

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

May 8, 2020

May Meeting Highlights—What to Expect and Why

Your next board meeting occurs electronically via teleconferencing on May 18 and includes these major items and topics at this time.

My Monthly Written Report. My May *President's Focus* examines several higher ed approaches to the COVID crisis. Community colleges—and some four-year institutions—face some similar challenges around enrollment, staffing, budgets, and technology. I examine some diverse strategies already being played out, for any lessons from which MC might benefit.

Renovation of Mannakee Center for Training Excellence. This competitively bid contract for renovations includes a new certified nursing assistant lab and a new clinical medical assistant lab, along with two corresponding classrooms for a Workforce Development and Continuing education Health Sciences Institute. The existing HVAC system will be upgraded as part of the renovation project.

Repairs to Three Sites. This competitively bid contract will provide for critical structural element repairs to the Physical Education Center, Paul Peck Art Center, and Macklin Tower buildings. The repairs are considered routine maintenance, ensure safe occupancy of the facilities, and reduce the College's liability in the event of structural failure.

Macklin Business Institute Finance Lab Conversion. This competitively bid contract will convert two current offices to the Macklin Business Institute Finance Lab 100, including the installation of a stock market ticker board around two exterior sides of the building and the replacement of an existing air handling unit.

New Policy on Presidential Transition and Succession. This proposed policy is returning with requested modifications to the process by which the Board would facilitate the continuity of operations in the case of the planned or unplanned absence of the president.

Memorandum of Agreement. Collective Bargaining Agreement Between Montgomery College and Service Employees International Union, Local 500.

The following item is on your consent calendar:

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

Board Support of Temporary Authority for the President to Respond to the COVID-19 Emergency. This updated resolution contains modifications requested by Trustees.

Data Focus of the Month

The Data Focus page 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 (27 percent), Black (24 percent), White (20 percent), and Asian students (13 percent), with more male students (56 percent) than female students (44 percent).

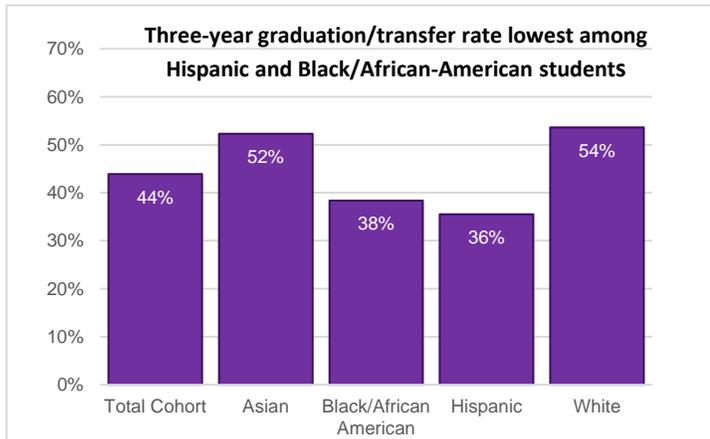


Figure 1. Fall 2015 cohort graduation/transfer rate three-years after entry by race/ethnicity

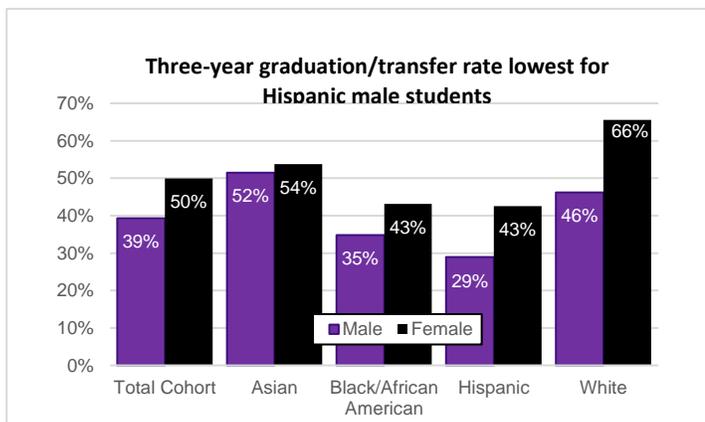


Figure 2. Fall 2015 cohort graduate/transfer rate three-years after entry by gender within race/ethnicity

Grad/Transfer Rate. This month we take a look at the combined graduate/transfer rate of the 2015 IPEDS cohort three years after entry.

