

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and Strategic Topics

December 4, 2020

December Meeting Highlights—What to Expect and Why

Your next meeting takes place on Monday, December 14. Following are major items and topics planned at this time.

College's FY20 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, 2020, and 2019 presented by the external auditor, Clifton Larsen Allen, LLP. The Audit Committee is a committee of the whole, chaired by the First Vice Chair. As the Audit Committee, you are asked to recommend acceptance of the audit. Later, when you are convened in the Board meeting, you will vote on the audit.

FY22 Operating Budget. The proposed Current, Enterprise, and Other Funds budgets will be presented for review and come for your vote in January. Upon your approval, it goes to the county government.

Board Committee Reports. Three Board committees have convened recently, and reports will be delivered by the chairs of the Succession Planning Committee, the Audit Review Subcommittee, and the Budget and Financial Sustainability Committee.

My Monthly Written Report. My *President's Focus* this month explores how COVID has impacted the College's delivery of academic instruction and enhancements, including tutoring.

Policy Matter. The proposed new omnibus hiring policy for full-time faculty, administrators, and staff will be presented to you for discussion in December and possible action in January.

Award of Contract for Custodial Supplies. This competitively bid contract is for the purchase of custodial supplies on a collegewide basis.

Award of Contract for Architectural and Engineering Design. This competitively bid contract is for the establishment of a consultant contract list for the provision of on-call, task-order based collegewide architectural and engineering design services for three campuses as well as leased facilities.

Award of Contract for Leggett Math and Science Building. In compliance with the International Building Code, this competitively bid contract will provide testing of construction materials and special inspection services related to construction of the Leggett Building.

Awards of Contract for Software Renewal. This action is for the renewal of the email protection and data analytics software licenses.

The following items are on your consent calendar:

Personnel Actions Confirmation Report. This is a review of personnel actions taken during October.

Certificate of Deposit Accounts. This is a request to authorize establishing a certificate of deposit investment account.

Data Focus

Students Show Progress in Key Metrics

The College has been publishing a Student Success Score Card for the past six years to attend to trends in student achievement. A few of the highlights of the metrics that are most closely tied to student success are presented below. The horizontal axis indicates the semester the student first enrolled.

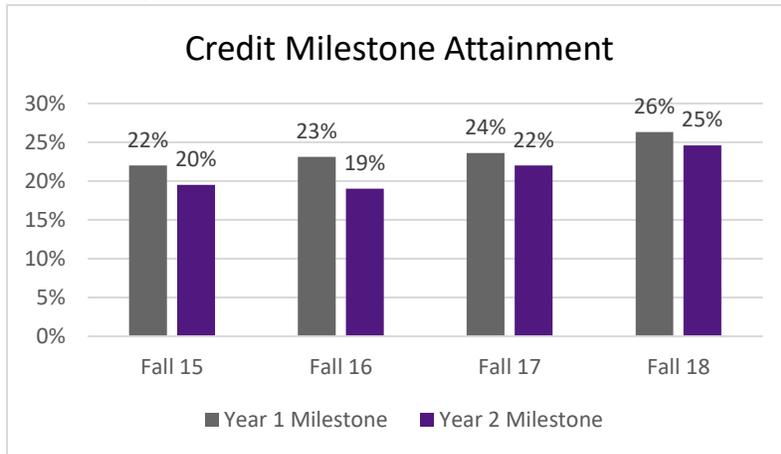


Figure 1. Credit Milestone Attainment

Credit milestones. Tracking the percentage of students who attain credit milestones helps determine if students are on track. The “Year 1 milestone” is defined as completing 12 credits for part-time students and 24 for full-time students. The most recent year (Figure 1), shows students starting in fall 2018, had an overall Year 1 attainment rate of 26 percent (a weighted combination of full and

part time students). The Year 2 milestone is 24 credits for part-time and 48 credits

for full-time. The fall 2018 cohort had an overall Year 2 rate of 25 percent. The increase in these milestone measures mean that more students are on track to graduate on time.

