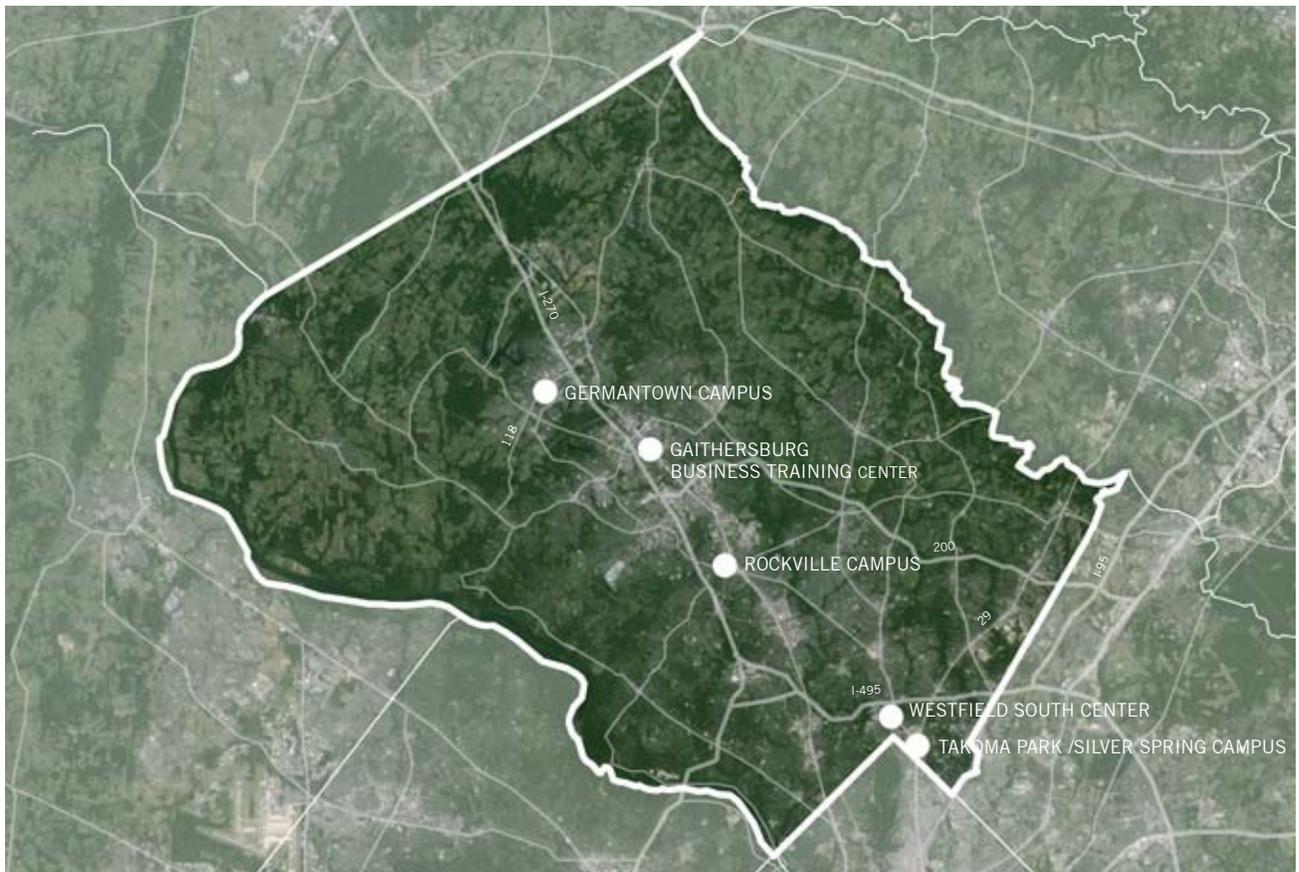


1



MONTGOMERY COLLEGE

1.1 Introduction to Montgomery College

Montgomery College has been changing lives in Montgomery County for more than 60 years. Founded in 1946, Montgomery College began as an evening college at Bethesda-Chevy Chase High School, serving an initial student body of just 186 students. By 1950, the College acquired the buildings and land previously occupied by the Bliss Electrical School. This Takoma Park location became the College's first campus. The Rockville Campus opened in 1965, and the Germantown Campus opened in 1978. Today the College has grown from very humble beginnings to a total of 50 owned buildings and five leased facilities housing more than 2.3 million square feet of facility space in support of the College's educational mission.

