

# MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

April 10, 2020

## April Meeting Highlights —What to Expect and Why

Your next meeting occurs electronically via teleconferencing on Monday, April 20. Following are major items and topics planned at this time. Please note the “Roadmap for Resilient Transformation: A Thriving Montgomery College Post-COVID-19 Operational Plan” has been posted to Diligent for your review.

**My Monthly Written Report.** My April *President's Focus* will diverge from our originally outlined topics and provide an overview of the College's major COVID-19 responses in both March and April, thus far.

**Fiscal Year 2021 Tuition.** The Board of Trustees adopted the College's FY21 operating budget at its meeting on January 29, 2020. The adopted budget prioritized fiscal restraint while maximizing existing resources to protect affordable tuition and fees. I am recommending no increase in the in-county, in-state, and out-of-state tuition rates for FY21. Mandatory fees will remain at their current levels.

**External Auditing and Tax Services.** This competitively bid contract is for the annual certified audit of the financial statements and related records of the College. The external auditor is required to certify and submit the College's Annual Financial Report to the Maryland Higher Education Commission.

**Continuation of Taleo Talent Management.** This source action extends support and management services for the Taleo talent management system for up to two years, until the transition to the Workday system is fully stabilized. The Taleo talent management services and support is being replaced by the Workday enterprise resource program system in January 2021.

**Food, Vending, and Beverage Management Services.** This competitively bid contract provides for food, vending, and beverage management services using a management fee-based structure. The College's current food and vending services contract will expire on May 31, 2020.

**Temporary Authority to Respond to COVID-19 Emergency.** This resolution, developed in consultation with the Board of Trustees, seeks to grant the president temporary authority to remove unnecessary policy or procedural barriers to the continuity of operations and educational services in the context of a declared emergency pandemic.

**Proposed Policy for Presidential Succession.** This proposed policy articulates the processes to facilitate the continuity of operations due to the departure or temporary unavailability of the president. This policy would ensure seamless transition of executive power and continuity of operations as required by law.

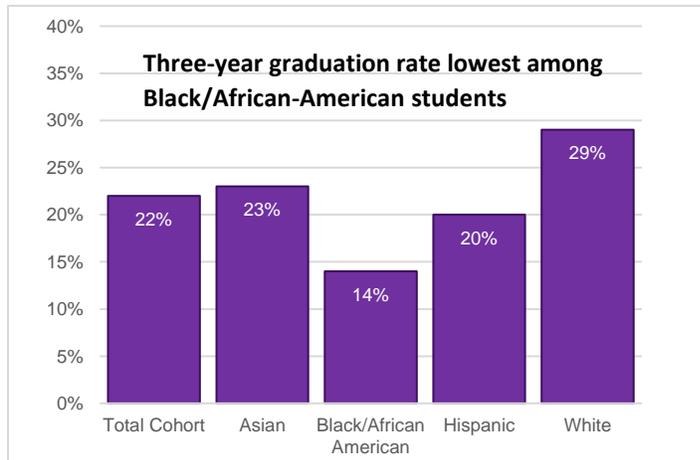
### **The following items are on your consent calendar:**

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

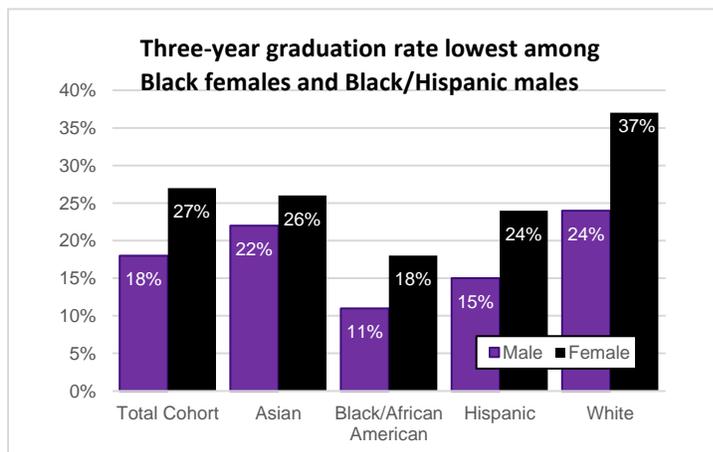
**Graduates Receiving Associate's Degrees and Program Certificates in Spring 2020.** The Board is asked to ratify the conferral of degrees by faculty for expected graduates of spring 2020.

