

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

November 30, 2018

December Meeting Highlights—What to Expect and Why

Your next meeting occurs on Monday, December 10. The following are major items and topics planned at this time.

Constituent Conversation. Our Constituent Conversations continue with the focus on student retention. This month we will be joined by members of the Staff Council.

My Monthly Written Report: The December President's Focus report explores the area of transfer. How do students benefit from the transfer support systems in place at MC and agreements with four-year institutions?

College's FY18 Audit. You will convene as the Audit Committee—a committee of the whole—prior to the Board meeting to hear a report of the College's audited financial statements for the fiscal year ending June 30, 2018 and 2017 presented by the external auditors. Later, during the Board meeting, you will vote to accept the audit.

FY20 Operating Budget. The proposed FY20 operating budget will be presented for review at this meeting and come for your vote in January, after which it will be submitted to the county government

Contract Awards for Grants. The TechHire and America's Promise grants require that the College to partner with the local workforce investment organization to provide business engagement and case management services. This sole source award is slated for the local workforce investment agency recognized by the federal government and the state of Maryland. The grants also require that the College partner with an organization to provide student data collection and evaluation services. The College has elected to use the University of Baltimore Jacob France Institute (JFI) for these services as JFI developed, and is authorized by the state, to maintain the Maryland Wage Record Archive on behalf of the Maryland Department of Labor, Licensing, and Regulation.

Contract Award for Medical Consortium. This competitively bid contract is for the purchase of clinical simulation medical equipment to be used at Montgomery College and other participating Maryland community colleges under the Nurse Support Program II Grant.

Academic Program Actions. Two academic programs are on the agenda for the Board's consideration. The first is a certificate in homeland security, which has been created in response to the increased demand in the nation's homeland security needs and issues. This certificate will give students a broad understanding of safety and security issues, with emphases on critical infrastructure protection, disaster preparedness, and response and intelligence operations. The second is an associate of applied science in polysomnography. This degree will allow students to prepare for careers in the growing field of sleep medicine technology, by administering diagnostic tests that measure patients' physiologic variables during sleep.

The following items are on your consent calendar:

Personnel Actions Confirmation Report. This is a review of personnel actions documents actions taken in November.

Modification of Policies. Two policies are on the agenda for action. The first is a modification of the policy on volunteers. The minor change is to add interns, who will be subject to similar terms of engagement. The second is a retirement of the confidentiality policy, since it has been incorporated into another policy.

Data Focus



Many students begin their postsecondary education at Montgomery College with the intention of transferring to a university to earn a bachelor's degree. The following data are for students who attended MC between July 1, 2016 and June 30, 2017, and then transferred either during that period or by fall 2017. During that time, there were 32,752 credit students. Of those, 8,035 had transferred by the fall (that is, 24.5%), 7,297 of those (91%) to a four-year institution. Generally, in reporting on community colleges transfers, only those with 12 or more credits earned at the community college are included. For MC, there were **4,588** such students, where 2,071 earned an associate's degree or certificate before transferring and 2,517 transferred without graduating. Most remained in Maryland, but 20% went out of state.

The **4,588** students who transferred went to four-year institutions in 47 states, Puerto Rico, and the District of Columbia. Transfers out-of-state (936) enrolled at 364 different institutions, including Harvard, Yale, Duke, Drexel, NYU, University of Virginia, North Carolina, Cornell, Wisconsin, and Savannah College of Art & Design.

Where did these 4,588 students go?

Maryland Public Institutions	3,514
UNIVERSITY OF MARYLAND, COLLEGE PARK	1,431
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY	581
UNIVERSITY OF MARYLAND, UNIVERSITY COLLEGE	577
TOWSON STATE UNIVERSITY	380
SALISBURY STATE UNIVERSITY	136
UNIVERSITY OF MARYLAND – BALTIMORE	116
UNIVERSITY OF BALTIMORE.....	73
BOWIE STATE COLLEGE.....	60
UNIVERSITY OF MARYLAND, EASTERN SHORE.....	58
FROSTBURG STATE COLLEGE	50
MORGAN STATE UNIVERSITY.....	28
ST MARYS COLLEGE OF MARYLAND.....	17
COPPIN STATE COLLEGE.....	7

