported by the end of the fall semester, 2009: Accounting Principles 1 (ACC 111) and Human Anatomy & Physiology 1 (BIO 131). Thirteen additional gatekeeper courses have assessment plans in place by spring 2010. A complete list of these courses is included in the appended academic assessment document.

The College also examines the success of students in online courses. As part of the data collected through the IEM, the College compares the grade distributions of Distance Learning students and the overall College percentages. These data for the fall 2008 and fall 2007 semesters are presented in Table 12 and illustrate similar grade distributions between the two groups. The data described in table 12 illustrate a grading distribution which includes a +/- grading system. The +/- grading system was launched in fall of 2008, after a 2-year college wide comprehensive review.

<b>Table 12: Grade Distributions for Distance Learning overall College Students</b>			
<b>Year</b>	<b>Grades</b>	<b>% of e-learners</b>	<b>% of students college-wide</b>
Fall 2008			
	A	21.1	19.5
	A-	6.6	6.8
	B+	6.9	6.7
	B	10.4	12.0
	B-	5.1	5.6
	C+	2.9	4.0
	C	8.7	10.9
	D	4.5	4.5
	F	10.3	6.9
Fall 2007			
	A	31.9	27.2
	B	18.9	23.4
	C	11.6	15.4
	D	3.5	4.6
	F	9.7	7.2

### Core Assessment

The assessment committees have been preparing the College to effectively assess its new core curriculum. The committees explored models being used to assess general education at other institutions and received training on assessment approaches and techniques. They are striving to develop an assessment methodology that will yield meaningful data that engender improvements in the teaching and learning processes.

The General Assessment Committee plans to follow the Institutional Portfolio model at least for the initial phase of assessment. The Core Assessment Committee recognized that the tri-part structure of the core might require multiple approaches to assessment. A course-based approach, for example, might be best suited for the knowledge area of the core. In addition, the assessment committees reviewed assessment software programs to help monitor and organize core assessment activities, as well as other assessment initiatives. They selected WEAVEOnline, and the purchase was approved for 2010-2011.



The General Assessment Committee is currently piloting the assessment of two core goals: Information Literacy (Goal 5) and Exercise and Health Science (Goal 10). This process will help the committee refine their assessment processes and procedures before they are adopted college-wide. In addition, the committee is exploring the future use of externally-developed assessment tools and developing scoring rubrics for other core goals, where appropriate.

### Culture of Assessment

Starting in academic year 2004-2005, a number of structural additions were made to facilitate the development of a culture of assessment and to create and implement assessment processes that would make assessment part of the life of the College. For example, recognizing the seminal role that faculty play in building and sustaining assessment efforts, in 2004 the Center for Teaching and Learning (CTL) was created as part of the Office of Faculty Development and Assessment, which is under the leadership of the Associate VP of Academic Affairs. Previous faculty development activities were offered by the Human Resources office, leaving decisions about what to offer and how to spend faculty development monies under a non-academic administrative structure. The CTL is under the leadership of a faculty member who serves as the Center's coordinator and the budget and planning guided by a faculty advisory committee. By the end of 2007, the assessment of student outcomes had been identified by faculty as part of the Center's mission, with a clear delineation of the faculty role in assessment indicated on the faculty development web page.

Each semester, including summers, the CTL offers individual workshops and faculty learning communities on assessment, sponsors assessment webinars, supports faculty attendance at assessment conference and seminars, hosts a summer assessment boot camp, extends consulting services to individual faculty, and conducts presentations at discipline and division meetings. In spring 2009, the College partnered with seven other community colleges to host the first annual assessment seminar. In addition, the CTL works closely with IT to co-develop and present sessions on using technology to support student learning and assessment. The CTL also purchases books and other materials on assessment for faculty. Taking advantage of CTL events is the way that most faculty choose to meet their two-day faculty development requirement. Decidedly, having faculty ownership of the CTL has helped foster a culture of assessment.

In 2006-2007, the first assessment committee was convened. Although facilitated by the Associate Vice President of Academic Affairs, faculty members drive the agenda. In addition to approving all assessment plans for new and modified academic programs, the committee also ensures that all programs have up-to-date plans in place and that assessment results from approved plans are providing helpful feedback to program coordinators and faculty and that improvements are made and monitored where indicated. Each committee member also serves as a liaison to his or her division and helps lead the assessment efforts at the division and discipline levels.

As part of its initial work, the committee delineated the responsibilities for assessment for each of the key positions at the College. This was shared with each area involved. As a result of this work, goals specific to assessment have become part of the annual goals and objectives of academic affairs and for each of the positions indicated by the committee. The committee also provided feedback into the documents, *Guidelines for Creating an Assessment Plan* and the *Student Learning Outcomes Assessment Plan*.

Assessment is an important part of both new and part-time orientation as well as of the new full-time faculty mentoring program. All new faculty are told about their responsibility for assessment before being hired and trained in assessment after being hired. Evidence of assessment in the classroom is strongly recommended as evidence of good teaching in the promotion portfolio and is weighed as part of what is expected in all portfolios.

Training on assessment has also been conducted for the College's academic deans and other administrators. Each division now provides time at division meetings for the sharing of assessment results and training on new assessment methods. In addition, time during the academic year has been made available for meetings of all disciplines, a practice now done across all divisions. The deans have also attended assessment conferences and are actively engaged in supporting assessment in their respective areas.

A significant number of college-wide avenues for bringing information about assessment have opened over the last several years. For example, the College's opening day events has featured both faculty presentations on assessment and national speakers on assessment and student learning. For example, in fall 2007, Richard Light from Harvard, spoke about the Harvard Assessment Project and the importance of collecting and using student feedback. The College's annual Technology Conference always includes workshops on assessment, particularly how technology can be used to facilitate assessment and improve student learning. And as noted in the previous section on the Academic Program Review, much of the work on assessment at the program-level is shared with and discussed by many different segments of the College community. Furthermore, the College helped develop an annual Assessment Summit, in which several local community colleges gather to discuss effective assessment tools and practices.

Over the last several years over 70 faculty and staff have participated in a two-day workshop on Continuous Quality Improvement, a program that supports assessment of student learning. Faculty who take complete CQI training meet in small groups to discuss how they can use the techniques they learned to assess students and to improve student learning.

The College has worked extensively to make assessment a routine part of the language and the process of improving student success and student learning at all levels of the institution. The Institutional Effectiveness Model, the Academic Program Review and the integration of data into planning and budgeting all exemplify ways the College uses assessment to support its mission. Academic Affairs has taken the lead in assessing student learning and in building a culture of assessment. The next step is to better coordinate the reporting of assessment activities and results across the College. Adopting an online assessment software program is likely an important step in developing a centralized way of capturing all of the College's assessment efforts.

Next steps in Assessment Plans and Processes include:

- Fully implement the assessment of the new general education core curriculum (*Standard 12, General Education; Standard 14, Assessment of Student Learning*)
- Continue to build a culture of assessment in all the activities throughout various levels of the College (*Standard 7, Institutional Assessment; Standard 14, Assessment of Student Learning*)
- Continue to analyze data and show how program and course assessment data are being used to improve student learning outcomes (*Standard 14, Assessment of Student Learning*)

## **Section 6: Linked Institutional Planning and Budgeting Processes**

The College has devised a method to link planning and budgeting by tying this process to the College's six strategic goals. There are six main unit areas at the College:

- Academic Affairs
- Student Affairs
- Information Technology
- Institutional Effectiveness and Enrollment Management
- Administration and Finance
- Marketing and Development

Unit budget managers develop a budget proposal for each year in collaboration with administrators, faculty and staff in their respective areas. Each member of the team drafts requests for his or her unit based on three categories: personnel, capital equipment and operating costs. Each request (e.g., for a new full-time faculty member in mathematics) must be accompanied by a rationale that provides evidence that this request will enhance one of the College's six strategic goals. Each person within the unit completes a strategic initiative development form and then prioritizes the list within the department, division or operating unit.

Once each unit budget manager completes strategic initiative development and prioritizes the list, the request is sent to the manager's area Vice President. The Vice President reviews each individual request and prioritizes the requests of the entire unit, based on what that individual Vice President believes to be the key initiatives for the coming academic year.

After the unit's strategic initiatives are approved and prioritized, the Vice-President shares these with the other operating units listed at the beginning of this section, each of which falls under a specific vice-president. Each unit has carried out the same process simultaneously in each operational unit. The Vice-Presidents meet and prioritize all the strategic initiatives for the entire college, generating a comprehensive list. This prioritization for the entire college is subsequently shared and reviewed with the College's President, and final decisions are made regarding all the priorities and which ones will be funded for the budget year under development. Funding sources for all the priorities are numerous and include:

- The College's operating budget
- The College's capital budget
- Perkins funding
- Technology fee funding (generated from each credit hour paid for by the students)
- Other private and public grants, recently funded or submitted

The numerous funding sources are necessary to maximize the number of new positions, capital items and increases in operating that are necessary to keep the College at the forefront of providing quality programs and services to our students.

Due to the fiscal climate in the past 18 months, budget managers have taken additional planning steps when developing the 2010-11 strategic initiatives. Each manager included either a cost-saving and revenue-generating component to their budget development process. This ensures that every budget manager is remaining good stewards of the dwindling funds. Each unit manager was asked to contain spending at 2009-2010 levels and, in some cases, a budget reduction could be requested. Many budget managers used this opportunity to shift funds from one line item to another to help maintain priorities within their unit.

Next steps in Linked Institutional Planning and Budgeting Processes include:

- Continue to refine the integration of the budgeting process college-wide for operating, capital, technology and personnel budgets (*Standard 2, Planning, Resource Allocation and Institutional Renewal; Standard 3, Institutional Resources*)

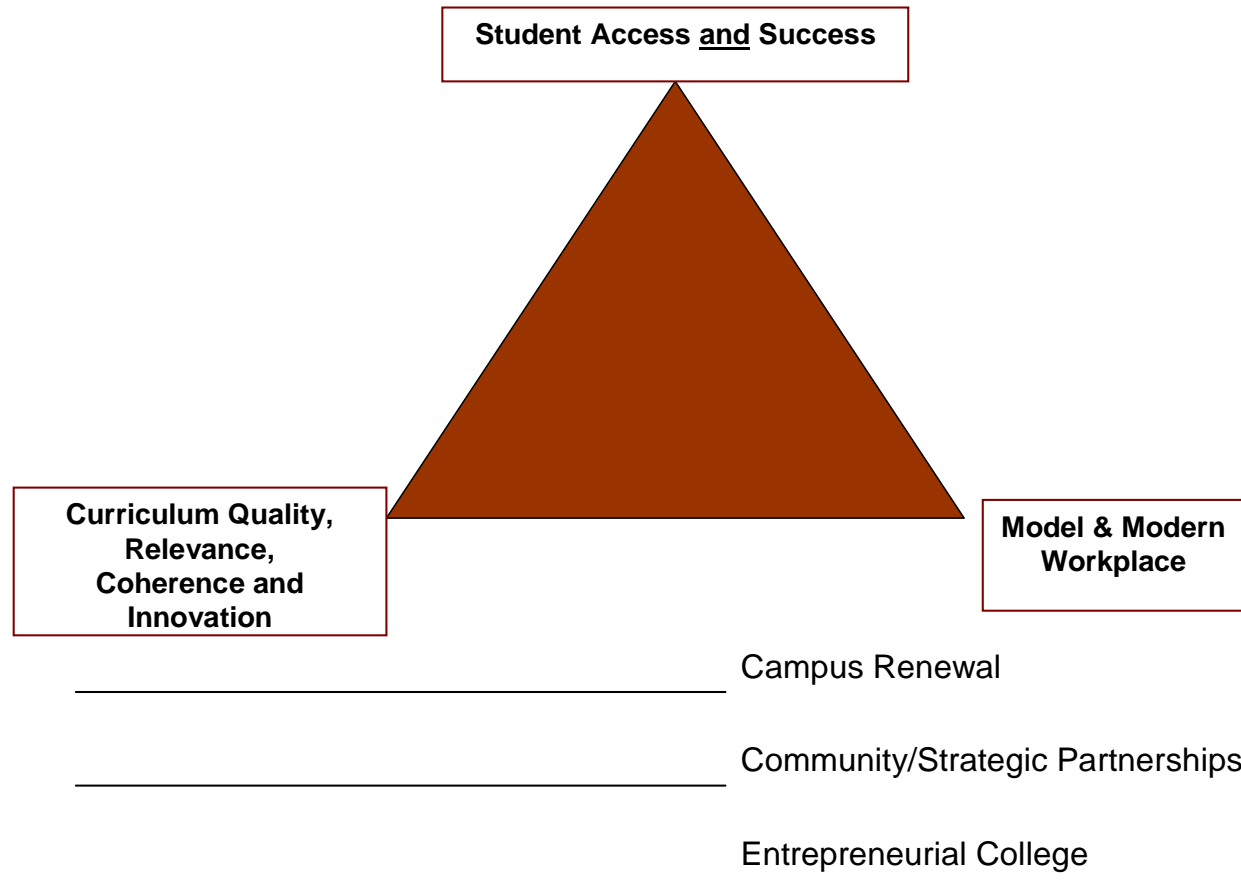
## **Summary**

Montgomery County Community College enters its accrediting mid-cycle time period with a strong commitment to six strategic goals. The College continued or introduced improvements to all six areas, with special attention to developmental education, campus renewal, and development and assessment of curriculum. The College is weathering the current economic climate as efficiently as possible, and its employees are committed to access, success and alternate revenue generation that will keep it strong and a first-choice for Montgomery County students in the decades to come.

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## Strategic Plan to 2010



## **Great Expectations: Keeping the Promise of Student Access and Success The Strategic Plan to 2010**

### **Expand Access and Increase Student Success**

Montgomery County Community College will reach as many residents as might benefit from higher education by reducing financial, geographic, programmatic and academic preparedness barriers to enrollment. The College is committed to increasing the ability of all students to reach their learning goals.

#### **Goals for Access:**

- Tuition policy
- Geographical access
- Improve high school yield rates and adult participation
- Expand child care
- Proactive financial aid outreach
- Convenient, yet rigorous program delivery systems
- Build Foundation endowment for financial aid and develop an emergency loan program

#### **Goals for Success:**

- Improve success rates (transfer and graduation)
- Cut achievement gaps among specific cohorts of at-risk students
- Focus on a strong first year experience
- Improve developmental student success
- Align student success and student support systems with these goals

### **Ensure a Quality, Relevant, Coherent and Innovative Curriculum**

Montgomery County Community College believes that student success requires a strong academic program and academic plan. As a result, we will sharpen our focus on academic quality, program relevancy, curriculum coherence and innovation in pedagogy and program development and delivery. The College is committed to strong assessment of student learning outcomes at the course, program and overall institutional levels to support student success and academic improvement.

#### **Goals:**

- Implement the e-learning plan
- Design and implement a 21st century core
- Strong faculty development systems
- Employ systems/incentives to support faculty innovation
- Ease barriers to new program development
- Accelerate remediation
- Improve full-time to part-time teaching ratios
- Strong library resources
- Academic policies aligned to support student success
- Strong assessment of student learning outcomes at course, program and discipline levels

## **Build a Model and Modern Workplace**

Montgomery County Community College believes that student success is highly dependent on all College employees having the tools, skills and organizational climate to enable their passionate focus on the fulfillment of the College's mission. We commit to building this climate and supporting our employees in becoming the continuous learners we seek our students to become.

