

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

March 6, 2020

March Meeting Highlights —What to Expect and Why

Your next meeting occurs on Monday, March 23. Following are major items and topics planned at this time.

Meeting Leadership. By stroke of coincidence, both Chair Gloria Aparicio Blackwell and I will not be at the March meeting. Dr. Michael Brintnall, second vice chair, will lead the meeting and Chief of Staff/Chief Strategy Officer Stephen Cain will be in my chair.

My Monthly Written Report. My March *President's Focus* will continue to examine artificial intelligence, as it informs our several programs including business, hospitality, finance, logistics and transportation.

Competitively-bid Contracts. Four competitively-bid contracts will be brought for your consideration: (1) a contract for food, vending, and beverage management services using a management fee-based structure, (2) a contract for an upgrade to the system that regulates door access to campus buildings, (3) a contract for filling temporary staffing needs, and (4) a contract for all necessary materials, labor, equipment, supervision, bonds, and insurance for demolition, site utilities, and earthwork associated with the Catherine and Isiah Leggett Math and Science Building.

Continuation of Banking Services. This action is for the continuation of banking services under the Montgomery County contract, a process known as Procurement through Other Agency (PTOA). The initial PTOA contract was approved by the Board in 2008, and then continued by the Board in 2015. This action extends the contract until 2023.

Honorary Degrees. This action will determine the Board's intention to award honorary degrees to individuals at the commencement ceremony in May. Honorary degrees are recommended for people who have shown a history of leadership and service to the community; have acquired a national or international reputation in a selected field; hold a distinguished record of public or community service or service in education; have provided exceptional educational service to enhance the success of individuals at any and all levels of education; have made a notable donation to Montgomery College or one of its affiliates; or have given significant volunteer service to Montgomery College.

Nomination to the Montgomery County Consolidated Retiree Health Benefits Trust (CRHBT) Board. Representatives from the College are nominated by the Board to the county's CRHBT. This action would convey your nomination of retiree Dr. Judy Ackerman as a replacement for Lynda von Barga to serve on the CRHBT.

Board's Schedule of Meetings for FY21. The FY21 calendar of meetings is presented for your approval.

The following items are on your consent calendar:

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

Data Focus of the Month

The Data Focus this year has examined various aspects of the student academic journey through a disaggregated lens in order to gauge the College's impacts. This year we examine the fall 2015 IPEDS cohort, 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).

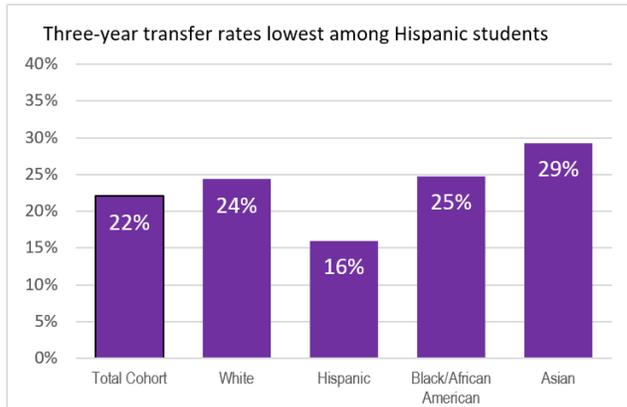


Figure 1. Fall 2015 cohort transfer rate three-years after entry by race/ethnicity and gender

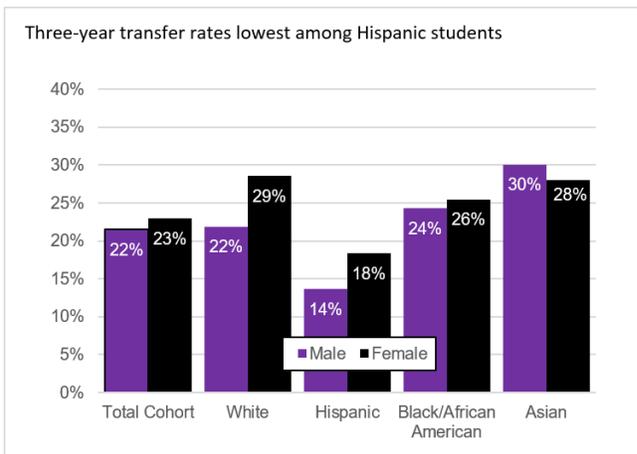


Figure 2. Fall 2015 cohort transfer rate three-years after entry by gender within race/ethnicity