The College is an open-access, public education institution dedicated to academic excellence and committed to student success. The College offers a wide range of postsecondary academic programs, career training, and lifelong learning opportunities at moderate cost to residents, businesses, and other organizations within Montgomery County. The College provides an enriching and comprehensive learning experience for students, faculty, staff, and community members who in turn enhance the College with a diversity of ethnicities, cultures, ages, and experiences. This diversity offers opportunities for students to appreciate individual differences and to communicate ideas. As an educational resource center, the College acknowledges its responsibility and participates actively with public and private agencies to search for solutions to community problems.

The Maryland Higher Education Commission (MHEC) has authorized the College to confer the associate of arts, associate of science, associate of applied science, associate of arts in teaching, and associate of fine arts degrees upon its graduates. The College awards diplomas, certificates, and letters of recognition. As a public institution, the College is legally accountable to the state of Maryland and Montgomery County. At the state level, the College reports to the Maryland Higher Education Commission (MHEC). MHEC establishes minimum requirements for associate degree-granting institutions and establishes general policies for the operation of community colleges. The College was first accredited on April 28, 1950, after an evaluation by a committee representing the Commission on Higher Education of the Middle States Association (an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation). It has remained on the accredited list ever since then. The College holds accreditation from the state of Maryland and numerous academic and professional organizations. Examples of accrediting organizations for specific curricula include:

- Diagnostic Medical Sonography, Commission on Accreditation of Allied Health Education Programs
- Health Information Management, Commission on Accreditation for Health Informatics and Information Management Education
- Interior Design, National Kitchen and Bath Association
- Music, National Association of Schools of Music
- Nursing, National League for Nursing Accrediting Commission
- Physical Therapist Assistant, Commission on Accreditation in Physical Therapy Education
- Radiologic Technology, Joint Review Committee on Education in Radiologic Technology
- Surgical Technology, Commission on Accreditation of Allied Health Education Programs

1.2 Montgomery College Today

Today, the College is a multi-campus institution that serves nearly 60,000 students annually, through a combination of credit and noncredit continuing education programs. Chartered by the state of Maryland and governed by a 10-member Board of Trustees, Montgomery College is widely recognized for the quality and scope of its academic programs in liberal arts, humanities, sciences, business, and technologies. Campuses are located in Germantown, Rockville, and Takoma Park/Silver Spring, complemented by Workforce Development & Continuing Education centers and other off-campus sites throughout Montgomery County. More than 100 degree and certificate programs prepare students to earn an associate's degree, transfer to a four-year college or university, enter the job market, upgrade career skills, complete an apprenticeship, and enhance life through enrichment experiences. A highly accomplished and innovative faculty provide individualized instruction and a supportive learning environment. Affordable tuition and various extracurricular activities—athletic programs, performing arts, student clubs and multicultural organizations, student government—create a complete college experience for the county's culturally diverse student population. Courses and student services are provided year-round for day, evening, and weekend students.

The diverse student body of the College is reflective of Montgomery County and the greater Washington D.C. area. Currently, nonwhites make up 72.3% of the student body. The mean age of a Montgomery College student is 25.4 years and traditional age students (20 years and under) still lead all age groups comprising 41.4% of the total student body. Approximately 90% of all students reside in Montgomery County and 52% are female. Figures 1.01 through 1.04 provide an overview of the Montgomery College student body.