Milestones disaggregated. Large differences exist between racial groups in reaching Year 1 milestones, but progress is clearly being made within each group. The increased use of high school GPA in placement and redesigns in developmental math and English have allowed more students, particularly students of color, to move into credit-bearing classes instead of spending multiple semesters in developmental coursework which do not earn college credit. For example, 18 percent of African American students reached Year 1 milestones in fall 2017, while 20 percent did so in fall 2018. Hispanic students improved by four percentage points (19 to 23) over that period. These changes directly impact the number of credits that students earn, making it much more likely that they will graduate.

Graduation and transfer. Overall student success is a combination of graduation and transfer rates for

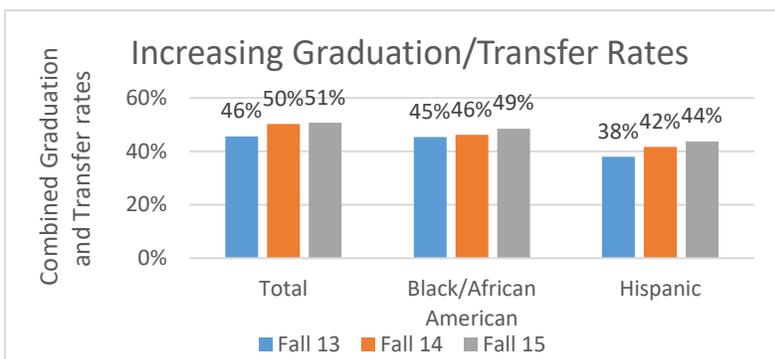
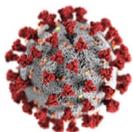


Figure 2. Increasing 4-year graduation and transfer rates

students who have attempted at least 18 hours in their first two years. Four years after starting at MC, Figure 2 shows the percentage of those students who have either graduated from MC or transferred. Similar to credit attainment, there are clear differences between the race/ethnic groups but each category is seeing improvements.

Strategic Topic of the Month



Short-term Course Interest Increases during COVID

The College prepared for the spring 2021 semester by mining data from summer and fall 2020 enrollments to predict student enrollment needs. Keeping students on track to degrees and credentials was the College's primary driver. As we observed that students needed more flexibility to manage family-care and job losses, academic affairs leaders designed a more flexible schedule with fewer class cancelations and greater predictability.

What trends in summer enrollment were most salient? The summer 2020 academic schedule was significantly changed by pandemic requirements. Only two months into the public health emergency, summer session I offered only distance learning classes, resulting in a reduction in sections and enrollment. By July, however, more than 700 MC faculty had completed training for structured remote teaching and sections were added as demand grew. In the end, summer session II recorded a remarkable 43 percent increase in enrollment compared to 2019.

How does winter term enrollment look? The traditional three-week, in-person winter session has been cancelled for this year due to the spread of COVID-19, in lieu of all winter classes being offered in the five-week extended session. The five-week term this year has 2,600 enrollments to date, compared to last year's 2,000 students enrolled in both the combined extended and traditional winter sessions.

What changes are there to the spring schedule and why? The College has historically offered 15-week, 13-week, and seven-week terms in the fall and spring semesters. In spring 2020, seven-week classes comprised less than five percent of sections offered. When planning for the spring 2021 semester, we noted an increasing demand for compressed sections, based on trends in summer II and fall 2020 enrollment. With deans carefully monitoring demand and opening additional sections as needed, the College shifted from its traditional offerings of seven-week classes (five percent) to a larger complement (about 42 percent of all classes scheduled in spring 2021). Fifteen-week classes now comprise about 50 percent of spring offerings with previously scheduled 13-week classes making up the difference.

How is the College striving to create more certainty for students? One of the disrupting aspects of the registration process is the cancellation of low-enrolled classes. Students are faced with re-structuring their schedule when this occurs, and, sometimes, they cannot find suitable alternatives to build their academic schedule. Academic affairs has worked on designing schedules with fewer cancellations. Reducing class cancellations-after-registration is especially important in this tenuous time. Class cancellations were reduced by 41 percent from fall 2019 to fall 2020. These gains build on reductions in the previous year as well—nine percent between fall 2018 and fall 2019. The goal of offering a zero-cancellation schedule, part of the academic master plan scheduling initiative, got a significant boost this fall.

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.