### **Goals:**

- Introduce new programs to celebrate success and reward innovation
- Develop fair and consistent evaluation processes for all employees with modern and competitive compensation system
- Implement an effective and efficient hiring process
- Continue to build a climate of shared decision making
- Implement a comprehensive health and wellness program for employees
- Ensure a safe workplace
- Further develop employee orientation and professional development systems
- Ensure a diverse workforce
- Continue leadership training for the development of in-house talent
- Build a strong succession plan
- Develop individual learning plans to support the plan
- Establish Clean Air Zones

## **Invest in Campus Renewal**

Montgomery County Community College believes that a modern and welcoming physical facility and strong technology infrastructure is a cornerstone for student success and academic quality. Campus renewal can also mean community renewal as is the case for our West Campus in Pottstown. As a result, we will continue to invest in the renewal of facilities (including a sharper focus on campus sustainability). We will also further develop our information technology infrastructure to support student success, academic quality and institutional innovation and improvement.

### **Goals:**

- Implement the updated facilities master plan
  - Art Barn
  - College Hall/Library
  - Parkhouse Hall
  - Deferred maintenance
  - West Campus
    - Parking
    - Riverfront Academic Center
  - Walking Trail
  - Health and Wellness Center



- Increase our focus on campus sustainability
  - Energy savings program
  - Recycling
  - Preserve and enhance natural features of the campus
  - Reduce acreage of high maintenance lawns
  - Encourage walking
  - Minimize development impact by reusing sites and buildings

### **Extend Community and Strategic Partnerships**

Montgomery County Community College believes that partnerships and the programs and services that evolve from close linkages with our community are critical to supporting student success, demonstrating our value for public and private support and in being responsive to meeting the lifelong learning needs of our residents. We commit to extending the development of these partnerships with the K-12 sector, colleges and universities, the arts and creative community, community-based organizations, business and industry, and government agencies.

#### **Goals:**

- Build the dual credit program
- Increase transfer agreements
- Build connections with growing Boomer population
- Pursue mutually beneficial public/private partnerships
- Develop the Riverfront Academic Center
- Expand the University Center concept
- Support community-based organizations in meeting their mission
- Enhance business and industry training partnerships
- Continue work in becoming a cultural destination

### **Become an Entrepreneurial College**

Montgomery County Community College, by its nature as a community college, is a flexible, responsive and innovative organization. We believe that our ability to identify and maximize opportunities is critical to supporting student success and fulfilling the learning needs and aspirations of our students and our community. We commit to finding new means to complement the strong public financial support of our College to further extend our reach, student success and to build academic quality. In addition, we will support the development of the entrepreneurial capacity of our students and the community.

#### **Goals:**

- Develop alternative revenue sources
  - Further develop grants capacity
  - Supported infrastructure to host large scale events
  - Private fund raising
- Develop and deliver flexible, quality credit and non-credit offerings
  - Accelerated Learning
  - Weekend College
  - Center for River Studies
  - E-Learning
  - Credit for Life Experience

- Integrate entrepreneurial competencies into credit and non-credit programs
  - Small business incubator
  - Student run incubators
  - Courses in entrepreneurship

## Appendix B: Matrix of Self-Study Suggestions and Their Location in PRR

Standard		Suggestion	Examples of & Page #
1	Mission, Goals and Objectives	The College should establish a timetable for the timely review of the Mission Statement and the objectives and goals arising from it.	2010-2015
2	Planning, Resource Allocation and Institutional Renewal	The College should focus on transforming its extensive data gathering into information that will guide its continued improvement of programs and processes.	50
		The College should consider prioritization of specific strategic initiatives in the next round of strategic planning so as to use staff resources and time effectively.	2010-2015
3	Institutional Resources	MCCC recognizes budget constraints in the area of capital funding and the impact it could have on College operations. The College should continue to express the importance of capital funding to the State specifically as it relates to enrollment enhancement, fiscal operations, serving the community and implementation of the strategic plan. The College may also want to further investigate alternative funding to meet additional space requirements through community business partnerships.	38
		MCCC should continue the comprehensive review of administrative practices using techniques such as process mapping. A schedule and timeline should be developed to achieve this goal.	50
		In order to continue improving the efficiency of the College, the review of cost containment measures should be continued and implemented on an annual basis.	51
		As the West Campus continues to increase in enrollment and expand facilities, the College should increase the number of full time faculty available to serve students on that campus.	19

Standard		Suggestion	Examples of & Page #
4	Leadership and Governance	The current multi-level participation for policy formation should be assessed for effectiveness and efficiency.	2010-2015
		As part of the ongoing review of the "one college" philosophy, the College should continue to ensure full representation of faculty (full and part-time), administrators, staff, and personnel on all College committees.	19
		The roles and responsibilities of West Campus administrators should be clarified to in a manner that promotes its "one college" vision.	19
5	Administration	To support succession planning, a long term and ongoing Leadership Program should be explored to assure a large pool of qualified applicants as personnel retire or leave the college.	20
		There is a need to expand recruitment activities that will result in the hiring of additional minority faculty.	18
6	Integrity	The College should develop an intellectual property policy.	Appendix H
7	Institutional Assessment	The College should refine the Institutional Effectiveness Model to ensure that it becomes more focused and systematized as implementation proceeds. Included in these efforts should be a written plan for evaluation of its assessment efforts, including the IEM, Strategic Plan implementation, and unit goals and objectives.	21
		The College should ensure that collected data especially benchmarked data, are analyzed to produce information that will inform the improvement and institutional renewal process and be useful for units in their planning efforts. It is particularly important that the data and reporting mechanisms have integrity and consistency.	Throughout Academic Strategic Plan

Standard		Suggestion	Examples of & Page #
8	Student Admissions	The College should consider document imaging to facilitate efficient and consistent service across campuses.	37
		The College should continue the development of a comprehensive enrollment management plan including staffing necessary to implement the plan. As part of the plan, measurable outcomes and assessment methods should be in place to improve enrollment and other related student services.	33
9	Student Support Services	As enrollment at the West Campus grows, the College should conduct a periodic assessment of staffing levels to ensure that appropriate numbers of student services personnel are available to meet student needs.	19 and 2010-2015
		The College should consider strengthening student support services for ESL students at the Central Campus and should periodically assess the need for ESL services at the West Campus.	2010-2015
		The Dean of Student Success should use the opportunity presented by the opening of the new Center for Student Success to work with counselors, advisors, faculty and students to clarify the College's academic advising philosophy and process, and should embed a plan for outcomes assessment.	3
10	Faculty	Efforts to diversify the faculty must continue.	18
		As enrollment grows, the College should continue to monitor the ratio of full time to part time faculty.	18
		A plan needs to be developed to recruit new faculty as senior faculty retire over the next five years.	18

Standard		Suggestion	Examples of & Page #
11	Educational Offerings	The Library staff should assess the effectiveness of their new and traditional services including a review their periodical and microfilm holdings taking into account the availability of these resources electronically as well as documented student usage of these materials.	24
12	General Education	The College should determine a consistent and cohesive set of faculty driven general education competencies.	13 and also Appendix D
		Periodic assessment of general education competencies should be an integral component of the new general education core and findings should be linked to budgetary support for new initiatives to improve student performance.	47 and also Academic Assessment Document
		Faculty development in assessment of student learning outcomes should be made available to both full-time and adjunct faculty.	48
13	Related Educational Activities	The College should develop a mission statement for distance learning, finalize its plans for distance learning, and move toward implementation of the strategic plan as quickly as possible. The implementation should include an ongoing assessment of distance learning courses and student outcomes.	15 and also E-Learning Strategic Plan Document
		The College should move forward with its recommendation to develop a strategic, programmatic approach to developmental education to ensure that students who complete developmental courses are successful in their subsequent course-work.	6
		The College should continue with its plans to combine student services for both credit and non-credit students.	11

Standard		Suggestion	Examples of & Page #
14	Assessing Student Learning	The institution should make every effort to capitalize on its current assessment activities by creating a clear and deliberate plan for implementing student learning outcomes to improve teaching and learning.	43
		To create a shared culture of assessment, the institution needs to provide more training for faculty and other members of the College community to ensure active participation in outcomes assessment.	43
		Given the challenges and difficulties faced by developmental students in making the transition to college-level courses, the College should move forward with longitudinal study on the performance of basic skills students.	9 (ABE)

## Appendix C: Achieving the Dream Benchmark Tracking Data

Success Rates from Various AtD Interventions				
Indicator	Subsection - Race or Gender	Success rate in 2003	Success rate in 2005	Success rate in 2008
% students who complete degree or certificate or transferred in 3 yrs	AF/Black White Female Male	6.4% 13.4% 14.5% 10.7%	10.3% 13% 14.7% 10.5%	Not yet available
Persistence from fall to spring	All students combined	66.05%	68.46%	68.84%
Developmental course retention-Math	AF/Black	74.58%	73.43%	79.39%
Gatekeeper course retention BIO 131, Anatomy & Physiology I	AF/Black White Female Male	50% 73.4% 75% 64.7%	Not available 84.1% 74.4% 100%	66.7% 78% 77.8% 75%



## **Appendix D: Core Goals and Outcomes**

### **GOAL 1: Communication Skills**

*Use writing, speaking, reading, listening, and observational skills to understand, organize, receive and convey information. (Courses must meet at least 2 and preferably 3 outcomes; one course may not meet all Goal 1 outcomes.)*

Outcome 1-a: Demonstrate the ability to write in a carefully developed and well-supported manner.

Outcome 1-b: Demonstrate the ability to speak in an organized and well-supported manner.

Outcome 1-2: Organize ideas for various audiences and purposes.

Outcome 1-3: Critically evaluate information from written, oral, graphic, or mass media communications.

Outcome 1-4: Use proper syntax, grammar, punctuation, and manuscript style.

### **GOAL 2: Analytic Skills**

*Employ logic, reasoning and analysis to solve problems.*

Outcome 2-1: Identify a problem.

Outcome 2-2: Analyze and evaluate factual information.

Outcome 2-3: Draw reasonable conclusions from identified relationships.

Outcome 2-4: Determine the optimal resolution to a problem.

### **GOAL 3: Quantitative Skills**

*Use mathematical concepts and standards and criteria to solve problems and make decisions.*

Outcome 3-1: Identify relevant data.

Outcome 3-2: Formulate a mathematical model appropriate to the problem.

Outcome 3-3: Test the mathematical model to verify the result.

#### **GOAL 4: Computer Fluency**

*Use computers to collect, save, process, retrieve and transmit information and acquire those skills that are essential for working and living in a technological society.*

Outcome 4-1: Demonstrate a command of computer vocabulary.

Outcome 4-2: Identify appropriate computer technology to solve a specific problem, as appropriate to the program of study.

Outcome 4-3: Use selected computer technology to organize raw data for analysis and presentation.

Outcome 4-4: Communicate responsibly using computer technology.

#### **GOAL 5: Information Literacy**

*Locate, evaluate, and use information from diverse sources.*

Outcome 5-1: Determine the nature and extent of information required for research.

Outcome 5-2: Formulate a search strategy to locate the appropriate information effectively and efficiently.

Outcome 5-3: Critically evaluate information from written, oral, graphic or symbolic and mass media communications.

Outcome 5-4: Use information ethically and legally, employing the appropriate format and documentation to acknowledge sources.

Outcome 5-5: Synthesize information into a coherent argument presented as an integral course project.

#### **KNOWLEDGE**

Knowledge empowers individuals to initiate change, achieve their potential, generate ideas, and serve the common good

#### **GOAL 6: Intellectual Heritage**

*Develop an understanding of the history of civilization, the evolution of cultures, and the ideas of great thinkers.*

Outcome 6-1: Acquire insight and a broad perspective of the human experience over time.

Outcome 6-2: Demonstrate a general knowledge of the development of world civilizations and their similarities and differences.

Outcome 6-3: Analyze the ideas articulated by great thinkers, as appropriate to the program of study.

### **GOAL 7: Aesthetic Sensibility and the Arts**

*Develop an understanding of and gain an appreciation for artistic expression in various forms including fine art, music, literature, dance, theater, and the cinematic and electronic arts.*

Outcome 7-1: Develop an ability to make informed aesthetic judgments.

Outcome 7-2: Demonstrate an understanding of artistic expression through analysis and/or creation.

### **GOAL 8: Physical and Life Sciences**

*Develop an understanding of the natural and physical world and the role of science in society.*

Outcome 8-1: Apply the scientific method to analyze and interpret scientific data.

Outcome 8-2: Develop logical reasoning and rational investigational skills.

Outcome 8-3: Formulate defensible arguments concerning contemporary scientific issues.

### **GOAL 9: Behavioral and Social Sciences**

*Develop an understanding of human behavior and social, political and economic constructs.*

Outcome 9-1: Apply the perspectives and methods of at least one social science as it informs the understanding of human behavior.

Outcome 9-2: Apply a social science perspective to a particular issue and identify factors influencing change, past or present. This may include social, political and economic constructs.

Outcome 9-3: Identify the impact of economic, political, and social structures on individuals and their social organizations

### **GOAL 10: Exercise and Health Science**

*Develop an understanding of physical fitness and health concepts.*

Outcome 10-1: Identify the relationship between health and exercise science concepts and a healthy lifestyle.

Outcome 10-2: Identify the relationship between a healthy lifestyle and wellness across the lifespan.

## **VALUES**

Values, ethics and diverse perspectives encourage intellectual open-mindedness, and enable individuals to engage in society in responsible ways.

### **GOAL 11: Civic Responsibility**

*Demonstrates self-discipline, perseverance, and cooperation in the pursuit of personal success and positive civic engagement.*

Outcome 11-2: Demonstrate an ability to work with others to achieve a common goal.

Outcome 11-3: Demonstrate personal engagement in civic life.

Outcome 11-4: Analyze the cultural or environmental impact of human society on the non-human world or on future generations to better ensure sustainability.

### **GOAL 12: Sensitivity to Global Perspectives and Cultural and Social Diversity**

*Develop an awareness of and receptivity to diverse perspectives, languages and values.*

Outcome 12-1: Explain the complexity of human diversity and the individual, social, economic, and global forces that shape it.

Outcome 12-2: Research diverse cultural and social perspectives.

### **GOAL 13: Ethical Reasoning and Behavior**

*Base decisions on ethical principles.*

Outcome 13-1: Examine ethical principles such as, but not limited to, fairness, justice, and due process, as appropriate to the program of study.

Outcome 13-2: Apply an ethical framework to make informed decisions.