Race/Ethnicity. Figure 1 shows that 44 percent of the cohort that entered the College in fall 2015 had graduated or transferred by fall 2018. Black/African American and Hispanic students graduated/transferred at a substantially lower rate than did White and Asian students – by as much as an 18-point difference.

Gender within Race/Ethnicity. The graduation/transfer rate for females was higher than males, especially among White students (Figure 2). Black and Hispanic male and female students did not graduate/transferred at rates as high as Asian and White students. The lowest graduation/transfer rate was noted for Hispanic and Black male students compared to other student groups. The differential in the graduation/transfer rates for gender ranged from two points for Asian students to 20 points for White students.

“Graduate/Transfer Rate” is a lagging indicator of academic success and progress. The data illuminate the lagging success of Black and Hispanic students in general and of male students in these groups specifically. Black and Hispanic males lag behind their female counterparts, as well as Asian and White students overall. Many students do not graduate or transfer within a three-year time frame, especially black and brown students. There are potentially many explanations for this phenomenon: academic deficiencies upon entry; a change of course or program of study during their academic journey; and lower course pass rates, among others. All of these factors can delay success and progression. However, changing teaching models and innovative academic support programs have the potential to improve the success of future student cohorts. Programs like Achieving the Promise, ACES, and Boys to Men have shown promise in targeting the vulnerabilities which impede progress. Initiatives that address placement issues and supplemental academic support, such as embedded coaches, have also demonstrated that some deficits can be addressed with additional attention.

Montgomery College 2020 Update of the Month



The *Montgomery College 2020* strategic plan is a seven-year effort that began in Fiscal Year 2013. The preferred future envisioned under Theme IV, Community Engagement, commits the College to fostering “community building, civic responsibility, and intercultural understanding, and serve as the place for neutral public dialogue to advance social justice and enrich the life of the community.” The successes below reflect a deepening of the College’s commitment to these goals and to the connection of underserved populations opportunities for higher education.

What are the highlights from the community engagement initiatives?

The College created two community engagement centers at the Gaithersburg Library and East County Regional Services Center, through which students can better access College programs and philanthropy. Pop-up community engagement centers at the county jail, Ethiopian Community Center, and Identity were also begun. Partnerships with organizations such as FutureLink and Identity also connect students to new resources. The completion of a College Town plan, community engagement assessments for each campus, and ongoing community engagement roundtables help MC gather input on enrollment barriers and plan for the future. The expansion of the languages in which the College communications—and the platforms through which it does so—provides further opportunities for students. Finally, community engagement has integrated itself more thoroughly with academic and student affairs, enabling such endeavors as the Carnegie Classification efforts and the promotion of the Census to our students.

What data supports the progress described in such initiatives?

Thousands of pages were updated in the web redesign project to provide a more user-friendly experience, with key pages in new languages. More than 12,000 residents have accessed the services and courses offered at community engagement centers and pop-up centers. The MC2020 Campaign has reached its goal, facilitating more than \$31 million in scholarship and program support from donors. Two primary publications—a community engagement e-newsletter and a monthly e-news called @MC—are now regularly distributed to thousands of stakeholders.

How does Community Engagement Impact Students?

By allowing new forms of outreach to the underserved, reaching people in their own languages, and offering scholarships and training in their communities, lives are changed. Here’s just one of them:

One of the things (community engagement specialist) Hamrawit Tesfa told me was that even though life was tough right now, it did not have to stay that way. By connecting me to the right resources, I was able to see my life change for the better. The Community Engagement Center gave me hope for the first time. When I found out about the Early Childhood Certificate course, I was very happy since back in Ethiopia, I had worked with children. After completing the course, I received assistance in working on my resume and job interview preparation. Soon after, I got a job at a daycare center. My life is so much better and productive due to the services I received. I am currently taking Microsoft for the Workplace at MC. My children are proud of my accomplishments. My husband is also working, and he plans on taking the Apartment Maintenance course offered at MC. I no longer have to worry about our life here and for that I am deeply grateful to Hamrawit and MC.

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.