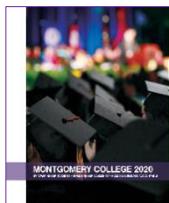
Transfer. This month we take a look at this cohort's transfer rates three years after entry. In this context, we examine the rate at which students who entered in the fall of 2015 transferred within three years.

Race/Ethnicity and Gender. *Figure 1* shows that 22 percent of the cohort that entered the College in fall 2015 had transferred by fall 2018. Asian students as a whole transferred at a higher rate than did other students. Hispanic students had the lowest transfer rate compared to all other student groups.

Gender within Race/Ethnicity. In general, female students transferred at a slightly higher rate than male students. Asian male and White female students had higher transfer rates than other student groups. Within race/ethnicity, female students had higher transfer rates than their Black, Hispanic and White male counterparts—as much as a seven-point differential among White students. Conversely, Asian male students transferred at a higher rate than female Asian students. Most notably, Hispanic male and female students had lower transfer rates than their male and female counterparts across race/ethnicity.

The transfer rate is an indicator of academic preparedness and progression. Many students opt to transfer without the benefit of a degree from Montgomery College. Recent data have shown that students who transferred to Maryland public colleges and universities do well: 86 percent earned average GPAs of 2.0 or higher. In this sense, academic preparedness is an important factor. However, data show that Hispanic students are far less likely to transfer than any other student group. One factor that might be a hindrance is academic preparedness and developmental needs upon entry. However, the College is investing in academic support approaches (e.g., embedded coaches in high impact courses) that will have a positive impact on 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 strategic plan's Theme II says that MC will provide "affordable access for its communities and ensure student success and completion." In FY13, the Seven Truths for a Common Student Experience established a set of expectations that every student can expect from the College on every campus. This led to the realignment of the Student Affairs Division to enhance the One College model in support of evolving student needs.

What initiatives have been accomplished under Theme II? The Student Affairs Master Plan was developed to guide the work of the student-centered faculty and staff in the Student Affairs Division. The plan supports the College's strategic plan and intentionally fosters and promotes student development and learning through a number of initiatives, including the five highlighted here: ACES, Welcome Centers, advising model, Center for Women Veterans, and the Student Health and Wellness Center.

What has the ACES program accomplished? The Achieving Collegiate Excellence and Success partnership with MCPS and the Universities at Shady Grove was implemented to decrease barriers to access and increase success for historically underrepresented students in higher education. Since its inception, 5,700 students have been accepted into ACES. Students' fall-to-fall retention rates (79 percent) are higher than for MC's general population (65 percent) and their average GPA (2.41) is higher than their non-ACES peer (2.19). ACES students have received more than five million dollars in scholarship funds.

Why were Welcome Centers created? Designed to serve as an entry point for students, the centers opened on all three campuses with staff who were cross-trained to provide streamlined student onboarding support. The collegewide Welcome Centers served more than 48,000 students in 2018.

Why did the College adopt a developmental model for advising? This holistic approach to working with students recognizes that many factors both inside the classroom—and beyond—impact students' success. The College began to individualize educational plan and document student advising outcomes in a shared student success database. A mandatory advising process and an assigned counselor for first-time- ever-in-college students was introduced in fall 2019. Early results show higher retention among Black/African American students and Hispanic and Hispanic students compared to those not in this initiative.

What is the Center for Women Veterans? The center was established at the Rockville Campus in 2016 as a component of MC's Combat2College program. This study space for women veterans is the first of its kind on a college campus.

How has the Student Health and Wellness (Shaw) Center fought food insecurity? This center delivered over 172,000 pounds of food to students through the Mobile Food Markets in FY19 alone, reducing food insecurity experienced by students and their families and allow increased focus on academics.

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.