## Appendix E: List of Approved Core Courses

Core Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	
ANT 104 Introduction to Cultural Anthropology					X				X			X	X	1/28/10
AST 120/PHY120/GLG 121 Introduction to Astronomy		X			X			X						12/3/09
BIO 115 Environmental Biology		X			X						X	X	X	4/15/10
BIO 120 Concepts of Biology		X			X			X						4/30/09
BIO 121 General Biology I		X			X			X						3/26/09
BIO 140 Microbiology & Immunology		X			X			X						12/3/09
CHE 121 General Chemistry Inorganic		X			X			X						4/02/09
CHE 131 Chemistry for Technology I		X			X			X						12/3/09

Core Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	
CHE 151 Principles of Chemistry I		X						X						4/8/10
CIS 110 Computer Information Systems for Management		X		X	X									3/26/09
CIS 111 Computer Science I: Programming & Concepts		X		X	X								X	2/25/10
CIS 155 PC Applications on Networks		X		X										4/15/10
COM 230 The Movies: Meanings & Methods	1.1, 1.2, 1.3				X		X							11/05/09
CJS 205 Ethics in the American Criminal Justice System													X	4/22/10
ECO 110 Elements of Economics		X							X					
ECO 121 Macroeconomics		X			X				X		X*			10/1/09
ECO 122 Microeconomics		X			X				X		X*			10/22/09

\* ECO 121 & 122 combined meet Goal 11

Core Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	
EDU 100 Intro to Education		X			X				X					10/8/09
ENG 101 English Comp I	1.1, 1.2, 1.3, 1.4				X									4/23/09
ENG 102 English Composition II	1.1, 1.2, 1.3, 1.4	X			X									11/19/09
ESW 100 Foundation of P.E.					X					X				11/05/09
ESW 102 Intro to Physical Ed & Exercise Science					X					X				11/05/09
ESW 106 Aerobics					X					X				11/05/09
ESW 113 Racquetball & Badminton					X					X				11/05/09
ESW 123 Golf					X					X				11/05/09
ESW 128 Walk, Jog, Run for Fitness					X					X				11/05/09

Core Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	
ESW 137 Introduction to Tennis					X					X				11/05/09
ESW 141 Volleyball					X					X				11/05/09
ESW 146 Conditioning, Weight Training & Weight Control					X					X				3/26/09
ESW 147 Mat Pilates					X					X				11/05/09
ESW 160 Martial Arts & Self-Defense					X					X				11/05/09
ESW 180 Health & Wellness-Whole Person					X					X				11/05/09
ESW 206 Basic Nutrition		X			X					X		X		3/26/09
ESW 207 Food & Culture					X				X	X		X		11/05/09
ESW 220 Dir Fitness & Rec. Programs For Older Adults		X			X					X		X		11/05/09



Core Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	
ESW 224 Intro. to Exercise Physiology					X					X				11/05/09
ESW 235 Personal Health & Wellness Education		X			X					X				4/30/09
ESW 240 Principles of Coaching					X					X				11/05/09
ESW 245 Safety & First Aid		X			X					X				4/30/09
GEO 130 Cultural Geography		X			X				X			X		5/07/09
GLG 120 Earth Science		X			X			X						10/29/09
GLG 151 Physical Geology		X			X			X						4/8/10
HIS 107 Hist W Civ - Modern European					X	X			X					10/22/09
MAT 106 Math Applications		X	X		X									3/26/09

Core Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	
MAT 131 Intro to Statistics I		X	X		X									10/15/09
MAT 140 Finite Mathematic for Business		X	X		X									4/23/09
MAT 190 Calculus & Analytical Geometry		X	X		X									12/3/09
MUS 110 Music Appreciation					X	X	X							3/12/09
MUS 221 Music Theory I		X			X		X							11/12/09
PHI 101 Introduction to Ethics		X			X	X						X	X	2/25/10
POL 101 Introduction to Political Science		X			X				X			X		11/12/09
POL 124 American National Government		X							X		X	X		4/15/10
PHI 115 Problems in Philosophy		X			X							X	X	2/25/10

Core Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	
PSY 101 Introduction to Psychology		X			X				X					4/30/09
PHY 151 Principles of Physics I		X			X			X						11/19/09
PHY 121 General Physics I		X			X			X						11/19/09
SOC 101 Introduction to Sociology		X			X				X			X		11/12/09
SPC 110 Introduction to Speech Communication	1.1, 1.2 1.3	X			X									11/19/09
SPC 120 Public Speaking	1.1, 1.2 1.3	X			X						11.1 11.2			12/10/09
SPC 125 Intro to Public Relations	1.1, 1.2 1.3, 1.4	X			X									4/23/09
THA 105 Intro to Acting I	1.1a, 1.1b, 1.2 & 1.3				X		X					X		11/05/09
THA 114 Introduction to Theatre					X		X							11/05/09

## Appendix F: List of Online Programs, Degrees and Certificates

Degrees/Certificates Attainable Online in 2009	
Online Degrees	Hybrid Degrees
Accounting (A.S.)	Business Administration International (A.S.)
Business Administration (A.S.)	Criminal Justice (A.A.S.)
Business Management (Certificate)	Early Childhood Education (A.A.S.)
Computer Science (A.S.)	Elementary Education (A.A.)
General Studies (A.G.S.)	International Studies (Certificate)
Liberal Studies (A.S.)	Management (A.A.S.)
Management Information Systems (A.S.)	Social Science (A.A.)
Office Administration (A.A.S.)	
Secondary Education (A.A.)	

Prioritized List of Programs to be Made Available via Distance in 2009-2012	
Courses	Credit and Non-Credit Degrees
<b>2009-2010</b>	
CJS 275	Accounting Certificate
HSW 102	Business Management Certificate
HSW 221	Emergency Management Planning Certificate
MGT 221	
MKT Elective	Drinking Water Management Certif.
SPA 101 (Pilot FA/09)	Real Estate Continuing Education Unit (CEU)
SPA 102	Nurse Reactivation – Hybrid
SPC 230 – (Hybrid)	Paramedic – Hybrid
	Wastewater Management Certificate
<b>2010-2011</b>	
CIS 136	Computer Systems – Software Engineer (A.A.S.)
CIS 235	Marketing (A.A.S.)
Foreign Language 1 & 2	Management – Real Estate Option
HSW 104	Retailing Certificate
HSW 202	Software Engineering Certificate
MAT 104	
MAT 201	Professional CEUs
MKT 121	Starting A Successful Woman-owned Business
MKT 141	
<b>2011-2012</b>	
CIS 141	Human Services (A.A.S) - Hybrid
CIS 148	Human Services (Certificate & Certificate in Gerontology)
CIS 241	Web Development Certificate
HSW 204	
HSW 211 & 212 – Practicum (Hybrid)	Professional CEUs
HSW 219	
SPC 110 (Hybrid)	

## Appendix G: Distance Learning Security Policy

### Some Strategies to Promote Academic Integrity

*Suggestions from the All-College Distance Learning Committee to  
Montgomery County Community College Faculty  
Spring 2009*

In 2008-9, the All-College Distance Learning Committee (DLC) was charged with ensuring that the College has in place policies and procedures necessary to support Section 495 of the re-authorization of the Higher Education Act (Section 495), which was signed into law on August 14, 2008. Section 495 states that accrediting agencies must require institutions that offer distance education to have "processes" to establish that "the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit" (Epper, Anderson, and McNabb 1). The DLC agrees that the College meets the federal standards for these "processes" as those processes are now understood and applied. This understanding is based both on a review of both the language of Section 495, the input of an IT security specialist who attended the DLC's October 22, 2008 meeting, and a review of the Western Cooperative for Educational Telecommunications (WCET) presentation titled "What's Around the Corner? Clarifying Student Authentication in the Higher Education Opportunity Act of 2008" (Epper et al. 19-23).

### Overview of All Strategies to Promote Academic Integrity

While the College is confident of its compliance with authentication requirements, the DLC recognizes that a brief overview of all available strategies to promote academic integrity might be useful to the College faculty. For this reason, the DLC offers this catalogue of methods that instructors may use to encourage academic honesty. The strategies presented below are divided into two categories, prevention and compliance, and are presented for informational purposes only. **Prevention strategies** describe techniques that faculty members may employ to pre-empt academic dishonesty, as well as strategies each might use to educate students about academic integrity issues. **Compliance strategies** aim to detect ongoing dishonesty or to remove the possibility for dishonesty.

### Prevention Strategies

- **Use multiple assessment techniques in place of high-stakes exams.** Most instructors choose to use many assessment strategies rather than one high-stakes proctored exam. Frequent, varied, and authentic assessment techniques promote academic honesty (Epper, Anderson, and McNabb 1). Faculty members who rely on a mix of techniques, including interactive discussions, writing assignments, quizzes, capstone projects, group work, and online exams, promote academic integrity.

- **Rely on both written assignments and threaded discussions.** As an instructor becomes familiar with a student's writing style through a combination of online discussions and written assignments, he or she gains confidence in the authenticity of a student's work online. In fact, many online instructors report that they have greater confidence in an e-learning student's work than the work of a classroom student because the discussion boards have allowed them to become more familiar with student's writing style (Epper, Anderson, and McNabb 1). In addition, staged drafting of long assignments, with multiple drafts posted to the classroom for review, may provide faculty with additional ways to assess the authenticity of a student's work.
- **Use test banks to deliver open-book exams.** Take advantage of Blackboard's tools to design exams that use randomly drawn questions from test banks. This method ensures that each student receives a different set of questions, as this variety can prevent side-by-side collaboration during open-book exams.
- **Educate students about what constitutes appropriate and inappropriate academic behavior in an e-learning course.** Many cases of academic dishonesty arise from a student's confusion about what constitutes a violation. Include a link to the College's Code of Academic Ethics in your course syllabi and describe the consequences of academic dishonesty there as well. Note that all Blackboard courses now include a link to the Code of Academic Ethics available under the "College Policies and Information" tab.
- **Ask e-learning students to use Library resources on information literacy.** It may be useful to make academic honesty an explicit topic of discussion on your e-learning classroom. Faculty members are encouraged to take advantage of the library's links on plagiarism and resources on the evaluation of acceptable research sources. As of this writing, the library hosts or links to many academic honesty resources at <http://www2.mc3.edu/sa/lib/infolit.htm>. A small sample of the resources the library has made available to e-learning faculty and students appears below.
  - An interactive research paper tutorial developed by our own in-house librarians ([http://www2.mc3.edu/sa/lib/tutorial\\_web/tutorial\\_web\\_index.htm](http://www2.mc3.edu/sa/lib/tutorial_web/tutorial_web_index.htm))
  - A lengthy list of plagiarism resources (<http://www2.mc3.edu/sa/lib/links/Llref.htm#Plagiarism>)
  - A guide for students on how to evaluate web pages correctly (<http://www2.mc3.edu/sa/lib/evaluate.htm>)
  - Resources for reviewing MLA and APA citation (<http://www2.mc3.edu/sa/lib/links/Llref.htm#citation>)
  - Library Resources for Blackboard Courses, including a FAQ list (<http://www2.mc3.edu/sa/lib/how.htm>)

- **Allow students access to the College's turnitin.com account.** Turnitin.com is a web-based service that allows anyone, students included, to check the originality of writing assignments. Many e-learning instructors find that preventative use of turnitin.com helps students identify potential academic dishonesty in their own papers. The College allows all faculty members to create a turnitin.com account. (See Attachment 1, "Using Turnitin.") By instructing students to upload papers to turnitin.com prior to submission, faculty members may allow students to check their work against many known sources, including essay-mill papers, published works from databases, and internet-based texts. Faculty members may also find that asking students to submit a turnitin.com report along with an essay helps deter academic dishonesty.

### Compliance Strategies

- **Use Respondus Lock-Down Browser to give e-learning exams.** The College has integrated the use of the Respondus Lock-Down Browser (Respondus) with its Blackboard course management system. Respondus prevents the student from opening additional browsers screens during a test. When students use this software to take a Blackboard test, "they are unable to print, copy, go to another URL, access other applications, or close a test until it is submitted for grading. Tests created for use with Respondus LockDown Browser cannot be accessed with standard browsers either" ("Instructor Quick Start Guide" ¶ 1). Respondus must be installed, however, on each student's computer to be used. Although a student could have another computer running while Respondus is operating, Respondus will ensure academic honesty for those students with access to only one computer. (See Attachment 2, "Instructor Quick Start Guide.")
- **Use Turnitin.com after a student submits an essay.** If a faculty member chooses not to require students to use turnitin.com themselves, he or she may use turnitin.com to report on academic honesty for a whole group of student essays. As well, faculty members may use turnitin.com to spot check essays for plagiarism one by one.
- **Use the College Testing Center for proctored exam delivery.** If a faculty member does decide to design a course with a high-stakes exam, physical proctoring may be appropriate. A faculty member should inform each student of the seated exam requirements and dates during the first week of class, just so students can schedule travel and exam time. Some students will need to make special arrangements to attend a proctored exam. Generally speaking, a range of potential dates works best for e-learning students. A faculty member might choose, for example, make the proctored exam available for at least a week at both campuses. To set up proctored exam, follow the instructions from the Testing Center, available at <http://www2.mc3.edu/sa/placement/test-ctr-fac.htm>, and submit all appropriate paperwork well in advance of the exam. (See Attachments 3 and 4, "Central Examination Request Form" and "West Examination Request Form.") You must submit separate forms to each of the Testing Centers at West and Central.

## List of Attachments

1. “Instructor Quick Start Guide: Respondus Lock-Down Browser.” Respondus Assessment Tools for Learning.
2. “Using Turnitin.com.” Internet, Multimedia and Instructional Technologies. Information Technology. Montgomery County Community College.
3. “Central Examination Request Form.”
4. “West Examination Request Form.”

## Works Cited

- Epper, Rhonda, Kay Gilcher, Lori McNabb, and Fred Lokken. “What's Around the Corner? Clarifying Student Authentication in the Higher Education Opportunity Act of 2008.” Western Cooperative for Educational Telecommunications (WCET) Webcast. 1 October 2008. 13 Feb. 2009. <<http://www.wcet.info/2.0/index.php?q=node/1029>>
- Epper, Rhonda, Michael Anderson, and Lori McNabb. “Are Your Online Students Really the Ones Registered for the Course? Student Authentication Requirements for Distance Education Providers.” Western Cooperative for Educational Telecommunications (WCET) Briefing Paper. Feb. 2008. 2 Dec. 2008. <[http://wiche.edu/attachment\\_library/Briefing\\_Paper\\_Feb\\_2008.pdf](http://wiche.edu/attachment_library/Briefing_Paper_Feb_2008.pdf)>



## **Appendix H: Invention and Patent Policy**

### **Purpose**

Montgomery County Community College (the “College”) is committed first and foremost to teaching. Additionally the College supports research and the pursuit and expansion of knowledge. The College recognizes that, during the course of teaching and research, potentially patentable devices, methods, products, processes, improvements or other discoveries (collectively, “Inventions”) may be conceived and developed. The College desires, with this Invention and Patent Policy (“Patent Policy”), to ensure that any Inventions resulting from the research and scholarship pursued at the College are developed, disseminated, marketed and commercialized for the mutual benefit of the inventor, the College and the public.

The College has developed this Patent Policy in order to:

- Foster an environment of teaching, research and learning among the College’s faculty and students;
- Facilitate the development and use of research and scholarship in ways that are consistent with and in support of the mission of the College;
- Serve the public interest by providing a process by which Inventions may be made readily available to the public; and
- Ensure that the rights, interests, and responsibilities of both the College and the inventor are fairly and uniformly determined.

This Policy is not intended to preclude faculty, staff or students from submitting inventions owned by such individuals (as determined pursuant to Article III hereof) to the College for possible patenting and commercial exploitation and management under terms mutually agreeable between such individual and the College.

For purposes of this Patent Policy, “College Employees” will include (a) all faculty, staff and other persons receiving compensation from the College for services rendered, whether full time or part time, and (b) students, and student workers, whether compensated or not.

### ***Policy***

#### **Disclosure**

College Employees shall cooperate with the College by promptly furnishing to the chairperson of the Montgomery County Community College Committee for Patent Policy (the “Committee”) a written report of any and all Inventions, promptly after they are conceived or first actually reduced to practice, whichever is earlier (“Disclosure”). Disclosures shall be in writing and shall be signed by each individual or entity that participated in the development, creation or discovery of the Invention. Disclosures are required regardless of whether the Invention was developed, created or discovered in connection with College matters.

## **Ownership of Inventions**

1. Subject to Article III, Sections 3 and 4 below, College Employees shall be entitled to own all right, title and interest in and to any Inventions which are developed (a) entirely on their own time, (b) outside the scope of their employment with the College (or otherwise having nothing to do with College matters in the case of students, and assistants), and (c) which involve only incidental use of College resources. "Incidental use" of College resources means normal use of resources that are generally available to all faculty, such as provision of office or library facilities, and computers.

If ownership of an Invention is claimed by a College Employee, the College Employee shall so claim in his or her Disclosure to the Committee. If any dispute should arise over the ownership of an Invention, the College Employee shall be responsible for demonstrating to the Committee that the Invention meets all of the elements set forth above.

When right, title and interest in and to an Invention are claimed by a College Employee and acknowledged and agreed upon by the College, or the College waives its ownership of such Invention, the College shall not assume any responsibility for any costs, expenses or liabilities relating to patent prosecution, maintenance, enforcement or licensing with respect to the Invention.

Any College Employee who is entitled to all or any part of the ownership interest in an Invention may petition the Committee to accept, on behalf of the College, the assignment of that ownership interest and the responsibilities associated with that ownership interest. The Committee is under no obligation to accept any such assignment, but shall evaluate the College Employee's petition in view of the objectives of this policy and the College.

