

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

February 7, 2020

February Meeting Highlights—What to Expect and Why

Your next meeting occurs on Monday, February 24. Following are major items and topics planned at this time.

Conference Session. Your evening will begin with a conference session addressing timely topics. Recall that a conference session is a meeting in which the board considers important information but makes no decisions.

My Monthly Written Report. Connecting to the theme of the changing nature of work, my February report discusses the impact of artificial intelligence on solar technology and green energy.

Naming of the Part-time Fellowship Program. A generous donor has made a \$600,000 contribution to the College to support the professional development of part-time faculty through a fellowship program. This action would name the fellowship in honor of the donor.

Food Services Contract. This competitively bid contract for collegewide dining services, catering, vending, and beverage management services will come for your consideration. The recommended company was chosen after extensive internal review and surveys of students and employees by an independent third-party firm.

Commencement Event Services Contract. This competitively bid contract will provide for the large tent, equipment rentals, and associated services to be used during the College's commencement events.

Maintenance Management System License. Originally awarded in 2014, this sole source action is for the continuation of the computerized maintenance management system license for the Office of Facilities. This software system is utilized by 400 employees across the College to provide mission-critical maintenance, repairs, and renovation service information.

Board's Schedule of Meetings for FY21. A draft calendar of your FY21 meetings will be presented for your consideration. Adoption of the calendar will be on your March meeting agenda.

The following items are on your consent calendar:

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

Retirement Recognitions. Retirement resolutions for your consideration in February are for individuals who retired during the fall semester. In June, we will bring spring semester retirements for your action.

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. The fall 2015 IPEDS cohort is comprised of 1,998 new, first-time, full-time, degree-seeking students. The largest race/ethnic groups in this cohort are Hispanic (27.5 percent), Black (24 percent), White (20 percent) and Asian students (13 percent), with more male students (56 percent) than female students (44 percent).

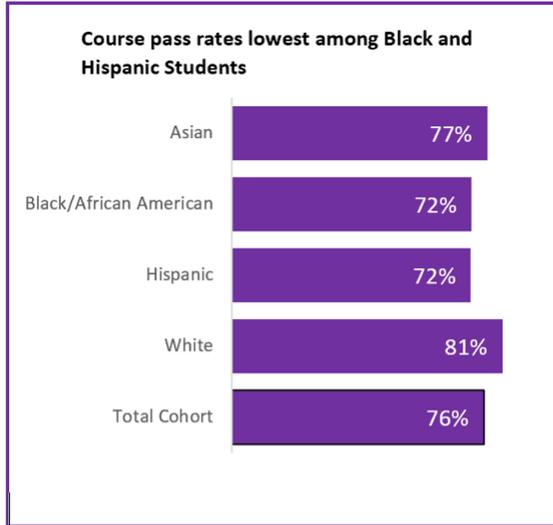


Figure 1. Fall 2015 cohort course pass rates after four years by race/ethnicity and gender

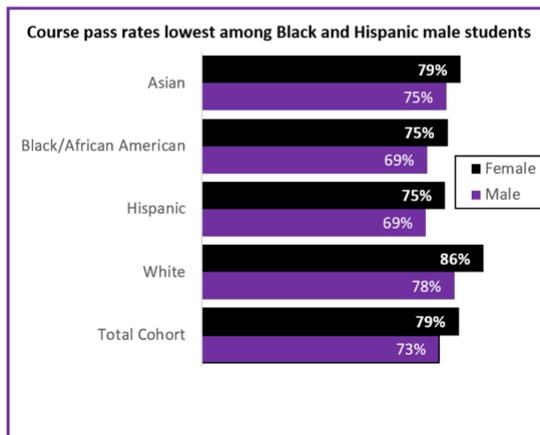


Figure 2. Fall 2015 cohort course pass rates after four years by gender within race/ethnicity

Course pass rates. This month we take a look at this cohort's course pass rates. In this context, of all the courses taken over a four-year period, "course pass rate" is defined as the percentage of courses passed with grades of A, B or C.

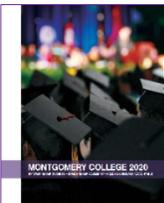
Pass rates differ among races. Figure 1 shows that students in the 2015 cohort passed 76 percent of their courses. As a group, female students had a higher course pass rate than male students (79 percent versus 73). White students as a group passed a higher percentage of their courses than did other student groups.

The female pass rate exceeds that of males. Female students within race/ethnicity show a pattern of passing courses at a higher rate than their male student counterparts—with a three to seven-point differential (see Figure 2). White female students had the highest course pass rate of all student group across race/ethnicity and gender. Black and Hispanic males show the lowest pass rates among male and female students—as much as 17 points lower than white females.

Pass rate is a key leading indicator. Course pass rate is a leading indicator of academic progress. Recall leading indicators provide data on the path to a final outcome. When students pass courses, they stay on their academic paths to success. In the same way, failing a course or withdrawing without a grade impedes academic progress and is often an indicator of a student facing challenges, such as financial aid issues, attendance, employment schedule, or family

responsibilities. Of note is the disparity in the course pass rates between Black and Hispanic students in general and Black and Hispanic male students in particular compared to other student groups. To diminish this disparity, the College has invested in academic support approaches—such as the Achieving the Promise Academy, embedded coaches in high impact courses—which have the potential to positively impact current and future students.

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 look back on *Montgomery College 2020's* accomplishments, the *Montgomery College 2020* strategic plan encouraged the Academic Affairs division to examine how to increase retention, graduation and transfer rates; decrease time to degree; and decrease cost of degree. A few of the most impactful initiatives are highlighted below.

Why was the redesign of developmental math and English so important? Students caught in the developmental education loop are at risk for failing to progress to college-level courses. Developmental English pass rates were low (36-52 percent) and the coursework required could be as high as 18 credits. The redesign decreased the maximum developmental credits to 11, making it possible to complete developmental English in one semester—increasing success in 2016–2017 from 48 to 67 percent.

Developmental math was redesigned as a co-requisite model, eliminating levels of coursework and embedding support within the redesigned courses. Though the redesign has been in place for less time than English, the impact has been significant. Now more students are taking and passing college-level math in their first year than in years past (a 45 percent increase from FY16 to FY18). Given that math is often a barrier to success, this is a critical accomplishment.

What does Early College do for students? Our first Early College cohort was the A.S. in science (mathematics track) at Rockville in the fall of 2018, with 49 students enrolled. Most of these second-year students are now completing their applications to transfer to four-year institutions. In the fall semester 2019, we added nine more Early College programs. MCPS recently approved the expansion of the business and the biological science Early College programs, the A.S. in general engineering (at Rockville), and the A.A.T. in elementary education/special education (at Germantown). The Early College program provides students access to careers and jobs that are available in our regions, such as teaching math, nursing, or cybersecurity.

What impact did the redesign of general education have? The faculty-led general education redesign had two primary impacts: it differentiated general education by degree and reduced the number of credits by eliminating several mandatory institutional requirements to enable seamless transfer to four-year state partners. The new program also required all general education courses to undergo recertification on a three-year cycle to ensure they include integrative learning, critical thinking and communication, and civic engagement. Each course also features a signature assignment developed by the discipline to challenge students to apply their learning to critical problem-solving through an interdisciplinary lens.

Be well,

DeRionne P. Pollard, Ph.D.

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.