## Data Focus of the Month

The Data Focus this year has been examining various aspects of the student academic journey through a disaggregated lens in order to gauge the College's impacts. This year we examine the fall 2015 IPEDS cohort, comprised of 1,998 new, first-time, full-time, degree seeking students. The largest race/ethnic groups in this cohort are Hispanic (28 percent), Black (24 percent), White (20 percent), and Asian students (13 percent), with more male students (56 percent) than female students (44 percent).



**Figure 1.** Fall 2015 cohort graduation rate three-years after entry by race/ethnicity



**Figure 2.** Fall 2015 cohort graduate rate three-years after entry by gender within race/ethnicity

**Graduation.** This month we take a look at this cohort's graduation rate three years after entry. In this context, we examine the rate at which students who entered in the fall of 2015 and graduated within three years.

**Race/Ethnicity and Gender.** *Figure 1* shows that 22 percent of the cohort that entered the College in fall 2015 had graduated by fall 2018. White students as a whole graduated at a higher rate than did other students. Black/African American students had the lowest graduation rate compared to all other student groups.

**Gender within Race/Ethnicity.** In general, female students graduated at a much higher rate than male students. White female students as a whole had a higher graduation rate than other student groups. The differential in graduation rate between genders ranges from four points for Asian students to 13 points for White students. *Figure 2* shows the lowest graduation rates among Black female students as well as Black and Hispanic male student, compared to other the male and female students across race/ethnicity.

**Graduation Rate** is an indicator of academic success and progression. Clearly Black students in general and Black and Hispanic *male* students, specifically, do poorly on this measure. Special attention needs to be paid to these students to elevate their success. Many students do not graduate within the three-year window and there are multiple explanations for this. Some degree-seeking students change course and modify their program of study during their academic journey, extending their timelines. A comparable percentage of this cohort transferred without the benefit of a degree. Academic deficiencies upon entry is another possible factor that delays progress toward graduation. MC's varied academic support programs and innovations to pedagogy are designed to assist students with academic deficiencies and increase their chances at graduation. We are tracking this closely on the Student Success Scorecard, as well as within programs such as ACES, ATPA, and the redesigned developmental education program.

## Montgomery College 2020 Update of the Month



Since 2012, the *Montgomery College 2020* strategic plan has driven significant changes in support of student success. As we look back on *Montgomery College 2020's* accomplishments, the strategic plan's Theme III says that MC will "promote and support economic development by ensuring that rigorous and relevant regional and national workplace competencies are reflected in programs and curricula."

### ***How has MC supported economic and workforce development in the County?***

The College continues to provide a wide array of access points for employees and individual students to upskill, with more than 75 organizations collaborating with MC on training programs with specialized curricula to meet targeted staff professional development goals. For example, the College has partnered with many county agencies in training activities, including technical training for Housing Opportunities Commission and expanded training in Early Childhood Education. Since 2014, Montgomery College's WDCE division has secured more than \$49 million in grants serving thousands of residents in Montgomery County and the state of Maryland. Nearly half of them were in IT and cybersecurity training.

### ***Who are our clients in Montgomery County?***

Workforce Development and Continuing Education reached a record enrollment during FY19, serving 24,890 unduplicated students in 46,636 enrollments. Courses are being delivered in more than 40 locations year around. Our clients include community members interested career advancement, employers interested in up-skilling incumbent workers to specific industry requirements, and governmental organizations working to meet needs in local, national, and international markets.

### ***Who are some of our partners?***

WDCE has worked hard to develop relationships that will benefit our students and employers. For example, the College developed an AWS Cloud Computing certificate and AAS in partnership with Amazon, and will begin accepting enrollments for fall, 2020. BioTrac, absorbed into the College in 2019, continues to offer graduate/postgraduate hands-on laboratory training taught by active research from NIH, JHU, USDA, and FDA. In partnership with the county, MCPS and Apple, the first Montgomery Can Code summer youth coding camps was held this past summer and plans to expand this summer.

### ***What are the trends in economic and workforce development going forward?***

The local workplace will continue to require greater investments of education and training to compete in the global economy. Opportunities for county residents without post-secondary education and training will continue to contract. In demand career fields that provide living wages will continue to rely on technology with increasingly specialized skill sets, requiring targeted learning. County government and employers will continue to recognize the competitive advantages of collaborative partnerships with higher education. Such partnerships will be foundational in meeting our emerging challenges.

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Be well,

DeRionne P. Pollard, Ph.D.

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