2. Subject to Article III, Sections 3 and 4 below, the College shall be entitled to own all right, title and interest in and to any and all Inventions that do not meet all of the elements set forth in Article III, Section 1. above. College Employees shall, upon request, assign to the College all of their right, title and interest in and to any such Inventions and shall make known and available to the College all documentation and other materials related to the same, but failure of the College Employees to make such assignments shall not limit the College's rights in such Inventions.

The College shall assume all responsibility for all costs, expenses and liabilities relating to patent prosecution, maintenance, enforcement and licensing with respect to such Inventions. As provided in Article IV, Sections 2 and 3 of this Patent Policy, the College may elect to waive its ownership interest and transfer it to the College Employee. Where such a waiver occurs, the College shall incur no further costs or expenses and shall assume no liabilities relating to such Invention.

3. The ownership of Inventions arising from research financed by the United States government and its commissions, agencies and other administrative, legislative and judicial bodies (“Government Inventions”) will be governed by the terms of the applicable grant or contract. Within thirty (30) days of the Disclosure to the College of a Government Invention, the College shall report the Government Invention to the appropriate government agency for definition of the government’s rights and interests. In cases where the government claims no patent or other ownership rights in a Government Invention, or waives such rights, the College’s Patent Policy will govern the ownership of such Government Invention, subject to such limitations as the government may impose by contract, law, rule, regulation or otherwise.
4. Inventions resulting from research or other work sponsored by non-governmental agencies shall be governed by the terms of the research agreement entered into in connection therewith, and if there is no such agreement, by the College’s Patent Policy.
5. All disputes relating to the ownership of an Invention shall be resolved by the Committee.

#### **Montgomery County Community College Patent Policy Committee**

1. The Ad Hoc Committee shall be responsible for all aspects of this Patent Policy to the extent set forth herein. The Ad Hoc Committee shall consist of the following individuals.

Vice President of Information Technology  
Vice President for Academic Affairs and Provost  
Vice President for Administration and Finance  
One Faculty member from each Division

A Patent Policy Chair will be elected by the members of the Committee in accordance with procedures to be established by the Committee.

The Committee will meet on an ad hoc basis when it is determined by the Patent Policy Chair or by a majority of the members of the Committee that there are matters that require deliberation.

2. Upon the Committee’s receipt of a Disclosure from or on behalf of a College Employee, the Patent Policy Chair shall promptly disseminate a copy of such Disclosure to all members of the Committee and convene a meeting of the Committee. The Committee will conduct a thorough evaluation of the Invention disclosed by the College Employee, either through an internal review or by referral to an external party, in the sole discretion of the Committee. Following the completion of the evaluation process and the acceptance of the resulting report by the Committee, the Committee shall notify the College Employee in writing whether or not the College intends to claim ownership of the Invention in the name of the College. Absent extenuating circumstances, the Committee will complete its evaluation process within three (3) months of the Committee's receipt of the Disclosure (four (4) months in the event the Disclosure is made during the summer

months). In the event that the Committee does not complete the evaluation process within such three (3) or four (4) month period, as the case may be, and such failure continues for thirty (30) days from notice of such failure by the person delivering the Disclosure, then the Committee shall be deemed to have waived the College's right to claim ownership.

3. If the Committee elects to claim ownership of the Invention in the name of the College, the College may, at such time and in its sole discretion, prepare, file and prosecute a patent application with respect to such Invention or take such other action as it deems necessary or desirable in connection therewith. In the event the College elects not to file and prosecute a patent for any reason whatsoever or fails to begin such process within three (3) months of making its determination of ownership pursuant to Section 2 of this Article IV, then the College shall have been deemed to have waived its ownership of such Invention and shall, upon request, assign its rights in such Invention to such College Employee.
4. If the Committee determines, in its sole discretion, that the College should not or is not entitled to claim ownership of the Invention, the College Employee shall then be free to dispose of the Invention in his or her discretion. At the College Employee's request, the College shall assign to such College Employee all of its right, title and interest in and to any such Invention.
5. If the Committee determines that the College is entitled to claim ownership of an Invention, the Committee shall seek to maximize the public utility of such Invention. To this end, the Committee, for and on behalf of the College, may enter into one or more exclusive or non-exclusive license, sale or other agreements, in its sole discretion.
6. College Employees may appeal any decision of the Committee to the President of the College.
7. Notwithstanding anything to the contrary, if the Committee desires to file a patent application or otherwise take any action in connection with an Invention which involves anything other than an incidental expense to the College, such action shall require approval in writing of the President of the College upon recommendation from the Committee.

### **Income Distribution**

1. All income derived from Inventions determined to be owned by the College Employee pursuant to Article IV shall belong to the College Employee.

2. All income derived from Inventions determined to be owned by the College pursuant to Article IV shall be distributed in accordance with the following procedure:
- The College shall first deduct any costs and expenses incurred by it or on its behalf in connection with the patenting, licensing and marketing of the Invention. Any such costs or expenses incurred by the College Employee with the prior written approval of the College will also be deducted and paid to the College Employee. The resulting income following these deductions shall be referred to as “Net Income.”
  - From the Net Income, the Committee shall deduct and withdraw 20% of the funds for future operations and unrecovered marketing costs (the “Patent Fund Charge”).
  - The sum remaining after the removal of the Patent Fund Charge shall be referred to as the “Divisible Income”. The Divisible Income shall be divided in the following manner: (a) the College Employee will receive 50% of the first \$100,000 of Divisible Income and 25% of the excess Divisible Income over \$100,000, and (b) the remainder of the Divisible Income shall be distributed by the College in accordance with the following schedule.
    - 10% to the College Employee’s program, if any;
    - 30% to the College Employee’s Department/Division at the College;
    - 30% to the College’s Office of Academic Affairs; and
    - 30% to the general fund of the College.

## **Appendix I: *think big*: 2008-2010 Course Catalog**

<http://www.mc3.edu/academics/catalog>

## Appendix J

### Capital Budget Projections 2010 Thru 2015

	Projected		Projected		Projected		Projected		Projected		Projected	
	2009-10	%	2010-11	%	2011-12	%	2012-13	%	2013-14	%	2014-15	%
<b>Revenues</b>												
State	\$3,299,182	41.5%	\$3,299,182	42.1%	\$3,289,733	41.9%	\$4,485,596	43.7%	\$4,482,917	43.6%	\$5,104,224	46.8%
County	\$3,319,357	41.7%	\$3,319,357	42.4%	\$3,319,357	42.3%	\$4,514,919	44.0%	\$4,514,919	43.9%	\$4,514,919	41.4%
Interest	\$14,800	0.2%	\$14,800	0.2%	\$14,500	0.2%	\$28,000	0.3%	\$34,500	0.3%	\$38,500	0.4%
Fees	\$538,229	6.8%	\$420,174	5.4%	\$448,942	5.7%	\$461,258	4.5%	\$477,401	4.6%	\$494,111	4.5%
Miscellaneous	\$15,000	0.2%	\$10,000	0.1%	\$10,000	0.1%	\$10,000	0.1%	\$10,000	0.1%	\$10,000	0.1%
College Line of Credit	\$637,796	8.0%	\$637,796	8.1%	\$637,796	8.1%	\$637,796	6.2%	\$637,796	6.2%	\$744,363	6.8%
Campus Store	\$128,756	1.6%	\$126,722	1.6%	\$127,867	1.6%	\$128,895	1.3%	\$129,483	1.3%	\$0	0.0%
Total Revenues	\$7,953,119	100.0%	\$7,828,031	100.0%	\$7,848,195	100.0%	\$10,266,464	100.0%	\$10,287,016	100.0%	\$10,906,116	100.0%
<b>Expenditures</b>												
<b>Real Property Leases</b>												
Central Campus	\$1	0.0%	\$1	0.0%	\$1	0.0%	\$1	0.0%	\$1	0.0%	\$1	0.0%
West Campus - Phase 1 & 2	\$802,679	10.1%	\$831,318	10.6%	\$845,632	10.8%	\$845,632	8.2%	\$845,632	8.2%	\$845,632	7.8%
Off Campus	\$117,154	1.5%	\$118,664	1.5%	\$119,729	1.5%	\$120,826	1.2%	\$121,956	1.2%	\$122,472	1.1%
Total Real Property Leases	\$919,834	11.6%	\$949,983	12.1%	\$965,362	12.3%	\$966,459	9.4%	\$967,589	9.4%	\$968,105	8.9%
<b>Personal Property Leases</b>												
Computer Related	\$50,280	0.6%	\$50,280	0.6%	\$50,280	0.6%	\$50,280	0.5%	\$50,280	0.5%	\$50,280	0.5%
Equipment	\$133,423	1.7%	\$138,659	1.8%	\$141,422	1.8%	\$130,488	1.3%	\$133,970	1.3%	\$134,348	1.2%
Total Personal Property Leases	\$183,703	2.3%	\$188,939	2.4%	\$191,702	2.4%	\$180,768	1.8%	\$184,250	1.8%	\$184,628	1.7%
<b>Equipment Purchases</b>												
Furniture & Equipment	\$400,000	5.0%	\$400,000	5.1%	\$400,000	5.1%	\$400,000	3.9%	\$400,000	3.9%	\$900,000	8.3%
Total Equipment Purchases	\$400,000	5.0%	\$400,000	5.1%	\$400,000	5.1%	\$400,000	3.9%	\$400,000	3.9%	\$900,000	8.3%
Leasehold Improvements	\$502,486	6.3%	\$340,464	4.3%	\$340,464	4.3%	\$374,078	3.6%	\$391,417	3.8%	\$1,135,287	10.4%
Debt Service	\$5,947,096	74.8%	\$5,948,645	76.0%	\$5,950,667	75.8%	\$8,345,159	81.3%	\$8,343,760	81.1%	\$7,718,096	70.8%
Total Expenditures	\$ 7,953,119	100.0%	\$ 7,828,031	100.0%	\$ 7,848,195	100.0%	\$ 10,266,464	100.0%	\$ 10,287,016	100.0%	\$ 10,906,116	100.0%

Operating Projections  
2010 Thru 2015

	Projected 2009-10	%	Projected 2010-2011	%	Projected 2011-12	%	Projected 2012-13	%	Projected 2013-14	%	Projected 2014-15	%
<b>REVENUES</b>												
<u>Tuition</u>												
Credit Students	\$ 28,590,271	40.7%	\$31,883,556	43.0%	\$33,785,984	44.1%	\$35,638,650	44.8%	\$37,410,021	45.3%	\$39,238,092	45.9%
Continuing Education	\$ 3,100,000	4.4%	\$ 3,255,000	4.4%	\$ 3,320,100	4.3%	\$ 3,369,902	4.2%	3,423,820	4.2%	3,482,025	4.1%
Total Tuition	\$ 31,690,271	45.1%	35,138,556	47.4%	37,106,084	48.4%	39,008,551	49.0%	40,833,841	49.5%	42,720,117	50.0%
Comprehensive Fee	\$ 1,098,765	1.6%	\$1,142,715	1.5%	\$1,176,997	1.5%	\$1,206,422	1.5%	\$1,230,550	1.5%	\$1,255,161	1.5%
Federal Stimulus	\$ 1,749,268	2.5%	\$1,749,268	2.4%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
State Appropriation	\$ 17,409,544	24.8%	\$ 17,199,533	23.2%	\$ 18,948,801	24.7%	\$ 19,448,801	24.4%	\$ 19,948,801	24.2%	\$ 20,448,801	23.9%
Total State Appropriation	\$ 19,158,812	27.3%	18,948,801	25.6%	18,948,801	24.7%	19,448,801	24.4%	19,948,801	24.2%	\$20,448,801	23.9%
County	\$ 17,202,534	24.5%	\$17,702,534	23.9%	\$18,202,534	23.8%	\$18,702,534	23.5%	\$19,202,534	23.3%	\$19,702,534	23.1%
Other Income	\$ 1,130,014	1.6%	\$1,159,019	1.6%	\$1,187,841	1.6%	\$1,208,557	1.5%	\$1,283,636	1.6%	\$1,325,533	1.6%
TOTAL REVENUES	\$ 70,280,396	100.0%	\$ 74,091,625	100.0%	\$ 76,622,257	100.0%	\$ 79,574,866	100.0%	\$ 82,499,363	100.0%	\$ 85,452,146	100.0%
<b>EXPENDITURES</b>												
<u>Compensation</u>												
Full-time	\$ 29,494,724	42.0%	\$30,659,067	41.4%	\$31,425,544	41.0%	\$32,211,182	40.5%	\$33,016,462	40.0%	\$33,841,873	39.6%
Part-time and Adjuncts	\$ 11,900,171	16.9%	\$ 12,374,206	16.7%	\$ 12,683,561	16.6%	\$ 13,000,650	16.3%	13,325,667	16.2%	13,658,808	16.0%
Salaries and Wages	\$ 41,394,895	58.9%	\$ 43,033,273	58.1%	\$ 44,109,105	57.6%	45,211,833	56.8%	46,342,128	56.2%	47,500,682	55.6%
Fringe Benefits	\$ 16,591,783	23.6%	\$ 17,292,014	23.3%	\$ 17,909,672	23.4%	\$ 19,253,245	24.2%	20,103,784	24.4%	20,995,688	24.6%
Total Compensation	\$ 57,986,678	82.5%	\$ 60,325,287	81.4%	\$ 62,018,777	80.9%	64,465,078	81.0%	66,445,913	80.5%	68,496,370	80.2%
Other Expenses	\$ 12,293,718	17.5%	\$13,766,338	18.6%	\$14,603,480	19.1%	\$15,109,788	19.0%	\$16,053,450	19.5%	\$16,955,777	19.8%
TOTAL EXPENDITURES	\$ 70,280,396	100.0%	\$ 74,091,625	100.0%	\$ 76,622,257	100.0%	\$ 79,574,866	100.0%	\$ 82,499,363	100.0%	\$ 85,452,146	100.0%



## Appendix K: Institutional Profile

Middle States Commission on Higher Education

Institutional Profile 2009-10

[0535] Montgomery County Community College

### A. General Information

	Data on File (2008-09)	IP Data (2009-10)
<b>Institution Name</b>	Montgomery County Community College	Montgomery County Community College
<b>Address</b>	340 DeKalb Pike Blue Bell, PA 19422	340 DeKalb Pike Blue Bell, PA 19422
<b>Telephone</b>	215 641 6300	215 641 6300
<b>Fax</b>	215 653 0585	215 653 0585
<b>Website</b>	www.mc3.edu	www.mc3.edu
<b>Control</b>	Public	Public
<b>Carnegie Classification</b>	Associate's - Public Suburban-serving Multicampus	Associate's - Public Suburban-serving Multicampus
<b>Affiliation</b>	State and Local	State and Local
<b>Calendar</b>	Semester	Semester
<b>Degree Granting Authority</b>	Pennsylvania	Pennsylvania
<b>Licensed to Operate in</b>	PA	PA
<b>Programs</b>		
<b>How many degree/certificate programs (distinct CIP codes) does your institution offer?</b>	0	63
<b>Degrees/Certificates Offered</b>		
<b>Certificate/Diploma</b>	yes	yes
<b>Associate's</b>	yes	yes
<b>Bachelor's</b>	no	no
<b>Master's</b>	no	no
<b>Doctor's - Professional Practice</b>	no	no
<b>Doctor's - Research/Scholarship</b>	no	no
<b>Doctor's - Other</b>	no	no
<b>Related Institutions</b>		
<b>Name, State, Country</b>	none	none
<b>Next Self-Study Visit</b>	2014-15	2014-15
<b>Next Periodic Review Report (PRR)</b>	June 2010	June 2010
<b>CHE Staff Liaison</b>	Dr. Debra G. Klinman	Dr. Debra G. Klinman

### Notes

## ***Instructions***

Shaded information cannot be modified on-line. Please contact your staff liaison if you would like to change the data on file. Please complete the following fields that currently are blank and/or are accessible to you. An asterisk (\*) denotes a required field:

### **TELEPHONE & FAX**

List the numbers to which you prefer to have general inquiries directed. These numbers will be published in our on-line directory.

