

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

June 3, 2016

June Meeting Highlights—What to Expect and Why

Your last meeting of the fiscal year occurs on Monday, June 20, 2016, and includes these major items and topics:

Final Adoption of the FY17 Budgets. The budget requests you adopted earlier this year—recall the capital budget in December and the operating budget in February—must be approved for implementation now that state and county appropriation decisions are final.

Petition for State Funding. This action requests the final approval from the Board of Public Works for funding of the Student Services Building on the Rockville Campus. The resolution requests that the county council petition MHEC to recommend \$26,856,000 in funding through the BPW.

MOU for Metropolitan Branch Trail. Approval of this Memorandum of Understanding will authorize the Montgomery County Department of Transportation to enter College property at the Takoma Park/Silver Spring Campus to construct, repair, and maintain the Metropolitan Branch Trail.

Central Services. An omnibus resolution will be presented for your approval to authorize the College to move forward with the planned consolidation of its administrative services into a single Central Services building. This will improve efficiencies and reduce costs. In addition, approval for extension of lease space is being requested since the lease will expire prior to the move to the new building.

Awards of Contracts. Ten awards of contract are slated for your consideration. Six arise through a competitive process—network services, locker room renovation, signage at Rockville and Germantown, construction of an energy park at Rockville, and construction administration for a renovation at Germantown. Four contracts are sole source and include four continuation contracts of proprietary products—Banner support, ammonia chiller maintenance, energy management systems, and HVAC systems.

FY17 Employee Compensation. This resolution recommends salary for non-bargaining administrative, associate, and support staff including general wage and salary adjustments and funds in support of recognition awards for all eligible employees. Salaries for bargaining unit employees were already approved under their contract agreements.

Acceptance of Diversity Plan Progress Report. This annual report reviews the College's progress in implementing our Cultural Diversity Plan approved by the board in 2013. The report is due to MHEC by September 1.

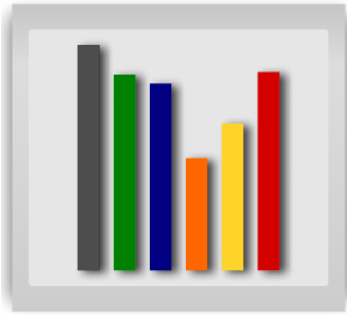
Retirement Recognitions. Retirement resolutions for your consideration in June are for individuals who retired during the spring semester. Two employees will be recognized posthumously.

Proposal for Facility Name. The board has authority to name campuses, facilities, buildings, rooms, and institutes. This month you will be presented with a naming proposal of a laboratory at the Rockville Campus.

Board Business. Your Annual Report is on the agenda for your adoption; FY17 officer elections will be held.

Data Focus of the Month

The Student Success Score Card: Year Two Update



The Student Success Score Card was introduced in spring 2015 to track student performance on several measures relevant to academic success. This update, one year later, highlights several areas of comparison and links to the complete document on the College's [website](#).

How are new students performing in their critical courses? Gateway and developmental courses are considered critical to starting successfully in college. The first edition of the Score Card used data from students who began in fall 2013. The second year's data are from students who began in fall 2014. There were mixed results in terms of students' success in these measures between these two years.

Gateway course attempts are up. More students attempted key gateway courses—key college-level courses required for graduation—than in the previous year. Enrollment in introductory English was up from 58 to 63 percent. More students attempted math as well, up from 26 to 28 percent.

The need for developmental courses held steady. Fewer students were assessed as needing developmental English (2 percent fewer), but slightly more needed developmental math (1.2 percent more). A higher proportion of students in year two of the Score Card took and completed all their developmental courses in their first year than in year one of the Score Card—another positive sign toward completion of students' educational goals.

Changes in development course pass rates are mixed. The pass rate in English increased from 80 percent to 83 percent, but the pass rate in math decreased from 77 percent to 74 percent.

Retention is up. Fall-to-spring retention was up dramatically (from 71 to 80 percent), while fall-to-fall return rates were up, albeit less dramatically (from 60 to 64 percent).

Milestone attainment is mixed. We look at key milestones for full-time and part-time students to gauge completion potential. A full-time student should complete 24 credits by the end of the first year; a part-time student should complete 12. Full-time student success on this measure has jumped from 28 to 52 percent! Part-time students have also increased, from 27 to 37 percent. While this is good news, attainment of Year 2 milestones—48 credits for full-timers and 24 credits for part-timers—was down five percentage points for students in both categories.

Time to completion is down. This is a case where down is good. The less time it takes to complete, the better. Our FY15 completers' time-to-award decreased by almost a year—from 5.4 to 4.5 years for degree recipients and from 6.9 to 5.8 years for certificate recipients!

Overall completion declined. Most of the factors listed above can be influenced by decisions made now. Completion, however, is the result of decisions made over multiple years. While transfers increased in FY15 over FY14, the rate of degree- and certificate-attainment declined. The total graduation/transfer rate in FY15 was 36 percent. This is down from the previous year's combined 41 percent. So, while there are many positive signs in the ingredients for completion, it is important to maintain momentum and continue to support students striving to meet their educational goals.

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 Performance Canvas within the plan contains three broad levels of indicators that the College is using 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 cognitive indicators on the canvas. The canvas concept for institutional assessment is based on *Performance: The Dynamic Results in Postsecondary Organizations*, by Alfred, Thirolf, Harris, and Webb.

What are “cognitive indicators”? These consist of 12 indicators that reflect feelings and beliefs about the College. These indicators reflect the value that individuals assign to the College based on the impressions they form through interacting with the College and interpreting information about the College. Awards and recognition indicators include winning grant awards, recognitions by foundations and governmental agencies, awards for academic excellence, general recognitions for excellence, recognitions received by faculty and staff, and employee philanthropy. Valuation indices include student satisfaction, student goal attainment, community perceptions, media tone, employee engagement, and employee and student involvement in the community.

How are we doing? One indicator, granting agency selection, which measures the number of unique grants awarded to the College, has a target of 40 grants each fiscal year by 2020 and our last measurement put this number at 31 for FY16. In another indicator, we challenged ourselves to increase the number of employees and retirees who donate to the Montgomery College Foundation during a single fiscal year from 240 to 325 by 2020. In FY16, 406 employees and retirees contributed with a pledge or gift to the Foundation.

What do awards and recognitions indicators measure? These indicators focus on how well the College is performing in relation to external validation or honors. Such recognitions create greater awareness of the College's strengths to prospective students, potential faculty, and multiple, wider communities. For example, once again a Montgomery College professor was named Maryland Professor of the Year in FY16 and the College was awarded the American Association of Community Colleges' Award of Excellence for a Corporate Partnership for our collaboration with Holy Cross Health.

What do valuation indicators measure? These focus on how the College is performing relative to internal and external perceptions. For example, we challenged ourselves to reach 100 percent in employees who believe their work supports the College's mission and that their contributions are appreciated. In the most recent measurement, 94 percent of employees responded that they believe their work supports the MC mission and over 20 percent more employees reported feeling that their contributions are appreciated, over our initial baseline in 2012.

As we continue to measure the College's impact, our success on a variety of measures can be instructive. Winning competitive grants speaks to the intellectual rigor of our researchers. The impressions we create in social and higher education communities capture some of our reputational value. And the extent to which our employees are willing to invest their energy, time, and even treasure speaks to our integrity as an institution. We are committed to monitoring these and other dynamics closely as we continue to hold ourselves accountable for our results.

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.