FIGURE 1.01
MONTGOMERY COLLEGE DAY/EVENING STUDENTS

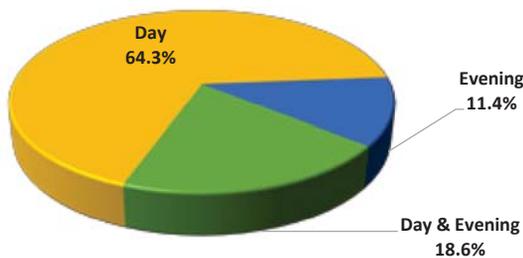


FIGURE 1.02
MONTGOMERY COLLEGE STUDENTS BY ENROLLMENT STATUS

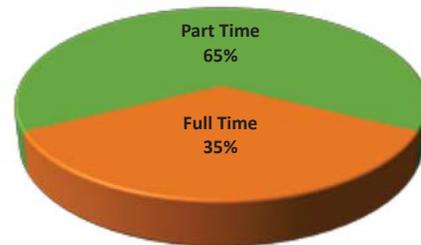


FIGURE 1.03
MONTGOMERY COLLEGE STUDENTS BY RESIDENCE

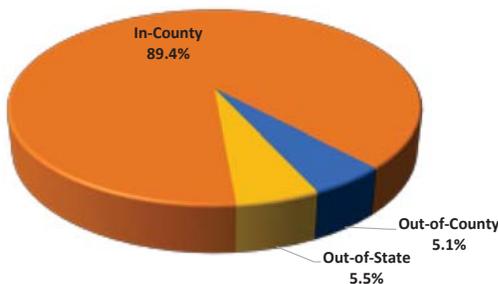
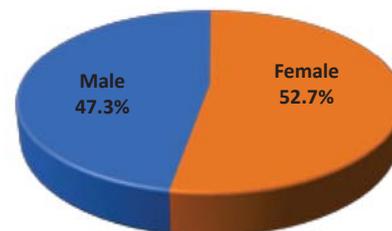


FIGURE 1.04
MONTGOMERY COLLEGE STUDENTS BY GENDER



Source: Montgomery College

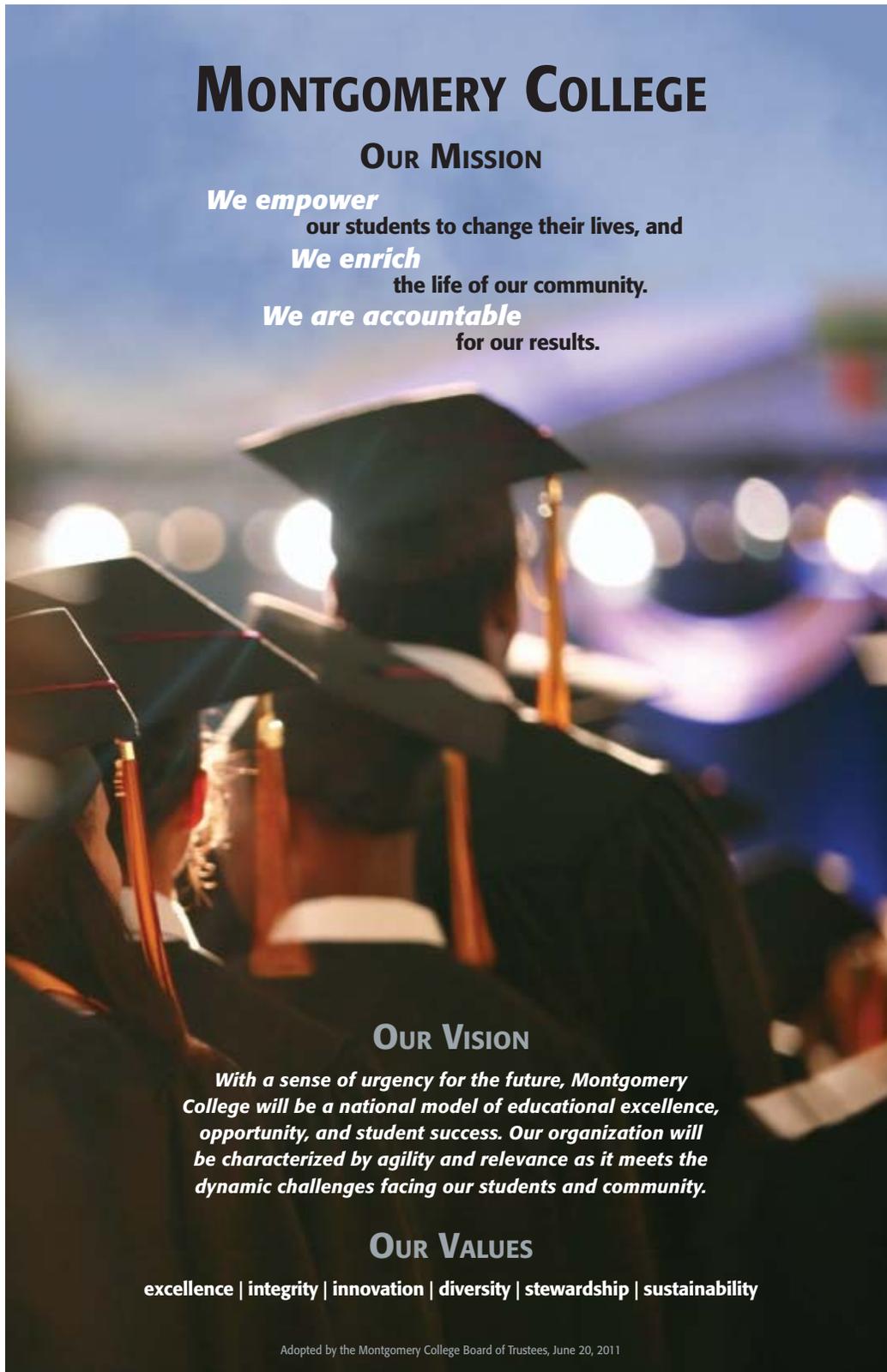
1.3 Collegewide Vision, Goals and Objectives