### **WEBSITE**

Provide the Uniform Resource Locator (U.R.L.) for your institution's home page on the World Wide Web.

### **AFFILIATION (Optional)**

Your response is optional. Select one or more of the five designated categories: **Religious** (Optional: Identify the specific religious affiliation of the institution); **State**; **Local**; **State and Local**; **Supervised by** (e.g., State University of New York); **Unit of** (e.g., University System of Maryland or Pennsylvania State System of Higher Education).

### **CALENDAR**

Indicate the predominant calendar system used at your institution, including:

- \* Semester
- \* Quarter
- \* Trimester
- \* 4-1-4 Plan
- \* Continuous Term
- \* Differs by Program
- \* Other

### **LICENSED TO OPERATE IN**

Select the state(s)/province(s) or other local jurisdictions in which your institution was required to get national or local government permits or other forms of approval in order to conduct business there. At least one of these must be the same state or country that provided your degree granting authority. Federally chartered institutions (i.e., military) do not need to answer this question.

### **RELATED INSTITUTIONS**

Is the institution completing this form related to another institution (college, university, or corporation), within this region or elsewhere and not accredited by Middle States? (i.e., Is your institution a branch of another; or is your institution owned or controlled in some manner by another entity; or does your institution share common trustees with another organization, etc.)? If so, give the name and state in which the related institution or organization is located.

See the "Related Entities" policy statement at </documents/P3.5-RelatedEntities.doc>.

### ***Exclusions:***

- Do not report relationships that you are listing elsewhere in the IP as Branch Campuses, Additional Locations, or Other Instructional Sites.
- Institutions in Puerto Rico should not report the University of Puerto Rico or any of the private university systems on the island of which they are a part. But they should report other types of ownership or control not excluded above

### **PROGRAMS:**

Indicate the number of programs your institution offers. Count the total number of unique CIP codes reported to IPEDS.

For information about the Classification of Instructional Programs (CIP), use the "CIP Selector" at <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>.

**DEGREES OFFERED:**

The categories of Doctor's degrees have changed as follows:

- Certificate/Diploma
- Associate's
- Bachelor's
- Master's (Including M.Div.)
- Doctor's - Research/Scholarship
- Doctor's - Professional Practice
- Doctor's - Other

**Note:** The U.S. Department of Education notes that "CIP codes generally apply to all levels of certificates and degrees. In some cases, however, degrees were specified in the examples for certain CIP codes...to be able to obtain data on the number of degrees awarded in a particular field of study."

For more information about CIP codes, and whether specific undergraduate and graduate programs share the same CIP code, consult the FAQs at <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>. [Revised 3/11/10]

**INSTITUTION TYPE:**

The Commission uses the categories in the 2006 Carnegie Classification for the reporting period covered by this IP, as follows:

ID	Category	Category Explanation
1	Assoc/Pub-R-S	Associate's--Public Rural-serving Small
2	Assoc/Pub-R-M	Associate's--Public Rural-serving Medium
3	Assoc/Pub-R-L	Associate's--Public Rural-serving Large
4	Assoc/Pub-S-SC	Associate's--Public Suburban-serving Single Campus
5	Assoc/Pub-S-MC	Associate's--Public Suburban-serving Multicampus
6	Assoc/Pub-U-SC	Associate's--Public Urban-serving Single Campus
7	Assoc/Pub-U-MC	Associate's--Public Urban-serving Multicampus
8	Assoc/Pub-Spec	Associate's--Public Special Use
9	Assoc/PrivNFP	Associate's--Private Not-for-profit
10	Assoc/PrivFP4	Associate's--Private For-profit
11	Assoc/Pub2in4	Associate's--Public 2-year colleges under 4-year universities
12	Assoc/Pub4	Associate's--Public 4-year Primarily Associate's
13	Assoc/PrivNFP4	Associate's--Private Not-for-profit 4-year Primarily Associate's
14	Assoc/PrivFP4	Associate's--Private For-profit 4-year Primarily Associate's
15	RU/VH	Research Universities (very high research activity)
16	RU/H	Research Universities (high research activity)
17	DRU	Doctoral/Research Universities
18	Master's L	Master's Colleges and Universities (larger programs)
19	Master's M	Master's Colleges and Universities (medium programs)
20	Master's S	Master's Colleges and Universities (smaller programs)
21	Bac/A&S	Baccalaureate Colleges--Arts & Sciences
22	Bac/Diverse	Baccalaureate Colleges--Diverse Fields
23	Bac/Assoc	Baccalaureate/Associate's Colleges
24	Spec/Faith	Special Focus Institutions--Theological seminaries, Bible colleges, and other faith-related institutions
25	Spec/Med	Special Focus Institutions--Medical schools and medical centers
26	Spec/Health	Special Focus Institutions--Other health professions schools
27	Spec/Engg	Special Focus Institutions--Schools of engineering

28	Spec/Tech	Special Focus Institutions--Other technology-related schools
29	Spec/Bus	Special Focus Institutions--Schools of business and management
30	Spec/Arts	Special Focus Institutions--Schools of art, music, and design
31	Spec/Law	Special Focus Institutions--Schools of law
32	Spec/Other	Special Focus Institutions--Other special-focus institutions
33	Tribal	Tribal Colleges

For a complete description of the Carnegie Classification system, go to  
<http://72.5.117.129/classifications/>.

# Middle States Commission on Higher Education Institutional Profile 2009-10

[0535] Montgomery County Community College

## B. Key Contacts

Key Contact	Data on File (2008-09)	IP Data (2009-10)
<b>Chief Executive Officer</b>	Dr. Karen Stout <i>President</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6500 Fax: 215 619 7174 Email: kstout@mc3.edu	Dr. Karen Stout <i>President</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6500 Fax: 215 619 7174 Email: kstout@mc3.edu
<b>Chief Academic Officer</b>	Dr. John C. Flynn Jr. <i>Vice President for Academic Affairs and Provost</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6430 Fax: 215 619 7161 Email: jflynn@mc3.edu	Dr. John C. Flynn Jr. <i>Vice President of Academic Affairs and Provost</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6430 Fax: 215 619 7161 Email: jflynn@mc3.edu
<b>Chief Financial Officer</b>	Mr. Tom Mercier <i>Vice President for Administration and Finance</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6538 Fax: 215 619 7186 Email: Tmercier@mc3.edu	Mr. Michael Coyle <i>Controller</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6603 Fax: none Email: mcoyle@mc3.edu
<b>Accreditation Liaison Officer</b>	Dr. Joan E. Brookshire <i>Associate Vice President of Academic Affairs</i> 340 DeKalb Pike CH Room 303 Blue Bell, PA 19422  Phone: 215 619 7473 Fax: 610 526 6031 Email: jbrooksh@mc3.edu	Dr. Joan E. Brookshire <i>Associate Vice President of Academic Affairs</i> 340 DeKalb Pike CH Room 303 Blue Bell, PA 19422  Phone: 215 619 7473 Fax: 610 526 6031 Email: jbrooksh@mc3.edu
<b>Director of the Library</b>	Mrs. Diane M. Lovelace <i>Director of Library Services</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6584 Fax: 215 619 7182 Email: dlovelac@mc3.edu	Mrs. Diane M. Lovelace <i>Director of Library Services</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6584 Fax: 215 619 7182 Email: dlovelac@mc3.edu
<b>Coordinator of Outcomes Assessment</b>	Dr. Joan E. Brookshire <i>Associate Vice President of Academic Affairs</i> 340 DeKalb Pike CH Room 303 Blue Bell, PA 19422	Dr. Joan E. Brookshire <i>Associate Vice President of Academic Affairs</i> 340 DeKalb Pike CH Room 303 Blue Bell, PA 19422

	Phone: 215 619 7473 Fax: 610 526 6031 Email: jbrooksh@mc3.edu	Phone: 215 619 7473 Fax: 610 526 6031 Email: jbrooksh@mc3.edu
<b>Coordinator of Institutional Research Functions</b>	Mr. Leon Hill <i>Director of Institutional Research and Assessment</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6674 Fax: none Email: hlhill@mc3.edu	Mr. Leon Hill <i>Director of Institutional Research and Assessment</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6674 Fax: none Email: hlhill@mc3.edu
<b>Chair: Self-Study Steering Committee</b>	Dr. Joan E. Brookshire <i>Associate Vice President of Academic Affairs</i> 340 DeKalb Pike CH Room 303 Blue Bell, PA 19422  Phone: 215 619 7473 Fax: 610 526 6031 Email: jbrooksh@mc3.edu	Dr. Joan E. Brookshire <i>Associate Vice President of Academic Affairs</i> 340 DeKalb Pike CH Room 303 Blue Bell, PA 19422  Phone: 215 619 7473 Fax: 610 526 6031 Email: jbrooksh@mc3.edu
<b>Co-Chair: Self-Study Steering Committee</b>	Dr. Steve Baron <i>Assistant Professor of Psychology &amp; Sociology</i> 340 DeKalb Pike PH243 Blue Bell, PA 19422  Phone: 215 641 6420 Fax: none Email: sbaron@mc3.edu	Dr. Steve Baron <i>Assistant Professor of Psychology &amp; Sociology</i> 340 DeKalb Pike PH243 Blue Bell, PA 19422  Phone: 215 641 6420 Fax: none Email: sbaron@mc3.edu
<b>Person in the President's Office To Whom MSCHE Invoices Should be Sent</b>	Ms. Deborah Rogers <i>Office Manager President's Office</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6506 Fax: none Email: drogers@mc3.edu	Ms. Deborah Rogers <i>Office Manager President's Office</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6506 Fax: none Email: drogers@mc3.edu
<b>Person Completing IP Financials</b>	Mr. Michael Mandrachia <i>Director of Accounting</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6300 Fax: 215 653 0585 Email: mmandrac@mc3.edu	Mr. Michael Mandrachia <i>Director of Accounting</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6300 Fax: 215 653 0585 Email: mmandrac@mc3.edu
<b>Person Completing IP (Key User)</b>	Mr. Leon Hill <i>Director of Institutional Research and Assessment</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6674 Fax: none Email: hlhill@mc3.edu	Mr. Leon Hill <i>Director of Institutional Research and Assessment</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 215 641 6674 Fax: none Email: hlhill@mc3.edu

## ***Instructions***

Verify or provide information in all of the requested fields.

If a person has more than one function, please add them to each category. Otherwise, they may not receive postal mail or e-mails that the Commission directs to specific key contacts.

**Telephone/E-mail.** Please note that the telephone number and e-mail address in each instance should be the individual's direct number or address, not the institution's main number or address. This information is exclusively for the internal use of Middle States staff, and it is not made available to the public.

*Exception:* Chief executive officers, chief academic officers, or provosts may provide either their own direct telephone number and e-mail address or those of their personal assistant authorized to receive private messages on their behalf.

**Personnel Changes.** If you are aware that a Key Contact will be leaving your institution after you lock down the IP, leave that person in their current role. The IP should be accurate as of the time of lock down. Subsequently, please notify Mr. Joe ([tjoe@msche.org](mailto:tjoe@msche.org)) by e-mail of the actual termination and/or any replacement, and he will make the change(s) on your behalf.

**Replace/Modify.** For each key contact category, you may **replace** one person with another or **modify** (update) the information about an incumbent.

To replace a person with someone already affiliated with your institution in the Middle States database, select from the list provided. If the replacement is at your institution but has had no prior activity with Middle States or is someone who came to your institution from elsewhere, please send an e-mail to Mr. Tze Joe ([tjoe@msche.org](mailto:tjoe@msche.org)), asking him to add that person to your list. When you are notified that the person has been added to the list, you may modify the information if necessary.

If someone on the list is deceased or has left your institution, please also notify Mr. Joe.

**International Addresses.** For addresses outside the United States, the screen provides three address lines. Starting with Address Line 1, enter the **complete** mailing address in the postal format commonly used in that country.

### **SYSTEM/DISTRICT CHIEF EXECUTIVE OFFICER**

If Middle States has designated your institution as part of a system or district, please complete this section.

### **ACCREDITATION LIAISON OFFICER**

Enter the name, title, and phone number of the individual currently appointed by the chief executive officer of your institution to work with the Commission on matters of accreditation. (This person may be the same as or different from the Key Holder, or may hold any other job title at the institution, at the discretion of the CEO.)

### **DIRECTOR OF THE LIBRARY**

If your institution has multiple libraries, indicate the director of the main library (or one of several equal librarians). If your institution is a separately accredited unit of a multi-campus system, indicate the librarian at the campus completing the IP. **Only one librarian can be listed for each institution that has a single identification number, and that person should be responsible for forwarding correspondence to the others.**

### **COORDINATOR OF OUTCOMES ASSESSMENT FUNCTIONS**

Enter the name of the administrator or faculty member who is responsible for coordinating your institution's outcomes assessment activities, regardless of that person's actual job title.

### **COORDINATOR OF INSTITUTIONAL RESEARCH FUNCTIONS**

Enter the name of the person responsible for your institution's institutional research functions, regardless of that person's actual job title.

**CHAIR/CO-CHAIRS OF SELF-STUDY STEERING COMMITTEE**

*Complete this item ONLY if your institution is scheduled for a team visit in 2009-10 or 2010-11 or 2011-12. (See the dates pre-formatted in General Information.)* Provide the name and title of the Chair (or co-Chairs) of your institution's Self-Study Steering Committee. If your institution has more than two co-Chairs, select only two for the IP as contacts for MSCHE staff. Please update these Chairs if those who appear in the database were from a previous self-study or PRR and new Chairs have been appointed.

**PERSON IN THE PRESIDENT'S OFFICE  
TO WHOM INVOICES SHOULD BE SENT**

Enter the person who is responsible for coordinating the approval and payment of invoices from MSCHE for dues and fees. MSCHE will send its invoices by e-mail to this individual.

**PERSON COMPLETING IP FINANCIALS**

Enter the person who is responsible for providing the financial data and who can answer questions about the meaning of the data.

**PERSON COMPLETING THE IP**

Enter the Key User who is responsible for the content of the IP (not necessarily the data entry person).



# Middle States Commission on Higher Education

## Institutional Profile 2009-10

[0535] Montgomery County Community College

### C. Graduation Data

#### *Awards Granted*

Report all degrees or other formal awards conferred by your institution between July 1, 2008, and June 30, 2009. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

**Include** earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

**Exclude** honorary degrees and awards.

Awards	Data on File (2008-09)	IP Data (2009-10)
Diploma/Certificate	60	48
Associate's	1041	1079
Bachelor's	0	0
Master's	0	0
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	0
Doctor's - Other	0	0
Does your institution have undergraduate programs?	yes	yes
Do your undergraduate programs serve only transfer students? See instructions if the answer is yes.	no	no

#### *Completers*

Provide the total number of students in the relevant cohort who received their awards no later than 2008-09 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

<b>2-year Institutions only</b>	<b>Data on File (2008-09)</b>	<b>IP Data (2009-10)</b>
<b>Total Number of students in the cohort</b>	1524	1641
<b>Number completed within 150% of time to degree</b>	194	231
<b>Total transfers out</b>	402	440
<b>4-year Institutions w/ Baccalaureate Programs</b>		
<b>Total Number of students in the cohort</b>	0	0
<b>Number completed within 150% of time to degree</b>	0	0
<b>Total transfers out</b>	0	0

## Notes

## **Instructions**

### **AWARDS GRANTED**

Report all degrees or other formal awards conferred by your institution between July 1, 2008, and June 30, 2009 (or other official year, if your institution uses an enhanced semester calendar). If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

**Include** earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries. *[Revised 4/16/10]*

**Exclude** honorary degrees and awards. *[Revised 4/16/10]*

Institutions that indicate "Yes" their undergraduate programs serve only transfer students will not be provided with a Completers section.

