

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

September 5, 2014

September Meeting Highlights—What to Expect and Why

Your first meeting of FY15 occurs on September 22. Following are major items and topics planned at this time.

Constituent Conversation. The focus of constituent conversations this year will be closing the achievement gap. I have asked the co-chairs of the CTAG implementation group, Dr. Monica Brown and Jason Rivera, to facilitate our discussions during our dinners with these prompts:

- How can my department and I help all students be successful?
- What data do we need to understand and address the achievement gap?
- Are there new policies or practices that would help student success?

My Monthly Written Report. I am changing the title of my written report to “President’s Focus” this year. During my report segment on the agenda I will share my Focus, invite your reflections, and comment on other key College activities or information. This month’s Focus looks at College demographics.

Two Online Degrees. To offer programs completely online, MHEC requires an application process, including approval by the institution’s board. I am proud to bring two degrees to you for this process—business, and computer science and technologies. Our faculty and academic affairs leaders have worked very hard on this effort.

Acceptance of Diversity Plan Progress Report. This report provides MHEC with the College’s progress in implementing our Diversity Plan approved by the board in June 2013. We will be required to submit annual reports for the plan, which covers Fiscal Years 2014–2020. The plan is closely aligned with *Montgomery College 2020*.

Ratification of Summer Graduates. Before student graduations become official, the board must ratify their completion status. For fall and spring graduates, you ratify the list in the meeting prior to the end of term. The wording in the resolution for summer graduates is just a little different since this is an “after the fact” ratification.

Two Policy Modifications. I am recommending minor changes in two policies. In Policy 31101–Employee Privileges, the main change is a reordering of protected classes to comply with federal, state, and county guidelines. In Policy 68005–Research Misconduct, the change is due to regulations by the federal Office of Research Integrity.

Contract for Construction Administration. This contract award is for the Science West renovation construction administration to Stantec Architecture, Inc., the firm that designed the renovation—under the former name of Burt Hall, Inc.—as part of a board-approved 2006 contract for Science Center, Science East, and Science West designs. Recall you approved the \$22 million contract for the renovation work itself in June.

Operating Fund Functional Transfer. This is an annual action taken by the board at its first meeting each fiscal year to address the previous fiscal year’s budget. The action aligns actual expenditures into their correct budget function for submission to the county. The amounts involved this year are a very small percentage of the overall budget.

Data Focus of the Month

ENROLLMENT: What We Mean When We Talk about the Numbers



A student is a student. Right? Indeed! But there are so many ways to count students! In this brief overview, I offer you a look at the common ways we count students and why. Key factors to consider are: (a) how many individual people, (b) how many courses they are taking, (c) when we do the counting, and (d) whether the course and/or the person is eligible to be counted. First, the numbers for last year:

Fall 2013 Credit Students (Unduplicated Headcount)	26,155
Fall 2013 First-time Full-time Freshmen	2,442
FY14 Funded FTE—Credit	16,160
FY14 Funded FTE—Continuing Education	2,863

How many people. If I’m teaching a class with 25 people, I have 25 students. If you’re also teaching a class with 25 people, we have 50 occupied seats, but do we have a headcount of 50? We might, if your 25 students are different from my 25. But if some students are taking *both* classes, then the total number of students is less than 50. A headcount can be “unduplicated,” that is, unique people, each counted once. Or it can be “duplicated,” that is, the number of seats occupied in all the classes. Either way, a headcount only tells a part of the enrollment story.

How many courses they are taking. Some students take just a single course at a time, while others take a full schedule of 30 credits in an academic year—taking 30 credits is considered “full time” in Maryland. The student taking one course is not full time. However, grouping a set of part-time students can “add up” to a full-time student. Ten students taking a three-credit course have the same number of credits overall as one student taking 30. A set of 30 credits—either taken by a single student or by a group—is called a “full-time equivalent” or FTE.

