

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

December 6, 2019

December Meeting Highlights—What to Expect and Why

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

FY21 Operating Budget. The proposed FY21 operating budget will be presented for review at this meeting and come for your vote in January, after which it will be submitted to the county government.

College's FY19 Audit. You will convene as the Audit Committee prior to the Board meeting to hear a report of the College's audited financial statements for the fiscal year ending June 30, 2019, and 2018, presented by the external auditor, Clifton Larson Allen, LLP. The Audit Committee is a committee of the whole, chaired by the First Vice Chair. Later, during the Board meeting, you will vote on accepting the audit.

Board Committee Reports. Four Board committees have convened recently, and reports will be delivered by the chairs of the Community Engagement Committee, the Education and Culture Committee, the Financial Sustainability Committee, and the Strategic Plan Assessment Committee.

My Monthly Written Report. Connecting to the theme of the changing nature of work, my December report will discuss the impact of artificial intelligence on four disciplinary areas at the College: accounting, journalism, law, and communication.

Contract Change Order. This change order provides for the purchase and installation of materials, devices, and components required by the city of Rockville fire marshal during final inspection and certification of the new mass notification systems on the Rockville Campus.

Award of Contract for Replacement of Cooling Tower. This competitively bid contract is for the replacement of two 22-year-old cooling towers on the Rockville Campus, which provide chilled water to most of the buildings on the campus.

The following items are on your consent calendar:

Personnel Actions Confirmation Report. This monthly review of personnel actions documents actions taken in October.

Designated Awareness Days and Months. This action acknowledges special awareness days and months to honor and recognize members of our community. This is a standard annual action.

Data Focus of the Month

As you know, the Data Focus page this year has been examining various aspects of the student academic journey through a disaggregated lens in order to gauge how College efforts are making a difference. The series looks at the journey of new-to-college students who began in the fall of 2015 and considers their academic journey and key indicators as depicted in *Figure 1*. This month focuses on retention.

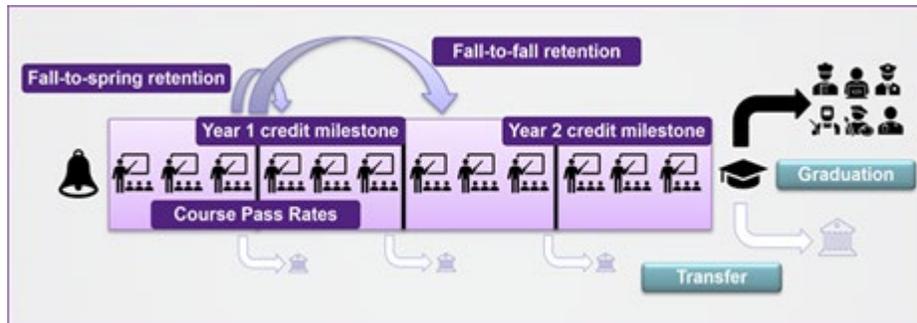


Figure 1. The student academic journey, noting leading indicators in purple and final outcomes in green.

Retention is a leading indicator of academic progress. For those students who leave school, explanations are varied: some students transfer, while others leave due to academic or financial barriers, or decide to pursue other endeavors. As the College works to increase completion, we will continue to focus on the very critical component of retention.

This summary provides a snapshot of first-year retention: fall to fall, and fall to spring. The focus is on the fall 2015 IPEDS cohort data, comprised of 1,998 new, first-time, full-time, degree-seeking students. The largest percentage of this cohort group was Hispanic, then Black, White and Asian (see *Figure 2*), with more male students (56 percent) than female students (42 percent).