### **COMPLETERS**

**Provide** the total number of students in the relevant cohort who received their awards no later than 2008-09 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

*Note:* Institutions that offer transfer programs and have no baccalaureate-level first-year students should check the appropriate box in the screening questions that appear at the beginning of the IP. Institutions that started first-year baccalaureate programs in 2004-05 or later should answer "no." These institutions then do not need to report in the Completers section in order to lock down and submit the IP.

### **Cohorts:**

**For 2-year institutions**, select full-time, first-time degree/certificate-seeking students who entered in Fall 2006 (i.e., first enrolled in academic year 2006-07, who remained enrolled in or who graduated at the end of 2007-08, and those who may have continued through 2008-09).

If your institution is an Associate's college and began offering such programs in or prior to 2006-07, include in the cohort the students for these programs who enrolled in Fall 2006 and received full credit through 2008-09.

If the mission of particular programs is to prepare students for transfer to other institutions, count as completers those students who have successfully completed a transfer-preparatory program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program. (Note: "Full credit" means the number of credits the institution awards for completing a program, not just some of those credits, and therefore the student is eligible to graduate under the institution's regulations.)

**For Associates institutions with Baccalaureate programs** (i.e., primarily Associate's with some 4-year programs), report as if for a 2-year institution. Exclude students who initially enrolled in and continue exclusively in Baccalaureate programs.

**For Specialized institutions** where the majority of the students are either 2-year students who continue in baccalaureate programs or students who are exclusively in baccalaureate programs, report as if for a 4-year institution, and exclude students who complete in two years. If all of the students complete their programs in two years, report as a 2-year institution.

**For 4-year institutions**, the cohort year includes full-time, first-time degree/certificate-seeking students who entered in Fall 2003 (i.e., enrolled in academic years 2003-04, 2004-05, 2005-06, and 2006-07, who graduated in 2007 or at any time through 2007-08 or 2008-09). Do not include students who entered in Associate's programs or students who transferred into your institution. Institutions that have only transfer programs should check the applicable box in the screening questions at the beginning of the IP.

Four-year institutions that offer 5-year or longer programs should include in the 2003 cohort the students for these programs who received full credit through 2008-09 (i.e., Include all the students who entered the 5-year program in Fall 2003 and reflect their status as of the end of the 2008-09 academic year).

**Institutions with a continuous-term calendar** for the majority of their programs should use the full-year cohort.

**(All Institutions) Include:** Students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers and those enrolled in distance learning/home study programs; full-time students taking remedial courses if the student is considered degree-seeking; full-time students who subsequently become part-time, transfer to another institution, drop out, stop out, or have not fulfilled the requirements for a degree or certificate. (Note: A student who is designated as part of a cohort remains in that cohort even if he or she becomes a part-time student.)

**(All Institutions) Exclude:** Students who are enrolled exclusively in non-credit courses or are not seeking a degree/certificate, exclusively auditing classes, studying abroad at a foreign university if their enrollment at the reporting institution is only an administrative record and the fee is only nominal, studying in a branch campus located in a foreign country, part-time, or transfer into the institution.

Other exclusions are the same as for IPEDS:

- \* Students who died or became permanently disabled
- \* Students who left school to serve in the armed forces (or have been called up to active duty)
- \* Students who left school to serve with a foreign aid service of the Federal Government
- \* Students who left school to serve on an official church mission

**Transfers Out.** If you collect transfer information, report the number of students whom you know to have transferred to another institution, without a degree/award from your institution, within 150% of normal time to completion. If you do not know that they have actually transferred, report them as drop outs and explain in the notes that they are drop outs. Track all of your cohort for 3 years (2-year institutions) or for 6 years (4-year institutions), as applicable.

## DEFINITIONS OF TYPES OF AWARDS

*(Adapted from the IPEDS Glossary)*

**Associate's:** An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

**Bachelor's:** An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

**Master's:** An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

**Doctor's - research/scholarship:** A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

**Doctor's - professional practice:** A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

**Doctor's - other:** A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

**Diploma/Certificate:** A diploma refers to a formal document certifying the successful completion of a prescribed program of studies. A certificate is a formal award certifying the satisfactory completion of a postsecondary education program. Do not provide information here about recreational, avocational (leisure), adult basic, remedial, high school equivalency, or other similar certificates that your institution also offers.

# Middle States Commission on Higher Education

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### D. Enrollment

	Data on File (2008-09)		IP Data (2009-10)	
	Undergraduate	Graduate	Undergraduate	Graduate
<b>Total credit hours of all part-time students</b>	37020	0	40798	0
<b>Minimum credit load to be considered a full time student</b>	0	0	12	0
<b>Full-Time Head Count</b>	5584	0	6288	0
<b>Part-Time Head Count</b>	6558	0	7022	0

### *Credit Enrollment*

	Data on File (2008-09)	IP Data (2009-10)
<b>Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)</b>	12142	13310
<b>Number of Students not matriculated, enrolled in credit-bearing courses</b>	0	0

### *Non-Credit Enrollment*

	Data on File (2008-09)	IP Data (2009-10)
<b>Number of Students enrolled in non-credit, graduate level courses</b>	0	0
<b>Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses</b>	18904	19370
<b>Number of Students in non-credit avocational continuing education courses</b>	4694	4451

### Notes

Minimum credit load to be considered a ft student is based on a semester definition.
--

# ***Instructions***

## **TOTAL ENROLLMENT**

**Total credit hours of all part-time students.** Compute the total as of Fall 2009, using the institution's official fall reporting date (or as of October 15, 2009, whichever is sooner). Report separately for both undergraduate and graduate students. If your off-campus sites have different census reporting dates from the main campus cutoff date, please report the total number of credit hours, regardless of the census date. [If your institution does not compute this information until the end of the semester, put zero in this field, explain in the Notes, and submit this information when it is available by e-mail to [tjoe@msche.org](mailto:tjoe@msche.org).]

**Minimum credit load for a student to be considered full-time (per semester or equivalent unit).** The general rule is that a full-time student is one who is enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. A full-time graduate student is enrolled for 9 or more semester credits, 9 or more quarter credits, or who is involved in thesis or dissertation preparation that the institution considers full-time.

If your definition of a full-time load varies by program or course of study, use the load representing the majority of your students. Explain the difference **briefly** in the Notes; if Commission staff or evaluators need further details, you can provide a full explanation at that time.

**Full-time Headcount.** Provide an unduplicated headcount of all full-time and part-time students, reporting undergraduate and graduate levels separately. The Commission will print the Total FT and PT headcount in its directory and will rely on it when selecting visiting teams of evaluators and for other purposes.

Institutions operating under a calendar that differs by program or enrolling on a continuous basis should include students who were enrolled in your institution at any time between August 1 and October 31 of 2009.

**Rapid Growth:** Please note that MSCHE is required to report to the Secretary, U.S. Department of Education, any institution whose enrollment increases by 50 percent or more in any year. In addition, Rapid Growth requires an institution to submit a Substantive Change request to MSCHE. [Revised 3/5/10.]

### ***Include:***

- Students enrolled in courses for credit at the main campus, at all branch campuses (except those that are separately accredited), and at all off-campus sites as defined in these Instructions (i.e., domestic or overseas branch campuses, additional locations, other instructional sites, and students in the institution's study-abroad program who are enrolled for credit at the reporting institution)
- Students enrolled in courses for credit who are not recognized by the institution as seeking a degree (i.e., students receiving certificates or diplomas for academic, occupational, or post-baccalaureate continuing professional studies.)

**Note:** IPEDS defines an "Occupational program" as "A program of study consisting of one or more courses, designed to provide the student with sufficient knowledge and skills to perform in a specific occupation." It is usually below the baccalaureate level. Examples include bookkeeping, office management, massage therapy, etc.

### ***Exclude:***

- Students exclusively auditing classes
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., recreational, avocational [leisure], high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from a U.S. institution, when those students will not receive their degrees from the reporting institution.

**Summer Programs.** Students attending the Summer 2009 session to complete requirements for graduation in 2008-09 are considered to be part of that prior year. However, students starting early, who take Summer 2009 courses and continue into Fall 2009, are to be counted in the 2009-10 cohort. Alternatively, use your institution's normal procedures for computing an academic year (e.g., Summer 2, Fall, Spring, and Summer 1), if applicable.  
[Revised 2/18/10]

### **CREDIT ENROLLMENT**

Report the headcount of all students as of Fall 2009 who are recognized by the institution as being enrolled in and working toward a specific degree or certificate (i.e., matriculated). Report also an unduplicated number of students who are not matriculated but who are enrolled in courses for which credit is awarded.

Exclude students who are matriculated but who are on leave and not actively pursuing a degree/diploma (i.e., not utilizing the institution's faculty, staff, or facilities).

### **NON-CREDIT ENROLLMENT**

[Revised 2/18/10]

The purpose of reviewing non-credit enrollment is to consider the likely impact of this enrollment on the institution's faculty, facilities, revenue, and other overall operations and integrity.

Report the number of students enrolled in non-credit courses (i.e., courses that cannot be counted toward a degree). The reporting period is the entire **previous** academic year (2008-09), without regard to whether they also enrolled in for-credit courses. Count students once if they enroll in more than one non-credit course. If a non-credit student takes a vocational course and an avocational course, count that student once under vocational.

*Note:* The column marked "2009-10" refers to the year in which your institution is submitting the IP. This is the column where you should enter "the entire previous academic year" referred to above.

Report headcounts separately for: (1) graduate level courses; (2) undergraduate level and other continuing education courses for which certificates of completion may or may not be provided (including ESL, remedial, or career-related skills and knowledge for vocations); and (3) avocational (self-improvement/leisure) courses.

If your institution has no system for separating enrollment in continuing education versus avocational courses, report all such enrollment as continuing education, and explain in the Notes section.

Include any pre-college students, because they also have an impact on the institution's physical, fiscal, and human resources.

### **Exclude:**

- Students exclusively auditing classes
- Students enrolled and seeking a formal award who also choose to take a course without credit, who complete all assignments, and who do so for personal enrichment
- Students who receive the reporting institution's distance learning programs but who receive credit from another institution through consortia or other agreements
- Students who are completing requirements for a class taken in a prior semester, who pay a basic registration fee for tracking purposes but who are not independently taking a scheduled non-credit course
- Matriculated students who are required to take a particular non-credit course in order to graduate but who are not independently taking that scheduled non-credit course.



# Middle States Commission on Higher Education

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### E. Distance Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

	Data on File (2008-09)	IP Data (2009-10)
<b>Did your institution, in the most recent prior year (2008-09), offer distance education or correspondence courses?</b>	Yes	Yes
<p>Provide: (a) the unduplicated headcount of all students in the most recent prior year 2008-09 who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.</p> <p>See the Instructions for important caveats from federal regulations that may affect your responses. Explain in the Notes if prior year's total is expected to be 50% greater in 2009-10.</p>		
	<b>Data on File (2008-09)</b>	<b>IP Data (2009-10)</b>
<b>Headcount</b>	4354	5565
<b>Total Registrations</b>	8238	10608
<b>Programs</b> <b>Programs.</b> Report the number of degree or certificate programs offered during the previous year (2008-09) for which students could meet at least 50% of their requirements for any of the programs by taking distance education or correspondence courses.		
	<b>Data on File (2008-09)</b>	<b>IP Data (2009-10)</b>
<b>Programs</b>	45	45

### Notes

The Total Registrations for this year are based on duplicated counts, and the Headcount is based on unduplicated numbers.

## ***Instructions***

**New.** **Distance education** means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) The Internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

**Correspondence education** means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not distance education.

Indicate whether your institution, in the most recent prior year (2008-09), offered courses for credit using distance education or correspondence courses.

### ***Courses.***

If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (2008-09) who took distance education or correspondence courses for credit by your institution; and

(b) the **total number of registrations** in the most recent prior year (2008-09) who took distance education or correspondence courses for credit by your institution. ("Registrations" refers to the sum of seats filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.)

Explain in the Notes if the prior year's total is expected to be 50 percent greater in 2009-10.

**Exclude:** Students who drop out before and after the end of the drop/add period. [Revised 2/17/10]

**Rapid Growth:** [The reference to Rapid Growth in the Distance Education section has been eliminated. However, it remains in the Enrollment section. Revised 3/5/10.]

### ***Programs.***

Report the number of degree or certificate programs offered during the previous year (2008-09) for which students could meet 50% or more of their requirements for any of the programs by taking distance education or correspondence courses.

**Definition:** Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

**Summer Programs.** Students attending summer sessions to complete requirements for graduation are considered to be part of the prior year. Students starting early, who take summer courses and continue in the Fall are to be counted in the current cohort being reported.

# Middle States Commission on Higher Education

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### F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.

*It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.*

Data on File (2008-09)	IP Data (2009-10)
	Accreditors Recognized by U.S. Secretary of Education
<ul style="list-style-type: none"> <li>▪ American Dental Association (ADA), Commission on Dental Accreditation</li> <li>▪ Commission on Accreditation of Allied Health Education Programs (CAAHEP)</li> <li>▪ International Fire Service Accreditation Congress (IFSAC) Society of American Foresters (SAF)</li> <li>▪ Joint Review Committee on Education in Radiologic Technology (JRCERT)</li> <li>▪ National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS)</li> <li>▪ National League for Nursing (NLN), Accrediting Commission</li> </ul>	<ul style="list-style-type: none"> <li>▪ American Dental Association, Commission on Dental Accreditation</li> <li>▪ Joint Review Committee on Education in Radiologic Technology</li> <li>▪ National League for Nursing Accrediting Commission</li> </ul>

#### *Other Accreditors*

Please list any other accrediting organizations that accredit your institution or its programs.

*Please separate each accreditor by semi-colon (;).*

Commission on Accreditation of Allied Health Education Programs; International Fire Service Accreditation Congress; Society of American Foresters; National Accrediting Agency for the Clinical Laboratory Sciences

## ***Instructions***

The regional, national, and/or specialized accrediting organizations your institution reported last year are shown in the left column.

In the column on the right, check the box next to the name of the accreditors that currently accredit your institution or its programs. The applicable boxes must be checked each year. The items you selected last year will not carry over automatically to the Current IP Data column.

**Note: This list contains those accrediting agencies that are recognized by the U.S. Secretary of Education. If other accrediting organizations are applicable for your institution, please insert them in the Notes section.**

If your institution offers programs in collaboration with another institution, and the other institution is accredited for that program but you are not, do not list the other institution's accreditor.

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### G. Instructional Personnel (as of Fall 2009)

	Data on File (2008-09)		IP Data (2009-10)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
<b>Tenured Faculty</b>	98	0	102	0
<b>Non-Tenured Faculty (On Tenure Track)</b>	80	0	83	0
<b>Non-Tenured Faculty (Not On Tenure Track)</b>	13	501	9	560

Notes

## ***Instructions***

Report an unduplicated headcount of full-time and part-time instructional personnel. Enter the data separately for tenured, non-tenured on tenure track, or non-tenured not on tenure track.

### ***Definitions:***

**Full-time vs. Part-time.** Full-time personnel are either available for full-time assignment during the period being reviewed or are designated as "full time" in an official contract or appointment. Normally, employees who work approximately 40 hours per week for a full academic year are considered full-time. Individuals on sabbatical should be counted as full-time if their status was full-time prior to their leave. Faculty who teach only one semester or term are part-time, because the basis of measurement is a full academic year.

**Compensated vs. Uncompensated.** For the purpose of this survey, it is of no consequence whether instructional personnel are financially compensated or not. The purpose is to consider the likely instructional impact on the enrolled students.