When we do the counting. As students add and withdraw courses throughout the year, the number of students changes practically every single day. For official purposes, there are two important points in time—a census date in the term and the end of term. Maryland institutions record a count of their students at the end of the third week of the fall and spring semesters for reporting and funding purposes. By the end of the term, we have an exact count of how many students were enrolled for the semester. Often, that number is very close to the census-date number.

What is eligible to be counted. For credit and continuing education (WD&CE) courses, it matters whether the student lives in-county, in-state, or out-of-state. The state provides funding for eligible in-county and in-state students in all credit courses. In WD&CE, in addition to the student residency criterion, each individual *course* is itself also rated for funding eligibility by MHEC.

Key Indicators of Interest

Federal government tracking. The Integrated Postsecondary Education Data System or IPEDS is the federal government’s tracking system for college students. IPEDS collects data and compiles reports. For example, the IPEDS graduation rate is based on the progress of first-time full-time freshmen, or those we would call “traditional” college students. They have enrolled at MC as freshmen and MC is their first higher education institution. As you can see in the table above, these students comprise less than 10 percent of our headcount.

Where our students live. Most of our students, not surprisingly, live in Montgomery County. In FY13, 90 percent lived in the county, five percent lived elsewhere in Maryland, and five percent lived outside of the state. In the fall of 2013, 3.13 percent of county adults attended MC—23,330 enrollees of 745,461 adults. That puts MC above the statewide average of 2.64 percent of adults attending the community college in their service area!

Montgomery College 2020 Update of the Month



The *Montgomery College 2020* strategic plan is a seven-year effort that began in Fiscal Year 2013 and runs through the end of Fiscal Year 2019. One of the early efforts to emerge from the plan was ACES, The Achieving Collegiate Excellence and Success program. How is it doing?

Origin of ACES. Over the past several years, ACES grew into a major partnership program from seeds planted at an annual meeting of the MC Board of Trustees and MCPS Board of Education. The efforts of a joint planning task force led to the signing of a joint agreement by MC, MCPS, and USG. That led to the hiring of a director and staff in 2013. The program was off and running!

Realizing the strategic plan. ACES is rooted in Theme II of *Montgomery College 2020*, which is focused on Access, Affordability, and Success. The plan you approved in 2012 includes this statement about the future we are dedicated to strive for (emphasis here is mine):

By 2020, Montgomery College will provide students with a successful experience, from the **first connection** through to the completion of students' desired goals. Faculty and staff will welcome students from diverse backgrounds, support student success, and **focus outreach efforts on helping Montgomery County communities** understand how students can attend college and access appropriate supportive resources, especially financial aid. The College will **educate students and family members about College expectations and financial options.**

Summer ACES programs. Two summer programs were offered in ACES this year. Over 200 rising juniors attended "Learning Together, Achieving Together," a two-week orientation to the ACES program sponsored by MC and held at each campus. USG sponsored "Why Not You?," a program attended by over 140 rising senior ACES scholars.

First ACES students start college. The first group of ACES students is entering college this fall! Two hundred seventy-seven are enrolled at MC and our ACES coaches are being hired to support this cohort. These students attended MC orientations held on campuses last month. The very good news is that 98 percent of ACES high school students applied to community college or university last year!

ACES grows in the coming year. After an application process last summer, 550 high school juniors at nine schools have been accepted into the program. This brings the total number of students in ACES for FY15 to 1,253 with 976 in the high school program and the 277 now enrolled at MC.

Generous gifts help ACES. Donors are inspired by ACES and have given \$1.4 million in gifts, grants, and a bequest. The MC Foundation has already provided over \$200,000 in scholarships and \$50,000 for programs this fiscal year.

What are students saying? Students give ACES high marks for making a difference in their lives. Said one, "ACES pushed me to be a better student and strive to meet goals." And from another, "I am so glad and very relieved that I am in the program. I feel it has helped me so much since the first day. I don't think I would have been able to do everything by myself if I wasn't in this program. I do want to thank the coach for helping me with everything."

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.