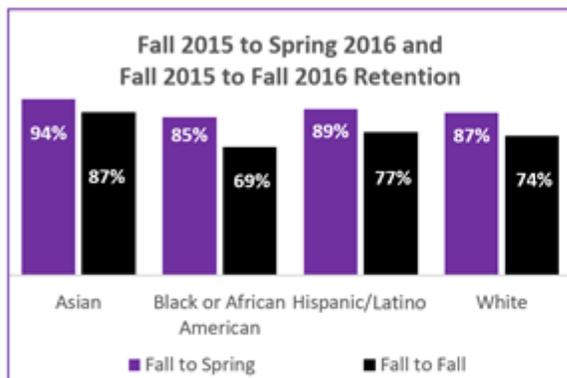


Figure 2. Fall 2015 cohort retention (a) fall to spring, and (b) fall to fall.

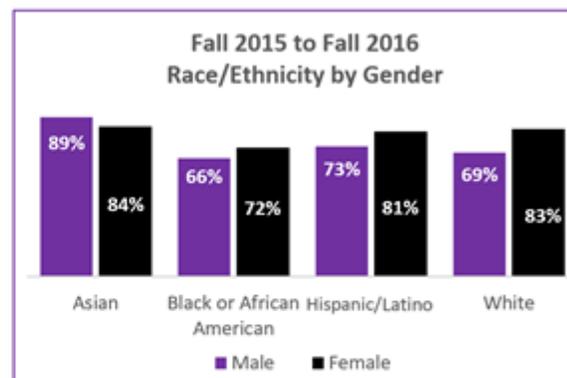
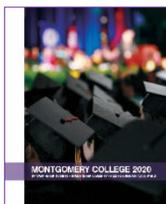


Figure 3. Fall 2015 cohort fall-to-fall retention by race and gender.

Race/Ethnicity and Retention. Retention rates represent the percentage of the student cohort that entered the College in a particular fall semester and returned in the subsequent spring and/or fall semester. *Figure 2* shows that the vast majority of new students who entered the College in fall 2015, returned in spring 2016 with a two- to ten-point disparity among groups. Fall-to-fall rates are typically lower than fall-to-spring (see *Figure 2*).

Observations on Retention. Returning in the next fall semester is an important indicator of potential student completion. *Figure 3* shows that Asian students, in general, had a higher fall-to-fall retention rate than their counterparts. Black students returned at a lower rate than did other male and female students in other race/ethnic groups. Comparatively, Black male students had the lowest fall-to-fall retention rate.

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 come to the end of *Montgomery College 2020* this year and prepare to launch a new strategic plan, the creation and growth of the Achieving Collegiate Excellence and Success program (ACES) has resulted in promising outcomes. ACES aims to increase baccalaureate degree attainment and professional success for students who have been historically underrepresented in the higher education system. The program is a collaboration among Montgomery County Public Schools (MCPS), Montgomery College (MC), and the Universities at Shady Grove (USG).

How many students are participating in ACES? Since its 2013 program inception, ACES has accepted over 5,700 students. In fall 2019, there are 1,659 MCPS students enrolled, 1,000 MC students, and 78 USG students, for a total of 2,737.

How many MCPS ACES students enroll in college? Ninety-eight percent of ACES high school seniors successfully graduated from high school during spring or summer 2019. Ninety-four percent of these students applied to at least one college or university.

How are MC ACES participants performing? ACES students at the College have higher average GPAs (average, 2.41) than non-ACES students (average, 2.19). Their course pass rates are also higher (87 percent) vs. 83 percent for non-ACES students. Additionally, ACES students' first-year retention rates are markedly higher (79 percent) than for MC's general population average fall-to-fall retention rate of 65 percent.

How many ACES students have graduated from MC, transferred, and earned a four-year degree? As of October 2019, 311 participants have graduated from MC with an associate's degree or certificate. Additionally, 104 participants have transferred to a bachelor's degree program prior to associate's degree completion, and 34 ACES students have earned a bachelor's degree from a program offered at USG.

How do ACES students spread the word about the program? In 2018 the ACES Ambassador Program was launched in order to empower ACES students to tell others about the benefits of the program. There are currently 40 MC ambassadors and 12 high school ambassadors who speak about their program experiences individually and as part of student panels to a variety of audiences.

How much scholarship funding have ACES students been awarded? To date ACES students have received more than \$5 million dollars in scholarship funds.

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.*