The vision for academics at Montgomery College is a natural expansion of the institution's student-centered mission of caring, commitment to quality, and service to community that holds the College accountable for key results centered on learning. This vision incorporates clear priorities and the challenges of the future: ongoing access, retention, achievement, and collaborative learning. These priorities are achieved within a framework of service to the community, lifelong learning and professional development.

In keeping with its philosophy, policies, and purposes, the College offers the following high-quality educational opportunities:

- Transfer curricula for students wishing to transfer to upper-division degree studies at four-year colleges and universities;
- Technical and semiprofessional curricula for students wishing to prepare for immediate employment;
- A broad-based general education curriculum upon which students with undecided objectives can build;
- Credit and noncredit courses that may be used for employment, re-entering the workforce, re-training and for exploring interests in professional and technical fields;
- A continuing education program that extends the resources of the College into the community; forums, lectures, short courses, concerts, dramatic productions, art exhibits, athletics, and other activities meant to add balance to the total instructional program of the College;
- Academic, vocational and personal oriented counseling services;
- A program designed to identify and help remedy students' academic deficiencies;
- An early placement program for qualified high school seniors wishing to supplement their secondary school courses and/or accelerate their college studies;
- An honors program for students of outstanding ability; and
- An extensive summer program for current students, for undergraduates from other institutions, and for high school graduates who wish to begin their college studies.

1.4 College Mission Statement



MONTGOMERY COLLEGE

OUR MISSION

We empower
our students to change their lives, and

We enrich
the life of our community.

We are accountable
for our results.

OUR VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES

excellence | integrity | innovation | diversity | stewardship | sustainability

Adopted by the Montgomery College Board of Trustees, June 20, 2011

1.5 Montgomery College Academic Restructuring - One College

In March of 2012 Montgomery College convened an “Academic Restructuring Task Force” which was charged with recommending to the President a new structure for the academic operations of the College that would support curriculum uniformity, cross-campus leadership for disciplines, and a common student experience. In 2013, the task force issued a recommendation for a model for restructuring of Administrative and Academic operations, and the restructuring was implemented in 2014 with the purpose of creating a “One College focus for student success.”

A key outcome of the “One College” effort is the restructuring of the College into five divisions that report to the President and ultimately to the Board of Trustees. These major areas include Academic Affairs, Student Affairs, Advancement and Community Engagement, Administrative and Fiscal Services and the Chief of Staff/Chief Strategy Officer. Each of these areas are headed by a Senior Vice President and a Chief of Staff respectively. The new Academic Affairs is comprised of four sub-areas organized under and directed by the Senior VP for Academic Affairs. Each of these sub-areas are led by a Vice President & Provost position and include: Science, Technology, Engineering and Mathematics; Arts, Business, Education, English and Social Sciences; Communication, Health Sciences, Health, Physical Education and Humanities; and Applied Technologies, Gudelsky Institute for Technical Education, and Workforce Development & Continuing Education.”

The “One College” structure includes a shift toward cross-campus curriculum uniformity, to the degree that this is feasible. An upcoming Academic Master Plan (AMP) process will further inform the re-alignment of academic programs on all campuses. The new AMP will likely result in a decreased emphasis on some programs, an increased emphasis on others, the addition of new programs and the potential phasing out of others. The specific outcomes, however, are not yet known. From a facilities perspective, the anticipated strategy will be to use funding and space most efficiently for education by balancing curriculum uniformity across campuses with the competing need for high-cost specialized instruction facilities.

