

# MONTHLY OUTLOOK

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

May 3, 2019

## May Meeting Highlights—What to Expect and Why

Your next board meeting occurs on May 13 and includes these major items and topics at this time.

**Board of Education.** Our evening will begin with a meeting with the Montgomery County Public Schools' Board of Education. The main topic of discussion will be our joint efforts regarding dual enrollment programs.

**Conference Session.** A brief conference session will be held to review plans for the May 17 commencement.

**Student Recognition.** This month we will honor Jack Kent Cooke Scholarship semifinalists, and the winner, Wendy Mejia Aguilar.

**Athletics Transportation Services.** This competitively bid contract provides transportation services for the College's nine intercollegiate sports teams in support of their local, regional, and national competitions. The trips are based on team performance throughout the season. Backup transportation support is needed in the event the primary contract awardee is not available or if multiple athletic teams are traveling to different destinations during the same period, so three vendors are recommended for contract award.

**On-Call Electrical Services.** This competitively bid electrical on-call services contract is being requested to improve the turnaround time of electrical service-related projects, and cut down response time for electrical related emergency service calls. Failure to have an on-call electrical service provider in place will result in classroom and workplace disruptions, and potential safety issues.

**Roof Repairs.** This competitively bid contract provides for collegewide roof repairs and replacement services. Classroom activities may be disrupted and potential safety issues arise, if repairs are not made to the Physical Education Building, among others. The need for an on-call roof repair contractor is vital.

**FY19 Capital Budget Fund Transfer.** This action would authorize the transfer of funds between capital projects from the planned lifecycle asset replacement project to the roof replacement project. This transfer between capital projects is being made in accordance with College policy and county fiscal procedures.

**Contract Change Order.** Originally approved in June 2017, this contract change order allows for the replacement of obsolete fire alarm systems on the Rockville Campus in the Gudelsky, Mannakee, South Campus Instructional, and Technical Training Center buildings.

**My Monthly Written Report.** My *May President's Focus* draws together all of this year's topics related to retention. As we have seen, multiple factors impact this trend including admissions, finances, academic support and external factors.

**Policy Action.** Modification of the weapons policy is scheduled for action.

**The following item is on your consent calendar:**

**Personnel Actions Confirmation Report.** This is a review of personnel actions taken in March.

# Data Focus of the Month

## Student Success Tracked over Five Years



The [Student Success Score Card](#), introduced in spring 2015, tracks student performance on key measures relevant to academic success. The Score Card tracks new, full-time, award-seeking students, who are—overall—a small percentage of the total MC population. Nevertheless, their success is an indicator of all students' success and provides insights into important academic initiatives and support efforts. The first edition of the Score Card examined data from students who began in Year 1 of the Score Card. This update provides a look at the performance on these key measures over a five-year period.

**Completion improved.** Completion is the result of decisions and educational experiences over multiple years—many of which are made and experienced prior to attending Montgomery College. The graduation and transfer rates of new, full-time, award-seeking students at three years after entry—the point at which they are measured—look promising. There are many positive signs in the ingredients for completion. Maintaining momentum and continued support to students as they strive to meet their educational goals are important elements.

Year 1	16.4%
Year 5	22.5%

Figure 1. Graduation rate

Year 1	41.9%
Year 5	45.5%

Figure 2. Graduation plus transfer rate

**Time to completion is down.** The less time it takes to complete a credential, the better. Our Year 5 cohort completers' time-to-award decreased from 5.4 to 4.5 years for degree recipients and from 6.9 to 6.0 years for certificate recipients.

**Retention is up.** Keeping students in school is key to completion. With constituent conversations focused on retention this year, we have learned a lot about the factors affecting students' decisions to stay in school. Our retention is improving and is well above national averages.