Major Out-of-State Institutions	936
GEORGE WASHINGTON UNIVERSITY	56
HOWARD UNIVERSITY	46
AMERICAN UNIVERSITY	34
CHAMBERLAIN COLLEGE OF NURSING	30
WEST VIRGINIA UNIVERSITY	26
TRINITY UNIVERSITY	25
UNIVERSITY OF DC.....	24
MARYMOUNT UNIVERSITY	23
CATHOLIC UNIVERSITY OF AMERICA	20
GEORGETOWN UNIVERSITY.....	19
PENNSYLVANIA STATE UNIVERSITY	18
GEORGE MASON UNIVERSITY.....	16
STRAYER UNIVERSITY-WASHINGTON	15
LIBERTY UNIVERSITY	14
SHEPHERD COLLEGE	11

Maryland Independent Institutions	138
WASHINGTON ADVENTIST UNIVERSITY.....	33
HOOD COLLEGE.....	24
STEVENSON UNIVERSITY.....	19
MOUNT SAINT MARY'S COLLEGE.....	14
MARYLAND INSTITUTE, COLLEGE OF ART	12
COLLEGE OF NOTRE DAME OF MARYLAND	11
JOHNS HOPKINS UNIVERSITY	7
MC DANIEL COLLEGE.....	7
GOUCHER COLLEGE.....	4
LOYOLA COLLEGE	3
WASHINGTON COLLEGE.....	2
SAINT JOHN'S COLLEGE.....	1
TAI SOPHIA INSTITUTE	1

States with Largest MC Transfers	
Maryland.....	3,652
District of Columbia.....	246
Virginia	110
Pennsylvania	80
West Virginia	50
New York.....	46
Missouri.....	38
Florida	33
Massachusetts.....	31
North Carolina.....	23
Georgia.....	20

Montgomery College 2020 Update of the Month



Since 2012, the *Montgomery College 2020* strategic plan has driven significant changes in support of student success. The preferred future envisioned under Theme I, Educational Excellence, states that “Montgomery College will be a national leader for quality and relevancy of its academic programs.” One element of this is the use of academic coaching through the College’s Achieving the Promise Academy (ATPA).

What is academic coaching? Academic coaching is a partnership that enhances the learning process by nurturing a student’s strengths and fostering the development of key academic and non-cognitive competencies. Through personalized one-on-one meetings and success plans, as well as embedded classroom support in courses with high failure rates, students leverage their learning styles, and address academic concerns and perceived barriers to success. They also gain proficiency in course content, advocacy, goal-setting, organization, stress management, and time management. All embedded and one-on-one coaches at Montgomery College are part-time faculty with content expertise in their disciplines.

Coaches were embedded in 63 sections in fall 2017, 124 sections in spring 2018, and 95 sections in fall 2019. Seven out of the 11 disciplines that received ATPA embedded support had lower DFW rates than the non-ATPA courses in the same disciplines in spring 2018. One-on-one coaches are working with over 350 full-time and part-time students in activities that include monitoring academic progress through collaboration with faculty. ATPA plans to expand the number of embedded support sections to 150 in spring 2019. Grade point averages have increased for the ATPA cohorts for fall 2016 by 33.6 percent; for spring 2017 by 8.8 percent; and for fall 2017 by 27.6 percent.

How do students access academic coaching? At no additional cost, and no matter where a student is in his/her academic journey, one-on-one and embedded coaching services are available to any registered student. Students can identify ATPA embedded support sections of courses in the course schedule. Students who desire more individualized, holistic support can apply for one-on-one coaching online through the ATPA website in less than five minutes.

What is the difference between embedded classroom support and one-on-one coaching? For each academic program, courses were identified based on high DFW rates, such as accounting for the business program. Students receive specialized coaching for the duration of that specific course and enjoy the coach’s presence in the classroom. Students also receive weekly communication from their coach with content support, course reminders, and college resources. One-on-one students have access to their coach until graduation and/or transfer and receive academic support in all of their courses. They also enjoy perks such as an assessment to identify strengths and weaknesses, weekly coaching sessions, a personalized academic success plan each semester, two targeted workshops per semester, laptop loaners, and tuition-assistance.

What are students saying? Here are some comments by ATPA students from online surveys.

- “He doesn’t just get involved in my academics but also gives me advice about my personal goals.”
- “He is a great coach and I have a lot of confidence that I will succeed at MC because of ATPA.”
- “She was very knowledgeable, informative, professional, and easy to talk to.”

Kind regards,



Stephen D. Cain, PhD

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