This can be accomplished by concentrating the core spaces for some of the specialized programs in “centers of excellence” on a single campus. To date, the Performing Arts have had strong programs on the Takoma Park/Silver Spring (TP/SS) and Rockville campuses, STEM programs have been strongest on the Rockville Campus, and Health Sciences programs have been concentrated on the TP/SS Campus, in specialized facilities built for these purposes. However, Health Sciences is an example of a program that may be impacted by enrollment growth. The demand for Health Sciences programs is rising, and the TP/SS Campus may not be able to accommodate enough space to meet the demand, so some of the Health Science programs may be replicated at the Germantown Campus.

In addition to restructuring Administrative and Academic operations to a “One College” approach, Montgomery College has been exploring other approaches to leveraging resources for the benefit of the College and Montgomery County. Recent studies commissioned by the College have documented the benefits of aligning the College mission with the broad economic growth goals of Montgomery County, and integrating the campus life more thoroughly with the day-to-day life of the local business and residential communities.

The vision presented in the “Partnership Program and Integrated Campus for Resident Partners - Strategic Business Plan” (October, 2014) for the Germantown Campus provides clear direction that can apply at all campuses:

“We will undertake an enlarged, better-focused program of academic-industry partnerships focused on enhancing and aligning missions of the College and those of technology businesses—to materially advance our collective goals for individual opportunity, economic growth, and community prosperity.

We will develop the Germantown Campus to become increasingly known as the center of a Germantown Innovation District—an integrated hub of education, business, and entrepreneurship—and an attractive place for makers

and takers of jobs, where educated people live, work, learn, and create, and where industry partners co-locate and actively interact with faculty and students to achieve both educational and economic success.”

The “Draft College Town Final Report” (7/13/2015) states six high priority recommendations for integration of campuses with the community, supported by extensive detailed recommendations. The highest priority recommendations, quoted here, apply to all campuses:

1. Community Engagement – Facilities & Resource Sharing (Short-term)
2. Physical Improvements – Enhance Public Awareness of Montgomery College (Short-term)
3. Private Sector Engagement – Continue to pursue partnerships with private industry (Short to Medium Term)
4. Improve Pedestrian, Bike and Transit Connections (Short, Medium and Long-Term, based on scope)

The planning strategies for creating “integrated campuses” that encourage cross-fertilization and mutual growth for the College and the community will vary between campuses. Each of the three campuses has different building densities and physical characteristics, different border conditions with the adjacent community, and different types of adjacent communities, transportation modes, etc. The specific strategies for integration of each campus with its community will be addressed in each campus-specific chapter.

The goals established for this Facilities Master Plan (FMP) process are to identify the site and building development priorities for achieving the Montgomery College mission:

1. Guide planning that articulates and supports the College’s institutional vision and identity, and supports integration of the campus life with the day-to-day life of the surrounding communities.
2. Provide a framework for future buildings and site development that will provide for landmark “gateway” entrances (currently under design) at each campus, improved vehicular and pedestrian circulation on campuses, improved outdoor and indoor quality of life space, appropriate building space for effective teaching and learning, the consolidation of Student Service and the clustering of related academic functions on each campus;
3. Continue responsible stewardship of natural and built resources;
4. Build consensus within the campus community, and with its neighbors.

The key objectives of the resulting Facilities Master Plan are to:

1. Identify appropriate sites and provide phasing for potential new buildings, renovation projects, and landscape and infrastructure improvements, including possible Public-Private Partnership (P3) projects. For example, a new Health and Fitness Center at the TP/SS Campus may be funded as a P3 project;
2. Identify high priority sites for academic, student service and student life buildings;
3. Identify preferred sites and adjacencies for Public-Private Partnership (P3) projects and mixed-use projects, including co-location of academic, student life, private research, and private enterprise functions that will strengthen the College and the County and provide students with better opportunities for learning, internships and employment. This applies primarily to the Germantown Campus;
4. Strengthen and improve the unique configuration of each campus. That is, rejuvenate the original

Campus character and courtyards at Takoma Park/Silver Spring, enhance the hilltop character and green space and indicate preferred locations for future public-private partnership projects at Germantown, and concentrate development and strengthen the hierarchy of spaces at the Rockville Campus;

5. Provide signage and beautification of campus gateways to enhance the identity of Montgomery College and of individual campuses.

Note that the planning data used in this document precedes the implementation of the One College restructuring. As such, the planning analysis, space projections and subsequent proposed building projects are described using the College's traditional academic division descriptions.