Year 1	70.8%
Year 5	79.5%

Figure 3. Fall-to-spring retention

Year 1	59.8%
Year 5	64.7%

Figure 4. Fall-to-fall retention

**One-year milestone attainment declined.** Key credit hour milestones for full-time and part-time students help gauge completion potential. A full-time student should complete at least 24 credits by the end of the first year; a part-time student should complete 12. Full-time student success on this measure declined 2.8 points—from 28.3 percent to 25.5 percent. Part-time students' dropped from 26.6 percent to 21.2 percent. This is an area the College wants to improve.

**Gateway course attempts are mixed.** A larger percentage of new students in Year 5 attempted gateway courses—key college-level courses required for graduation—compared to new students in Year 1. Enrollment in introductory English increased from 58.2 percent to 69.5 percent. More students attempted math as well, up from 25.1 to 38.6 percent. However, pass rates in English remained about the same (close to 80 percent), but dropped about four points in math (77.1 percent to 73.0 percent).

The Score Card has already proven its worth in focusing the College community on key data points to monitor. Launched with the intention of providing actionable data, faculty and staff have responded with renewed attention to students' needs, innovative programs, and more student support. The disaggregated Score Card data also help us to understand our progress with regard to historically underserved populations. We will prepare a white paper on this topic to present at your next retreat.

## 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 Performance Canvas within the plan contains three broad levels of indicators that the College uses to track its progress in realizing the themes of *Montgomery College 2020*—objective indicators, subjective indicators, and cognitive indicators. This month’s update takes a look at the subjective indicators on the canvas. The canvas concept for institutional assessment is based on *Performance: The Dynamic Results in Postsecondary Organizations*, by Richard Alfred, Kathryn Thirolf, Nathan Harris, and James Webb.

**What are ‘subjective indicators’?** These consist of 11 indicators that represent rankings and ratings and reflect the College’s standing or position on a scale, where the College strives for a favorable outcome. Winning indices include annual fall-to-fall enrollment growth, percentage of high school students enrolling in Montgomery College, media articles featuring the College, athletic conference championships, grant dollars raised, foundation dollars raised, entrepreneurial dollars raised, time to completion, and student financial support. Ranking indices include national rank on associate degrees and certificates produced, and state rank by size of undergraduate enrollment.

**How are we doing?** We are now entering the last year of the plan and seeing progress, though not everything is linear. For instance, over the seven-year period, our goal was to increase our annual fall enrollment by five percent. There was a five percent decrease from fall 2017 to fall 2018, but we may see some recovery next fall due to increased high school graduates. In the last four years, that the College has been tracking time-to-degree completion, we have seen a reduction to 4.5 years for first-time, full-time students, nearly a one-year reduction in time to degree since FY14.

**What do winning indicators measure?** These indicators focus on how well the College is performing in relation to market share and community position. In looking at percentage of high school students enrolling in Montgomery College, we set a goal of 27 percent by 2020 and are currently at 23 percent for fall 2018. The draw rate may continue to decline as the college-going rates of MCPS students change. Our FY12 benchmark for annual grant dollars raised was \$6.4 million annually and we challenged ourselves to reach \$15 million annually by 2020. In FY19, the College raised \$9.9 million in new and continuing grants, well on our way to the target. Over the life of *MC 2020*, we challenged ourselves raise between \$25–30 million in foundation dollars. In FY19, the Foundation passed the \$23 million mark.

**What do ranking indicators measure?** These indicators focus on how the College is performing relative to national and state peers. For example, we challenged ourselves to place in the Top 50 nationally for the number of associate degrees and certificates produced. Since FY12 we have moved from 68th to 64th place in the number of associate degrees granted among our national, public, two-year institutions. The College was ranked first in the state by size of unduplicated headcount enrollment in FY12, and we are currently ranked second behind UMUC.

**What are the other types of indicators in the canvas?** In addition to the subjective indicators, there are also objective and cognitive indicators. Objective indicators, which represent number-based or value-added activities, were included in the April *Monthly Outlook*. Next month we will focus on cognitive indicators that reflect the value that individuals assign to the College based on their experiences interacting with the College.

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Be well,



DeRionne P. Pollard, PhD

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