April 1, 2016

April Meeting Highlights—What to Expect and Why

Your next meeting occurs on Monday, April 18, 2016. Following are major items and topics planned at this time.

Appreciation Dinner. In this second annual event, you host members of the boards of the Montgomery College Foundation, the Montgomery College Life Sciences Foundation, and the Alumni Association to share information about what each organization is doing to support the mission of the College. The event begins at 5 pm.

Fiscal Year 2017 Tuition. As was proposed during the development of the College's FY17 budget, I am bringing a recommended tuition increase of $4, $8, and $12 per credit hour for in-county, in-state, and out-of-state tuition, respectively, for your consideration. This represents an increase of 3.7 percent.

Transportation Fee. This action increases the transportation fee by $1 per credit hour. It is the third of three consecutive increases and supports payments on bonds secured to pay the costs of parking garage construction.

Central Services Building Omnibus Resolution. Approval of this resolution will authorize the College to move forward with the planned consolidation of its administrative services in a Central Services Building. The consolidation of services will improve efficiencies and reduce costs.

Awards of Contract. Two competitively-bid contracts are ready for your consideration. One is for replacement of the current enterprise data backup system located on the Takoma Park/Silver Spring Campus. This one-time purchase will position the College to leverage cloud backup and potential data migration/cloud service backup in the future. The second is for the replacement of the exterior building envelope of the Physical Education Building on the Germantown Campus.

Capital Budget Transfer. This proposed transfer of funds from the Bioscience Education Center Project to the Planning, Design, and Construction Project is requested to fund an architect and document coordinator.

My Monthly Written Report. My April *President's Focus* report will continue with the pathways theme in the book *Redesigning America's Community Colleges* and explore how our students transfer to four-year institutions.

Policy Actions. Two policy matters are ready for your consideration: a new policy on crowdsourcing, which was reviewed at your meeting last month, and a modification to the employee privileges policy.

Self-Study Design. As an institution accredited by the Middle States Commission on Higher Education, the College prepares a major Self-Study every 10 years for the commission's consideration. This action is to accept the Self-Study design proposal to be submitted to the commission.

Ratification of Spring Graduates. Before student graduations become official, the board must ratify their completion status. This action is to be taken on the students earning degrees and certificates this semester.

Data Focus of the Month

Community Colleges across the United States

Where are community colleges located? Public community or two-year technical colleges operate in virtually every state. The District of Columbia is listed as having none (although the University of the District of Columbia has a two-year "division"). Indiana, Nevada, Rhode Island, Utah, and Vermont each have just one, while California has 114, Texas has 63, North Carolina has 59, and New York has 39. Twenty-four states have fewer public community or two-year technical colleges than Maryland's 16. This map from the American Association of Community Colleges shows how the colleges are dispersed throughout the country.

Where did community colleges come from? Public two-year colleges began in 1901, with the founding of Joliet Junior College, in Joliet, Illinois. The early colleges were established to provide close-to-home public education and grew slowly in numbers until 1948. This was the year that the Truman Commission suggested the creation of a network of publicly-funded community colleges, in part to provide access to the nation's World War II veterans who could use the GI Bill to finance their postsecondary education. The 1950s saw a boom in the establishment of community colleges, and the American Association of Community Colleges now counts 1,167 public and independent (private or for-profit) two-year institutions. Together they have annual student enrollments of more than eight million credit students and another five million pursuing workforce development or continuing education offerings.

How are community colleges administered? Community and technical colleges operate under a wide range of governance and funding structures, although most have some measure of local and state funding that supplements students' tuition and fees. Reporting on enrollments, finances, and employees varies considerably—in many states, community college "systems" or "districts" that encompass multiple jurisdictions constitute organizational and reporting units.