1.6 College Enrollment Projections

The College's planned enrollment growth is significant over the 2013-2023 period. Using MHEC enrollment projections, the College is estimated to increase in both headcount and Full Time Equivalent (FTE) enrollment by 27% and 32% respectively over the planning period (See Tables 1.01 and 1.02). The College's noncredit FTE enrollment in Workforce Development & Continuing Education is also projected to experience substantial growth through 2023. In addition, the College is projecting faculty growth of 13% and staff growth of 3% to support student enrollment growth over the ten year period.

TABLE 1.01 - FALL TERM 2013 MONTGOMERY COLLEGEWIDE HEADCOUNT STATISTICS

	2008	2013	5 yr % change	Projected 2023	10 yr % change
Takoma Park/Silver Spring	6,586	7,755	18%	9,820	27%
Germantown	6,009	7,441	24%	9,423	27%
Rockville	15,816	16,441	4%	20,819	27%
Total	28,411	31,637	15%	40,062	27%

TABLE 1.02 - FALL TERM 2013 MONTGOMERY COLLEGE FTE ENROLLMENT STATISTICS

	2008	2013	5 yr % change	Projected 2023	10 yr % change
Takoma Park/Silver Spring	3,242	4,487	38%	5,910	32%
Germantown	2,775	3,486	26%	4,590	32%
Rockville	8,410	9,602	14%	12,645	32%
Total	14,427	17,575	26%	23,145	32%

1.7 College Space Needs

The need for facility space is driven by student enrollment, faculty and staff counts, and library collections and functions. Each of these is calculated in hours of instruction and the number of students, faculty and staff employees and library volumes and functional space to be accommodated through 2023. Based on the Maryland space guidelines and best planning practice in the absence of guidelines, the FMP documents the existing and projected space needs by type and provides a detailed facility space response.

Within the context of accommodating the anticipated growth at each campus, the planning goals that guide the FMP include retaining the respective campus character as building expansion and site development occurs.

The intent is to reinforce the College and campuses as community resources while addressing the current fragmentation of disciplines, programs, and services. Where appropriate, recommendations are made for removal and replacement of inefficient and small campus buildings, most of which have sizeable deferred maintenance backlogs and do not adequately support the desired teaching methodologies of the College.

The proposed strategy on each campus is to begin with the addition of new facilities to provide relief for crowded conditions followed by building renovations. Capital building renovation projects will be coordinated with the College’s on-going investment in building system upgrades to optimize facility renewal efforts, address identified program needs and to support the overall planning goal of improved facilities to support the campus communities with adequate learning, working, recreational and collaborative environments.

In total, the College faces a significant current space deficit, which is projected to grow based on planned enrollment growth. If not addressed, the quantitative and qualitative space deficits and deficiencies will continue to be a serious constraint on the College’s ability to respond to the educational and cultural needs of students and the community. In summary, the College’s space deficiencies (net assignable square feet (NASF)) in 2013 and projected for 2023 are documented in Table 1.03:

TABLE 1.03 - MONTGOMERY COLLEGE NASF SPACE NEEDS

	2013	2023
	Deficit	Deficit
Takoma Park/Silver Spring	92,725	163,318
Germantown	208,327	227,390
Rockville	426,099	439,764
Total	727,151	830,472

This table clearly illustrates a huge projected deficit in space for each campus in comparison to the State guidelines for facilities and to address programmatic space needs. The deficits vary by space type and quantity from campus to campus. In Takoma Park/Silver Spring the vast majority of the projected deficit is in class lab space. In addition, a deficit of classroom, athletic/recreation, office, meeting and study space is notable. At Germantown the primary projected deficit is also in class lab space, along with notable deficits of classroom, athletics/recreation, office, study, lounge and shop/storage space. The Rockville Campus is much larger and the needs are more diverse, but the largest projected deficit is also in class lab space. Other notable projected deficits include office, study, meeting, lounge, athletic/recreation, media production, food service, shop/storage and central service space.

1.8 Existing Building Conditions

In 2013 (with updates in 2015), the College completed a comprehensive facilities conditions assessment that identified significant building condition deficiencies on all three campuses. An engineering consultant surveyed the College’s total building space inventory of 2.3 million gross square feet (GSF), and all campus roadways, parking lots and garages, and underground utility systems. This study identified a total replacement value of \$506.4 million for the College’s physical plant and a deferred maintenance and capital renewal backlog of \$157.8 million.

