

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

May 6, 2016

May Meeting Highlights—What to Expect and Why

Your next meeting occurs on Monday, May 16, 2016. Following are major items and topics planned at this time.

Preparing for Commencement. We will have a brief conference session to preview the commencement exercises, which will occur on Friday, May 20.

My Monthly Written Report. My May *President's Focus* report will continue with the pathways theme in the book *Redesigning America's Community Colleges* and explore how our students depart the institution into jobs. This is my final written report on this theme.

New Policies. Two new policy proposals are ready for your consideration. The first addresses crowdsourcing and contains revised language based on College research over the past month. The second new proposed policy regards electronic information technology accessibility and ensures that technology created, maintained, or obtained by Montgomery College is accessible to all students, including those with disabilities.

Modified Policies. Modifications are proposed for four policies: Policy 54001—Workforce Development & Continuing Education Program; Policy 41001—Admission to Montgomery College; Policy 58002—Assessment Testing and Appropriate Course Placement; Policy 31009—Employee Indebtedness.

Science and Applied Studies Building Renovation. This competitively bid contract provides for the realignment and renovation of space in the Science and Applied Studies Building at the Germantown Campus in accordance with the Facilities Master Plan. When this phase is complete, the building will house open class labs, classrooms, offices, and support space related to the physics, engineering, and mathematics departments.

Student Skills Profiler and Virtual Internship Tool. This competitively bid contract, funded by the TAACCCT grant, provides software that allows students to explore employment and internship opportunities with business partners.

Revised Collective Bargaining Agreements. We revisited wages during our full contract negotiation with AFSCME and reopened AAUP and SEIU contracts. Both AFSCME and AAUP have tentatively agreed to a one percent GWA—down from the planned 2.75 percent. SEIU agreed to a reduction in its planned salary increases as well—one percent across the board. AFSCME is scheduled to vote on its contract on May 10. The Board will be asked to approve the new three-year AFSCME agreement and the memorandum of understanding with AAUP and SEIU for compensation changes in FY17.

Workday Implementation Services. After an evaluation of the College's 22-year old Enterprise Resource Planning (ERP) system, Workday was selected to replace the College's human capital and financial management functions. In order to configure the software and design business practices to meet College requirements, the assistance of an experienced Workday implementation partner is needed. In addition, change management services are required to assist employees with the transition to the new cloud-based ERP system. After a competitive bidding process, a firm has been chosen to provide this service.

Data Focus of the Month

Dual Enrollment: MCPS Students at Montgomery College



What is dual enrollment and why is it valuable? Dual enrollment gives students a head start in earning college credit while still in high school. In addition to the financial incentive to dual enrollment, such programs expose students to the more rigorous curricula they will encounter in college course work and create accelerated learning opportunities for students who are ahead of their high school academic levels. Such programs have become increasingly common among institutions that promote college completion. MC and MCPS have worked collaboratively since 2002 to develop

successful pathways to college that allow students to enroll in two educational institutions at the same time. Initially MCPS students from two high schools had access to dual enrollment courses at their high schools; today every high school in the county has the opportunity to take MC classes.

Which MCPS students are enrolling at MC with dual status? MC's dual enrollment program has served over 6,000 students over the last decade, with 239 different college classes being offered. Data from the last three years shows that 55 percent of enrollees have been female, and 45 percent male. While their ages range from 13 years old to over 18, the latter category constitutes 87 percent of the enrollees. White students outnumber all other ethnic groups in dual enrollment at MC with 48 percent of students from AY12-13 to AY 14-15 identifying as white. Hispanic students are the second largest category, making up 18 percent of the total, followed by Asian students at 15 percent, African Americans making up 14 percent, and multi-raced students 4 percent.

How do dual enrollment students perform? Over the past four years 90 percent of all dually enrolled students earned passing grades at MC, while 81 percent received a B or better. Very few students withdraw from these courses: only two percent.

How has dual enrollment grown? While the number of courses offered through dual enrollment has not always expanded, the number of students from MCPS who are dually enrolled has increased steadily: from 470 to 816 over a decade. The number of hours they take has also more than doubled. Changes in enrollment and course offerings over 10 academic years are shown in the chart below.

MONTGOMERY COLLEGE DUAL ENROLLMENT PROGRAM

	ACADEMIC YEAR									
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Courses	37	37	37	40	29	25	23	24	20	21
Sections	59	68	63	66	77	49	45	58	43	46
Students	470	606	530	594	648	589	616	903	767	816

Montgomery College 2020 Update of the Month



The *Montgomery College 2020* strategic 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 subjective 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 “subjective indicators”? These consist of indicators that represent rankings and ratings, and reflect the College's standing or position on a scale. They encompass a variety of measures, including 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, and entrepreneurial dollars raised. Ranking indices include national rank on associate degrees and certificates produced and state rank by size of undergraduate enrollment.

How are we doing? Now in the fourth year of implementation—just over the halfway point—we should be about halfway in our progress, though not each metric advances at a consistent rate. For instance, over the seven-year period, our goal is to increase our annual fall-to-fall enrollment by five percent. We may reach that, but largely due to expected increases near the end of the plan's life. Another indicator, grant dollars raised, is not enrollment dependent, but challenges us on a different level. Our FY12 benchmark for annual grant dollars raised was \$6.4 million annually and we challenged ourselves in the canvas to reach \$15 million annually by 2020. During the last fiscal year, we raised over \$12 million, well on our way to the target.

What do winning indicators measure? These indicators focus on how well the College is performing in relation to market share and community position. For example, in looking at the percentage of high school students enrolling in Montgomery College, we set a goal of 27 percent by 2020 and are currently at 25.2 percent. Over the life of *MC 2020* we challenged ourselves to raise between \$25–30 million in foundation dollars, and have met over 50 percent of that goal so far.

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 56th place. The College was ranked 1st in the state by size of our enrollment in FY12 and we currently maintain that ranking.

Tracking our institution's performance on subjective indicators—local high school enrollment at the College, grant dollars won by faculty, and fundraising—helps us to evaluate which institutional strategies are working and which need revision. As we hold our students accountable for their academic performance, we also look critically at our own institutional progress in important areas, and work to improve our performance on 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.