**Tenured Faculty.** Include as tenured only faculty who actually have tenure status.

Institutions abroad that do not use the U.S. tenure system should report all instructional personnel as "Non-tenured, Not-on-tenure-track," separating full-time and part-time as explained elsewhere in these Instructions.

**Instructors.** Include those personnel who may have the title of instructor but who are not student assistants, adjunct professors, and lecturers.

**Adjunct professors.** Count adjunct professors and visiting professors as part-time, unless you have a specific category for full-time adjunct or visiting professors. Adjunct faculty are defined by IPEDS as non-tenure-track positions where one has a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. An adjunct who serves only one semester should be counted as a whole (not one-half) part-time assignment.

**Medical School Faculty.** Include those faculty members who may be exclusively involved in clinical and pre-clinical instruction at the primary reporting location and at satellite or other locations where students rotate. Indicate in the Notes section the number of faculty with this role. Again, the purpose is to consider the likely instructional impact on the enrolled students.

### ***Exclude:***

- Professional staff, such as librarians, administrators, researchers, and others if they do not have faculty status at your institution, or if they have faculty status but do not teach as their primary activity (*Note: Instructional librarians with faculty status who teach credit-bearing courses would be included.*)
- Faculty who teach only non-credit courses
- Students (typically graduate students) having such titles as teaching assistant, teaching fellow, or research assistant.

# **Middle States Commission on Higher Education**

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### **H. Related Educational Activities**

#### ***H-1. Study Abroad***

This section is only required if your institution's Self-Study Visit is scheduled for 2010-11 or 2011-12, or if your institution's Periodic Review Report (PRR) is due to be submitted in June 2011.

Note:

Your institution's next Self-Study Visit is scheduled for 2014-15.

Your institution's next Periodic Review Report (PRR) is due to be submitted in June 2010.

## ***Instructions***

This section is required **ONLY** if your self-study visit is scheduled for 2010-11 or 2011-12, or if your periodic review report (PRR) is due to be submitted in June 2011.

### ***Note:***

Your next Self-Study Visit is scheduled for (THE ON- LINE PROGRAM WILL INSERT THE DATE FOR YOUR INSTITUTION.)

Your next PRR is due to be submitted in June (THE ON- LINE PROGRAM WILL INSERT THE DATE FOR YOUR INSTITUTION.)

For each country in which your institution offers study abroad programs, select the country from the menu provided. Indicate the total number of sites in each country, and the total number of students for all of those sites in each country.

Enter the total UNDUPLICATED number of students (undergraduate + graduate), as of Fall 2009 AND Spring 2010 (i.e., count a student once if that person enrolls in both the Fall and the Spring). If there is a significant difference between Fall and Spring enrollments, provide the total served for the year and explain the seasonal differences in the Notes. The purpose is to identify the maximum number of people from your institution that an evaluator is likely to find at a given location.

Include only those students who are enrolled in study abroad programs **for which academic credit will be awarded by your institution.**

Do not count students from other institutions enrolled at your site if your institution does not award the credit, regardless of whether or not your institution provides the faculty and other services. These types of situations are more appropriately discussed in your institution's next decennial self-study report or periodic review report.

Do not report sites if no students are enrolled or if none are expected to enroll in the program during 2009-10, even though there were students in a prior year and the institution still has contractual obligations with an affiliated provider or maintains its own physical plant in that location. Do not report sites that are permanently closed.

### ***Definitions:***

The programs may be sponsored or co-sponsored by your institution. Report only sites where your institution has "ownership" over the curriculum (i.e., determines what will or will not be taught) and where your institution specifically approves which faculty members will or will not teach.

Contracts for programs where the reporting institution has an arm's length contractual relationship with the study abroad site operators (i.e., without veto power over curriculum components and individual faculty) will be treated as if they are equivalent to articulation agreements for the purposes of the IP. They should be reported as such, when appropriate, in your institution's decennial self-study or PRR.

### ***Exclude:***

- summer enrollment
- individualized or group programs for students who may visit one or more sites in a given season (i.e., not resident at the site for an entire semester or equivalent period)
- exchange programs



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### ***H-2. Branch Campuses*** (as of Fall 2009)

	<b>Data on File (2008-09)</b>	<b>IP Data (2009-10)</b>
<b>Name</b>	West Campus	West Campus
<b>Street Address, City, State, Postal</b>	101 College Dr Pottstown, PA 19464	101 College Dr Pottstown, PA 19464
<b>Phone</b>	610 718 1846	610 718 1846
<b>Status</b>	Active	Active
Number of degree programs that may be completed at this branch		
<b>Certificate/Diploma</b>	10	10
<b>Associate's</b>	34	34
<b>Bachelor's</b>	0	0
<b>Master's</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's: Research/Scholarship</b>	0	0
<b>Doctor's: Other</b>	0	0
Full-time Headcount at this branch		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	1117	1302
Part-time Headcount at this branch		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	1206	1305
<b>Administrator</b>	Dr. Dean Foster <i>Vice President of the West Campus</i> 340 DeKalb Pike Blue Bell, PA 19422  Phone: 610 718 1846 Fax: Email: dfoster@mc3.edu	Ms. Barbara Lontz <i>Assistant Vice President of Academic Affairs</i> 101 College Drive Pottstown, PA 19464  Phone: 610 718 1893 Fax: Email: blontz@mc3.edu

## ***Instructions***

Please verify pre-printed information as of 2009-10.

**Note:** Provide a **complete** address for **each** branch, including street address. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

**Programs.** Verify the number of degree programs or specialties that may be completed entirely at this branch. Include all certificate/diploma programs but exclude avocational/leisure courses. (IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.") In addition, more than one program can result in the award of a degree, and this question does not refer to the number of degrees the institution actually awarded at each branch.

**Note:** The categories of Doctoral programs have changed to be consistent with other sections of this report.

**Headcount.** Provide the full-time and part-time headcount at each branch, reporting graduate and undergraduate students separately. The headcounts at various branches may be duplicated if students attend multiple locations. The objective here is to identify the totals served at each branch. If duplicated, indicate that in the Notes section.

Indicate if 50 percent or more of the students at this branch are U.S. students (including permanently or temporarily living abroad or study abroad students).

**Inactive Branches.** If an institution has no students at a branch during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the branch, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a branch that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

**Add or Close a Branch** Branches may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).

For the 2009-10 IP, by indicating that a branch is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and it will continue to appear as such until you have successfully completed the Substantive Change process.

### ***Definitions:***

The Commission defines a branch campus as a facility that is geographically apart from and independent of the main campus of the institution. The facility is independent if it:

- **offers courses in educational programs leading to a degree, certificate, or other recognized educational credential**
- **has its own faculty and administrative or supervisory organization; AND**
- **has its own budgetary and hiring authority**

The Commission's definition of a branch campus may or may not be the definition the institution uses for state reporting purposes.

Branch campuses are not considered to be temporary, but they may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The branch may be organized and managed by the institution itself or by contractual agreement with a third party.

### ***Note:***

A facility listed as a "branch campus" may not also be listed as an "additional location" or an "other instructional site."

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### ***H-3. Additional Locations*** (as of Fall 2009)

	<b>Data on File (2008-09)</b>	<b>IP Data (2009-10)</b>
<b>Name</b>	Willow Grove Naval Air Station/JRB	Willow Grove Naval Air Station/JRB
<b>Street Address, City, State, Postal</b>	No Street name exist Willow Grove, PA 19090	No Street name exist Willow Grove, PA 19090
<b>Status</b>	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
<b>Certificate/Diploma</b>	0	0
<b>Associate's</b>	2	2
<b>Bachelor's</b>	0	0
<b>Master's</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's: Research/Scholarship</b>	0	0
<b>Doctor's: Other</b>	0	0
Full-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	42	12
Part-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	69	39

## ***Instructions***

Please verify pre-printed information as of 2009-10.

**Note:** Provide a **complete** address for **each** Additional Location, including street address. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

**Programs.** Verify the number of degree programs or specialties for which at least 50 percent of the program may be completed at each additional location. Include all certificate/diploma programs but exclude avocational/leisure courses. (IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.") In addition, more than one program can result in the award of a degree, and this question does not refer to the number of degrees that students actually earned through each Additional Location.

**Note:** The categories of Doctoral programs have changed to be consistent with other sections of this report.

**Headcounts.** Provide the full-time and part-time headcount at each additional location, reporting graduate and undergraduate students separately. Include only students who are full-time or part-time in degree programs at the location being reported, not whether they are full-time or part-time at the institution as a whole (if there is in fact any difference).

The headcounts at various additional locations may be duplicated (i.e., across locations but not within a location) if students attend multiple locations. The objective here is to identify the totals served at each location. If duplicated, indicate that in the Notes section.

Indicate if 50 percent or more of the students at this location are U.S. students (including permanently or temporarily living abroad or study abroad students).

**Inactive Additional Locations.** If an institution has no students at an additional location during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the location, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a location that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

**Add or Close an Additional Location** Additional Locations may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant [policy statement](#) with instructions for submitting a Substantive Change request and the separate [Frequently Asked Questions](#).

For the 2009-10 IP, by indicating that an Additional Location is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and the location will continue to appear as such until you have successfully completed the Substantive Change process.

**Partial-year Reporting.** If an approved location opens or begins enrolling students in the middle of an academic year, treat the location as Active and report the partial-year enrollment. In the Notes section, give the date activity began.

### ***Definitions:***

The Commission defines an Additional Location as a facility, other than a Branch Campus or an Other Instructional Site that:

- **is geographically apart from the main campus; AND**
- **at which students may complete at least 50 percent of an educational program** (i.e., of at least one program).

If a location does not meet the 50 percent rule, it should be treated as an "Other Instructional Site." However, if it is currently approved as an "Additional Location," Substantive Change rules apply in order to deactivate it.

Additional Locations are not considered to be temporary but may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The location may be organized and managed by the institution itself or by contractual agreement with a third party. Programs may be accredited by another recognized accreditor. The criterion for reporting is whether the degree or certificate is awarded in the name of your institution.

**Note:**

A facility listed as an “additional location” may not also be listed as a “branch campus” or an “other instructional site.”

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### ***H-4. Other Instructional Sites*** *(as of Fall 2009)*

	<b>Data on File (2008-09)</b>	<b>IP Data (2009-10)</b>
<b>Name of the site or facility at which courses are being offered</b>	Abington Family Medicine	deleted
<b>City/State/Country</b>	Abington, PA	
<b>Headcount (For Credit)</b>	0	
<b>Name of the site or facility at which courses are being offered</b>	ACTS, Inc	deleted
<b>City/State/Country</b>	Spring House, PA	
<b>Headcount (For Credit)</b>	0	
<b>Name of the site or facility at which courses are being offered</b>	Boyertown High School	Boyertown High School
<b>City/State/Country</b>	Boyertown, PA	Boyertown, PA
<b>Headcount (For Credit)</b>	111	136
<b>Name of the site or facility at which courses are being offered</b>	Central Montco Technical H.S.	Central Montco Technical H.S.
<b>City/State/Country</b>	Plymouth Meeting, PA	Plymouth Meeting, PA
<b>Headcount (For Credit)</b>	120	184
<b>Name of the site or facility at which courses are being offered</b>	Eastern Center for Arts & Technology	Eastern Center for Arts & Technology
<b>City/State/Country</b>	Willow Grove, PA	Willow Grove, PA
<b>Headcount (For Credit)</b>	37	48
<b>Name of the site or facility at which courses are being offered</b>		Great Valley High School
<b>City/State/Country</b>		Malvern, PA

<b>Headcount (For Credit)</b>		90
<b>Name of the site or facility at which courses are being offered</b>		Jenkintown High School
<b>City/State/Country</b>		Jenkintown, PA
<b>Headcount (For Credit)</b>		53
<b>Name of the site or facility at which courses are being offered</b>		Lower Moreland High School
<b>City/State/Country</b>		Huntingdon Valley, PA
<b>Headcount (For Credit)</b>		9
<b>Name of the site or facility at which courses are being offered</b>	Mercy Suburban Hospital	Mercy Suburban Hospital
<b>City/State/Country</b>	Norristown, PA	Norristown, PA
<b>Headcount (For Credit)</b>	22	19
<b>Name of the site or facility at which courses are being offered</b>		Methacton High School
<b>City/State/Country</b>		Norristown, PA
<b>Headcount (For Credit)</b>		52
<b>Name of the site or facility at which courses are being offered</b>	Mobile Air Conditioning Society (MACS Center)	Mobile Air Conditioning Society (MACS Center)
<b>City/State/Country</b>	Lansdale, PA	Lansdale, PA
<b>Headcount (For Credit)</b>	90	47
<b>Name of the site or facility at which courses are being offered</b>		Montgomery County Emergency Operations Center
<b>City/State/Country</b>		Eagleville, PA
<b>Headcount (For Credit)</b>		11
<b>Name of the site or facility at which courses are being offered</b>	Montgomery County Fire Academy	Montgomery County Fire Academy
<b>City/State/Country</b>	Conshohocken, PA	Conshohocken, PA
<b>Headcount (For Credit)</b>	22	60
<b>Name of the site or facility at which courses are being offered</b>	Montgomery Hospital	deleted
<b>City/State/Country</b>	Norristown, PA	
<b>Headcount (For Credit)</b>	0	

<b>Name of the site or facility at which courses are being offered</b>	Norristown Area H.S	Norristown Area H.S
<b>City/State/Country</b>	Norristown, PA	Norristown, PA
<b>Headcount (For Credit)</b>	135	0
<b>Name of the site or facility at which courses are being offered</b>	Norristown Police Athletic League	deleted
<b>City/State/Country</b>	Norristown, PA	
<b>Headcount (For Credit)</b>	0	
<b>Name of the site or facility at which courses are being offered</b>	North Penn H.S.	North Penn H.S.
<b>City/State/Country</b>	Lansdale, PA	Lansdale, PA
<b>Headcount (For Credit)</b>	46	47
<b>Name of the site or facility at which courses are being offered</b>	Northern Montgomery County Technical Center	Northern Montgomery County Technical Center
<b>City/State/Country</b>	Lansdale, PA	Lansdale, PA
<b>Headcount (For Credit)</b>	130	106
<b>Name of the site or facility at which courses are being offered</b>		Owen J. Roberts High School
<b>City/State/Country</b>		Pottstown, PA
<b>Headcount (For Credit)</b>		60
<b>Name of the site or facility at which courses are being offered</b>	Penn State University	Penn State University
<b>City/State/Country</b>	University Park, PA	University Park, PA
<b>Headcount (For Credit)</b>	6	6
<b>Name of the site or facility at which courses are being offered</b>	Perkiomen Valley High School	Perkiomen Valley High School
<b>City/State/Country</b>	Collegeville, PA	Collegeville, PA
<b>Headcount (For Credit)</b>	17	50
<b>Name of the site or facility at which</b>	Phoenixville High School	Phoenixville High School



<b>courses are being offered</b>		
<b>City/State/Country</b>	Phoenixville, PA	Phoenixville, PA
<b>Headcount (For Credit)</b>	40	70
<b>Name of the site or facility at which courses are being offered</b>	Plymouth Whitemarsh H.S.	Plymouth Whitemarsh H.S.
<b>City/State/Country</b>	Plymouth Meeting, PA	Plymouth Meeting, PA
<b>Headcount (For Credit)</b>	67	24
<b>Name of the site or facility at which courses are being offered</b>		Pottsgrove Senior High School
<b>City/State/Country</b>		Pottstown, PA
<b>Headcount (For Credit)</b>		72
<b>Name of the site or facility at which courses are being offered</b>	Pottstown Family YMCA	Pottstown Family YMCA
<b>City/State/Country</b>	Pottstown, PA	Pottstown, PA
<b>Headcount (For Credit)</b>	21	16
<b>Name of the site or facility at which courses are being offered</b>	Pottstown High School	Pottstown High School
<b>City/State/Country</b>	Pottstown, PA	Pottstown, PA
<b>Headcount (For Credit)</b>	30	37
<b>Name of the site or facility at which courses are being offered</b>	SCI-Graterford	SCI-Graterford
<b>City/State/Country</b>	Graterford, PA	Graterford, PA
<b>Headcount (For Credit)</b>	12	0
<b>Name of the site or facility at which courses are being offered</b>	Skippack Golf Club	deleted
<b>City/State/Country</b>	Skippack, PA	
<b>Headcount (For Credit)</b>	30	
<b>Name of the site or facility at which courses are being offered</b>	Souderton Area H.S.	Souderton Area H.S.
<b>City/State/Country</b>	Souderton, PA	Souderton, PA
<b>Headcount (For Credit)</b>	68	95