A primary conclusion of the facilities conditions assessment was that a majority of the College’s existing academic buildings are smaller than 50,000 GSF, are inefficient and difficult to modify and renovate to effectively and feasibly address functional inadequacies and program needs. Small buildings are more inefficient to operate and constrain opportunities for growth both in terms of the land commitment to the building footprint and an inability to renovate to address the program needs identified by the College. In addition to numerous small buildings,

nearly three-quarters of the buildings have significant systemic deficiencies. This condition is exacerbated by the prevalence of a high proportion of 30-year or older buildings that have not been renovated, particularly on the Rockville and Takoma Park/Silver Spring Campuses.

The facilities conditions assessment data, information and report was used to evaluate options for new buildings, capital renovations, and building demolition and replacement recommendations in the FMP. The large deferred maintenance need identified in the facilities conditions assessment has been and will continue to be used to support the College's recent and future capital budget requests to Montgomery County for increased funding. With the County's support, the College has started to address this deferred maintenance and capital renewal need.

1.9 Functional Adequacy

The extensive evaluation effort expended during the master planning process reinforced the anecdotal impression that insufficient and inadequate space constrains the College's academic programs and services across all campuses and units. The problems range from fragmented support services that reduce department productivity and hinder discipline identity to inflexible and poorly configured instructional environments and physical accessibility issues. Compounding these problems is the College's on-going enrollment growth which has exceeded the capacity planned for in the previous master plan for new buildings on all three campuses. Even with the completion of the last new building (Cultural Arts Center) on the Takoma Park/Silver Spring Campus, the two on-going construction projects at the Rockville Campus (Science West and the New Student Services Center), and the recent completion of the Bioscience Education Center and proposed renovation of the Science & Applied Studies building at Germanton, the College will continue to operate with significant space deficits at each campus without the construction of additional facilities.

A primary functional need is for more flexible classroom and laboratory space configured and equipped to support group based learning and collaboration. This requires providing instructional spaces with a larger student station space allocation and flexible furnishings to accommodate multiple teaching configurations for small and larger groups of students to engage and interact. It is also desired that instructional spaces include robust technology and optimized amounts of wall writing surfaces to support in-class activities and exercises. This challenge is exacerbated by the number of existing buildings on each campus that are over 30 years of age and have not been comprehensively renovated or reconfigured to address this issue. Further, many of these facilities have structural constraints that will make renovating these buildings to address this challenge very difficult and in some cases not feasible.

Another functional challenge is to evolve the library on each campus into a learning center to more effectively serve students, faculty and staff by developing additional instruction space, individual and group study areas and computer stations. In addition, the introduction of technology rich "sand box" spaces to faculty and staff, the inclusion of lounges and cafes and more flexible collaboration zones are desired for the library learning commons of the future on each campus.

A third functional challenge on each of the campuses is providing adequate faculty office and conference space. The biggest need is for part-time faculty office space, which is woefully deficient for the current number of part-time faculty employed at each campus. Adequate office space and the supporting conference space is fundamental to supporting the office hours and advising responsibilities required of faculty to support students.

1.10 Sustainability Goals

Montgomery College has been actively pursuing sustainability goals over the past twenty-five years, and continues to do so with a high level of commitment. Refer to the Appendix for a copy of the "MC Green Routines" which describes "green" initiatives the College has been implementing and will continue to support and advance as part of the Facilities Master Plan process.

1.11 Consistency with State's Smart Growth Policies

The FMP building and site concept plans for all three of the College's campuses proposes locating future development on disturbed lands, within an already developed area that is served by public water and sewer infrastructure and multiple modes of mass transit service. Each campus plan preserves existing open space and expands it where possible, and steers future development away from environmentally sensitive areas. Each campus plan also proposes improving the walkability and bike friendliness of campus with new and upgraded pathways, connections and infrastructure. As such, the FMP is aligned with the state's Smart Growth Initiative, which has been developed to concentrate new development and redevelopment in areas that have existing or planned infrastructure to avoid sprawl. The Maryland Department of Planning Smart Growth web page describes smart growth as “sustainable and is characterized by compact, transit-oriented, bicycle-friendly land use, with neighborhood schools, walkable streets, mixed-use development and a wide range of housing choices. Its purpose is to conserve valuable natural resources through the efficient use of land, water and air; create a sense of community and place; expand transportation, employment, and housing choices; distribute the costs and benefits of development in an equitable manner; and promote public health.”