How does Montgomery College's enrollment compare? The country's largest community colleges tend to be systems or districts—organized statewide or encompassing multiple counties or large urban areas: Ivy Tech in Indiana enrolled 99,000 credit students in fall 2013, followed by Miami Dade with 66,000, Lone Star College in Texas with 64,000, Houston Community College with 58,000, and Northern Virginia Community College with 52,000. Montgomery College was the 22nd largest in the country according to fall 2013 data.

How does Montgomery College's student diversity compare? *The Chronicle of Higher Education* computes a student "Diversity Index" for colleges and universities, and Montgomery College ranked 13th in the country among community colleges in fall 2013. The top five community colleges for diversity were all located in Hawaii, and among the top 15, MC had the largest total student enrollment. The College ranked 10th in the number of foreign students.

How does MC's enrollment compare in Maryland? In fall, 2015 MC had the largest credit student enrollment in Maryland with 25,320, followed by the Community College of Baltimore County at 22,399, Anne Arundel Community College at 14,689, and Prince George's Community College with 13,228. In total, community colleges in Maryland enrolled 130,184 students, the four-year public colleges and universities in Maryland enrolled 129,884 undergraduates, and independent institutions had 28,751 undergraduates. These totaled 288,819 undergraduate students in postsecondary education in Maryland, with community college students comprising 45 percent of that total.

Montgomery College 2020 Update of the Month

The *Montgomery College 2020 s*trategic plan is a seven-year effort that began in Fiscal Year 2013. In order to track its progress toward the goals of *Montgomery College 2020,* the College uses a Performance Canvas containing three broad categories of indicators: objective indicators, subjective indicators, and cognitive indicators. This month's update takes a look at the objective indicators on the canvas. The concept of the canvas for institutional assessment comes from *Performance: The Dynamic Results in Postsecondary Organizations*, by Richard Alfred, Kathryn Thirolf, Nathan Harris, and James Webb.

What are "objective indicators"? These consist of 16 indicators that are number-based or value-added activities. The number-based data include enrollment, retention, graduation, transfer, affordability, and public support. Value added indices include student pass-rate in classes, licensure exam results, and career program success, as well as transfer student success at destination institutions, employee professional development, and economic impact.

How are we doing? We are now at the halfway point in the *Montgomery College 2020* plan and have noted progress on several measures, though not each metric advances at a consistent rate. For instance, over the seven-year period, our goal is a net 10 percent increase in fiscal year credit enrollment compared to the performance base in FY12. We may reach that, but largely due to expected increases near the end of the plan's life. Another indicator, fall-to-fall retention, is not enrollment dependent, but challenges us on a different level. Our FY12 fall-to-fall retention level was 67 percent and we challenged ourselves in the canvas to reach 85 percent by FY20. Currently, we are at 73 percent, which is a five percent increase since the start of the plan. In terms of affordability, we set an ambitious goal to keep our tuition and fees at 55 percent of the comparable cost at the University of Maryland. Our latest measure shows us at 53.9 percent, a reduction of nearly three percent from our FY12 baseline and just over one percent below the target.

What do value-added indicators measure? These indicators focus on value added to a student's life or to the community, generally based on a factor external to the College. For example, in looking at transfer students, we examine their GPAs at the end of their first year after transfer from MC. Their success at another institution can be traced back to the foundation they received at MC, although not necessarily linked to a specific variable. Our most recent data show that transfer students have earned an average 2.77 GPA; our FY20 goal is for transfer students to earn an average 2.80 GPA. For students in the health sciences, we are examining their performance on licensure and certification exams, with the goal of 100 percent pass rates in nursing and radiologic technology. Ninety-four percent of radiologic technology students passed their exams at last measure, while 88 percent of nursing students passed. Physical therapy certification established a goal of 90 percent pass rate for students, which it surpassed with a 100 percent pass rate at last measure.

As we continue to track student performance on objective indicators —enrollment, retention, and tuition—we will hold ourselves accountable for the quality of teaching, advising, and planning that have produced these results. We will also continue to look beyond students' careers at MC, into their academic and professional success, to show us how we can better serve students in their long term goals.

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.