<b>Name of the site or facility at which courses are being offered</b>	Spring-Ford H.S.	Spring-Ford H.S.
<b>City/State/Country</b>	Royersford, PA	Royersford, PA
<b>Headcount (For Credit)</b>	64	100
<b>Name of the site or facility at which courses are being offered</b>	Springfield Township H.S.	Springfield Township H.S.
<b>City/State/Country</b>	Oreland, PA	Oreland, PA
<b>Headcount (For Credit)</b>	40	78
<b>Name of the site or facility at which courses are being offered</b>		Tri-County Performing Arts Center & Village Productions (Tri-PAC)
<b>City/State/Country</b>		Pottstown, PA
<b>Headcount (For Credit)</b>		10
<b>Name of the site or facility at which courses are being offered</b>	Upper Merion H.S.	Upper Merion H.S.
<b>City/State/Country</b>	King of Prussia, PA	King of Prussia, PA
<b>Headcount (For Credit)</b>	0	0
<b>Name of the site or facility at which courses are being offered</b>	Waltz Golf Farm	Waltz Golf Farm
<b>City/State/Country</b>	Limerick, PA	Limerick, PA
<b>Headcount (For Credit)</b>	10	12
<b>Name of the site or facility at which courses are being offered</b>	Western Center for Technical Studies	Western Center for Technical Studies
<b>City/State/Country</b>	Limerick, PA	Limerick, PA
<b>Headcount (For Credit)</b>	18	24
<b>Name of the site or facility at which courses are being offered</b>	Wissahickon High School	Wissahickon High School
<b>City/State/Country</b>	Ambler, PA	Ambler, PA
<b>Headcount (For Credit)</b>	8	6

<b>Name of the site or facility at which courses are being offered</b>	Worcester Golf Club	Worcester Golf Club
<b>City/State/Country</b>	Collegeville, PA	Collegeville, PA
<b>Headcount (For Credit)</b>	0	25

## ***Instructions***

Please verify the pre-printed information for 2009-10, and modify the information as necessary.

Other Instructional Sites may be added, or they may be deleted if there are no plans to use the site in the near future. *[Note: The IP is a "snapshot" as of the fall. Therefore, if a listed site is active but is used only in the summer, report the headcount as zero.]*

Report all Other Instructional Sites, and enter the city, state, and country in which each site is located. Report only sites at which **entire courses**, not partial courses, are offered.

Indicate the name of the site or facility at which courses are being offered.

Enter the total number of students taking courses for credit as of Fall 2009, whether or not those students are matriculated in a specific degree or certificate program. If students attend multiple sites, the headcounts at various sites may be duplicated (i.e., across sites but not within a site). The objective here is to identify the totals served at each site and the likely impact on an institution's resources.

If a site is used primarily in the Spring, report the headcount for the Spring and explain that item in the Notes section.

### ***Definitions:***

The Commission defines an Other Instructional Site as any off-campus site, other than a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit.

These sites may include, but are not limited to, high schools, corporations, community centers, and churches.

### ***Exclude:***

- Distance education programs;
- Any site used only in the Summer;
- Sites used only for internships or practica (However, if entire courses are available there for other disciplines, those sites should be counted.)

### ***Note:***

A facility listed as an "other instructional site" may not also be listed as a "branch campus" or an "additional location."

# Middle States Commission on Higher Education

## Institutional Profile 2009-10

[0535] Montgomery County Community College

### I. Financial Information

Report the same data for Educational and General (E&G) expenses and assets on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS).

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2008 through 6/30/2009 (the most recent year for which you would have an audited financial report). If your institution uses different dates, please change the default dates accordingly.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65. Do not enter data in thousands of dollars. For example, enter 1,250,000 not 1,250.

Report educational and general expenses by expense category (e.g., instruction, research, public service, etc.). The expense for each category is the sum of restricted and unrestricted expenses.

	Data on File (2008-09)	IP Data (2009-10)
<b>Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPED-Line below.</b> <b>FASB (Financial Accounting Standard Board)</b> <b>GASB (Government Accounting Standard Board)</b> Note: For Private Institutions the value is set automatically and the field is disabled.		GASB
<b>Is your institution's audited Financial Report Qualified or Unqualified?</b>	Unqualified	Unqualified
<b>Fiscal Year Begin</b>	7/1/2007	7/1/2008
<b>Fiscal Year End</b>	6/30/2008	6/30/2009
<b>Does your institution allocate Operation &amp; Maintenance of Plant expense?</b>	No	No
<b>Does your institution allocate Depreciation Expense?</b>	No	No
	IPEDS Part-Line	Data on File (2008-09)
		IP Data (2009-10)
		Expenses
<b>1. Instruction</b>	<b>C-01</b>	\$33,521,954
<b>2. Research</b>	<b>C-02</b>	\$0
<b>3. Public Services</b>	<b>C-03</b>	\$535,056
<b>4. Academic Services</b>	<b>C-05</b>	\$4,819,115
4a. Included Library Expense		\$1,897,554

<b>5. Student Services</b>	<b>C-06</b>	\$6,350,762	\$8,062,971
<b>6. Institutional Support</b>	<b>C-07</b>	\$10,748,436	\$14,391,742
<b>7. Scholarships and Fellowships</b>	<b>C-10</b>	\$7,129,481	\$8,261,546
<b>8. Operation and Maintenance of Plant</b>	<b>C-08</b>	\$7,927,134	\$7,097,645
<b>9. Depreciation Expense</b>		\$4,220,616	\$4,544,562
<b>Total E&amp;G Expenses</b>		\$75,252,554	\$84,606,016
<b>Net Assets (Beginning of Year)</b>	<b>D-04</b>	\$62,767,152	\$69,035,942
<b>Change in Net Assets</b>	<b>D-03</b>	\$6,268,790	\$6,644,270
<b>Net Assets (End of Year)</b>	<b>D-06</b>	\$69,035,942	\$75,680,212

## Notes

## ***Instructions***

### **FREQUENTLY ASKED QUESTIONS**

#### **Why does the Commission request financial data on the Institutional Profile?**

The Commission uses the financial data in two ways. First, the information is used to assess annual membership dues that are based on an institution's Educational and General (E&G) expenditures as reported on its Institutional Profile. Second, the financial information is used, together with other Institutional Profile information, by staff and evaluators who want a quick "snapshot" of the institution prior to a visit.

#### **Why does the Commission request an audited financial statement?**

Commission staff check the accuracy of the Educational and General (E&G) expenditures reported on the Institutional Profile by comparing it to the E&G expenditures reported in the institution's audited statement. Because membership dues are assessed on the basis of an institution's E&G expenditures, the Commission tries to ensure the financial data reported on the Institutional Profile are correct and that a member institution's dues are properly assessed.

You also are required to provide a copy of any "Management Letter" your auditors provided as part of your audited financial statement.

Staff, evaluators, and financial reviewers use the audited financial statement and management letter to review financial information submitted with the institution's self-study or periodic review reports.

#### **Should an institution submit IPEDS financial data for the matching fields on the Institutional Profile?**

Yes. Report the same data on the IP that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). Line items from the IPEDS survey are provided next to each IP entry for your convenience.

In addition, the IPEDS financial data should cover the same period as the audited financial statement. *[Revised 2/23/10]*

#### **What are the most common errors institutions make when completing the Finance section of the Institutional Profile?**

Three common errors to avoid in reporting financial information are:

- Reporting tuition discounts or allowances in the IP as Scholarship and Fellowship Expense. (Exclude tuition discounts or allowances from the line item for Scholarship and Fellowship Expense.)
- Entering data in thousands of dollars, rather than with the necessary zeros (In the print version, write \$1,270,000, not \$1270. In the online version, omit the commas.)
- Reporting the financial data for the primary institution and for component units\* (Report only for the primary institution.)

*\*Note:* A component unit is a legally separate organization for which the primary institution is financially accountable or closely related. Examples would include college housing corporations, a student government cooperative, or a university or college foundation.

### **FINANCIAL PAGE INSTRUCTIONS**

Report the same Educational and General (E&G) expenses that you reported to IPEDS for similar fields.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 07/01/2008 through 06/30/2009 (the most recent year for which you would have an audited financial report). If your institution uses different dates, please change the default dates accordingly.

The user is prompted to answer the following three questions immediately after logging in to the application for the first time. The answer to each of the questions can be revised on the financial page.

- Which reporting standard is used to prepare your institution's financial statements (e.g., FASB - Financial Accounting Standard Board; or GASB - Government Accounting Standard Board)?
- "Does your institution allocate Operation and Maintenance of Plant expense? (The default response is the value your institution previously reported.)"
- "Does your institution allocate depreciation expense?" (The default response is "No.")

In the on-line version, you automatically will be provided with the correct form to use. In the print version, your answers to the screening questions will indicate which form you should use. (You do not need to submit the pages with unused forms if you mail the print version.)

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter \$124, not \$123.65. Do not enter data in thousands of dollars. For example, enter \$1,250,000 not \$1,250. NOTE: In the on-line version, do not enter the dollar signs, commas, or decimal points and trailing zeroes; they are used here in these instructions for clarity.

**Foreign Currency Conversion.** An institution that prepares its audited financial statement in a currency other than U.S. dollars may convert the value of their currency to U.S. dollars as of the date of the financial statement.

**Report Educational and General expenses by expense category** (e.g., instruction, research, public service, etc.). The expense for each category is the sum of restricted and unrestricted expenses.

#### **Operations and Maintenance (O&M):**

- **Institutions that allocate O&M expense across the various expense categories:** For each expense category, enter the total expense, including the pro-rated O&M expense in the column labeled "Expenses," and enter the pro-rated O&M expense in the column labeled "Includes O&M." The on-line program will automatically total the O&M expenses and put the total at the bottom of the column labeled "Includes O&M." (This field is not accessible to the user).
- **Institutions that do not allocate Operations and Maintenance (O&M) expense across the expense categories:** Enter the total O&M expense in the appropriate field in the column labeled "Expenses."

On Line 4a ("Includes Library Expenditures of \$\_\_\_\_"), enter the annual recurring expenditures, which include personnel costs, acquisitions, maintenance, depreciation, etc. Exclude capital expenditures for new construction and major renovations or repairs. These expenditures should appear as future depreciation expenses. *Note:* Line 4a cannot be greater than Line 4; it is a subset of Line 4.

#### **Scholarship and Fellowship Expense:**

Do not report as Scholarship and Fellowship Expense any tuition discounts, scholarship allowances, etc., reported in the income statement of your institution's audited financial statement. You may report the IPEDS calculated value (i.e., net scholarship and fellowship expense after deducting discounts and allowances).

#### **Depreciation:**

- **Institutions that allocate depreciation expense across the various expense categories:** No additional data entry is required.



- **Institutions that do not allocate depreciation expense across the various expense categories:** Enter depreciation expense on Line 9.

The sum of your institution's total reportable E&G expense appears on the last line of the form. In the online version of the IP, last year's reported E&G expense is displayed for comparison.

**Total Net Assets and Change in Total Net Assets:**

Enter the Total Net Assets for the end of the fiscal year for which you are reporting the data. Enter the Change in Total Net Assets from the prior year. If the Change in Total Net Assets does not equal the difference between the current year's Total Net Assets and the prior year's Total Net Assets, you will be prompted to revise the data in one or more of these fields.

**Total Shareholders Equity and Change in Total Shareholders Equity:**

Enter the Total Shareholders Equity for the current year and the Change in Total Shareholders Equity from the prior year. If the Change in Total Shareholders Equity does not equal the difference between the current year's Total Net Assets and the prior year's Total Shareholders Equity, you will be prompted to revise the data in one or more of these fields.

**Verify that the Key Contacts section includes the name, telephone number and e-mail address of the person completing the financial**

# Middle States Commission on Higher Education

## Institutional Profile 2009-10

[0535] Montgomery County Community College

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### J. Significant Developments

**Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2010-11 or 2011-12, limited to the topics listed below.**

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

Significant Developments: - A substantive change report is being submitted by May 1, 2010, to approve the Pottstown High School and the Mobile Air Conditioning Society International Center (MACS) as "Other Locations." The change is being requested because 50% of the Automotive program is offered at both sites. - At the end of the 2010-2011 academic year, the MACS location will be closed and the automotive program moved to the Central Montco Technical High School for the 2011-2012 academic year. Substantive change requests will be submitted for both. Other major developments: - Adding new programs in Dance and Health Services Management - Architectural planning and a capital campaign for the development of the Schuylkill Riverfront Academic and Heritage Center, in collaboration with the Schuylkill River National and State Heritage Area - Began construction for renovation classroom, library, and student services spaces, at the Central Campus, with completion expected in 2011 -The next strategic plan and facilities master plan will be developed in 2010-11, as the College comes to the end of the current plans.

## ***Instructions***

Please provide the Commission with early notice of any substantive changes your institution is considering for academic years 2010-11 or 2011-12, limited to the topics listed below.

[*Note:* Please remember that it is still necessary to submit a formal written request to the Commission, prior to implementation, for approval of pending significant developments that meet the Commission's definition of "substantive changes." These changes are NOT included within the scope of your accreditation until the Commission approves them. For further information, see our policy statement, Substantive Change, available as a Publication on our website at [www.msche.org](http://www.msche.org)]

If additional clarification is needed, please contact the Commission staff member assigned as liaison to your institution. Your liaison's name appears in the General Information section of the IP.]

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level (including certificates);
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus;
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional measures (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.)

All text must be limited to 2,000 characters. *Note:* Spaces count as characters. **Significant Developments reported in separate attachments will not be accepted.**

DO NOT include matters related to the day-to-day operation of the institution. Summarize developments with simple sentences. Eliminate colorful adjectives (e.g., "located among rolling hills") and unnecessary details (e.g., square footage).

# Middle States Commission on Higher Education

## Institutional Profile 2009-10

[0535] Montgomery County Community College

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### K. Required Attachments

Please mail the entire package of required attachments **as soon as all of the items are available** but no later than **May 1, 2010**.

- A copy of the institution's most recent audited financial statement, including any management letter that the auditors may have attached to the statement.
- Provide the exact web address for the home page of the catalog. If the catalog is not available on-line provide a digital copy of the catalog on a CD/DVD or a printed version if a digital copy does not exist.
- If you submit annual financial data to IPEDS provide a copy of the financial section of the IPEDS submission.

### Uploaded Files (*Optional*)

File Name	File Type	File Size	Last Updated
2009 SAS 114 Results Final.pdf	Adobe Acrobat Document	313.75 KB	4/20/2010 10:46:19 AM
Financial Statements 6-30-09 FINAL 11-5-09 .pdf	Adobe Acrobat Document	2208.14 KB	4/20/2010 10:46:54 AM
IPEDS 2009-2010 Report (2).pdf	Adobe Acrobat Document	584.99 KB	4/20/2010 10:47:19 AM
Montgomery County Community College catalog website info.docx	DOCX File	9.79 KB	4/20/2010 11:08:06 AM

**Mail the required attachments to:**

Mr. Tze Joe  
Information Associate  
Middle States Commission on Higher Education  
3624 Market Street, Philadelphia, PA 19104