

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

October 31, 2014

November Meeting Highlights—What to Expect and Why

Your next meeting occurs on November 10. Following are major items and topics planned at this time.

Constituent Conversation. The next constituent conversation of the year will be held with students. Dr. Monica Brown and Jason Rivera will facilitate our discussion, which will focus on these three questions:

- Why are some students successful and others not?
- What College practices and services are effective in supporting student success?
- What practices or services need to be improved?

My Monthly Written Report. My November Focus report will look at state and local data, reports, and efforts in public schools and colleges related to the achievement gap.

FY16 Capital Budget. Following your preview of the FY16 capital budget in October, the final budget comes to you for approval at the November meeting. Recall FY16 is the second year of the FY15–16 biennial capital budget of the six-year FY15–20 capital improvements program (CIP).

Business Plan for The Hercules Pinkney Life Sciences Park. The chair of the Montgomery College Life Sciences Park Foundation Board, Doug Wrenn, will provide a report about the business plan developed and adopted yesterday by the Park Foundation Board. Recall the presentation and discussion of this topic at your meeting last June.

Performance Accountability Report. The annual Performance Accountability Report, with 35 indicators of student performance, is coming to you for your review. Upon your acceptance of the report, it will be submitted to MHEC. The data focus of this Monthly Outlook is also on PAR (see page 2).

Modified Tobacco Policy. This revision changes the existing tobacco policy (Policy 75003) to address electronic cigarettes, which the policy would now ban.

Fall Graduates. You are asked to ratify the completion of the students who are expected to graduate with a degree or certificate at the end of this fall semester. This is a standard end-of-semester action and will be on your consent calendar.

Designated Awareness Days. This action creates special awareness days and months to honor and recognize members of our community. This is a standard annual action that will be on your consent calendar.

Data Focus of the Month

PERFORMANCE ACCOUNTABILITY REPORT: Annual Review of Student Progress



This month's Data Focus continues our look at students. In September, we reviewed student enrollment and then, in October, at the programs students are enrolled in. In this edition, we look at how we report student progress to the state in the Performance Accountability Report (PAR) and what our FY14 report contains. This report comes to the board each fall—it is on your November meeting agenda—and then is submitted to the Maryland Higher

Education Commission.

What is the PAR? The PAR originated from college and university accountability efforts in the early 1990s and is a legislatively-mandated report. The report format requires a narrative that addresses how the College is addressing the goals in the Maryland State Plan for Postsecondary Education.

What are the PAR "indicators"? For community colleges, the PAR contains a set of 35 indicators tracking performance toward institutionally-established targets, which are aligned with the postsecondary education plan, and are reviewed and updated every five years. The last revisions occurred in 2010. We are currently in the fourth year of the 2011–2015 cycle.

How are benchmarks set? Each indicator has a target, or "benchmark," which is determined at the beginning of each five-year cycle. Each community college sets its own benchmarks, which are recommended by their presidents and approved by their boards, before final review and acceptance by MHEC.

What has changed since last year's report? Indicator data typically fluctuates from year to year. In FY14, fall-to-fall retention, which is tracked for various cohorts, is up for developmental students, Pell recipients, as well as non-recipients, although it is down for college-ready students. The graduation/transfer rate for developmental completers has risen. As a result of changes in NACUBO standards, instructional spending declined and academic support spending increased.

What benchmarks are we exceeding? Some examples of benchmarks we are exceeding include:

ITEM	DESCRIPTION	FY14 REPORT STATUS	BENCHMARK
6b	Graduation/transfer rate for developmental completers	66%	55%
7	Licensure/certification examination pass rate	Rad Tech – 100% Physical Therapy – 93%	Rad Tech – 90% Physical Therapy – 80%
33b	Enrollments in contract training courses	6,563	6,000
35	STEM programs	Enrollments – 5,192 Awards – 661	Enrollments – 4,800 Awards – 620

What benchmarks are we striving to meet?

ITEM	DESCRIPTION	FY14 REPORT STATUS	BENCHMARK
3	Fall-to-fall retention for college-ready students	60%	65%
5d	Successful-persister rate for all students	75%	80%
14	High school (dual) enrollment	468	555
16	Enrollment WD&CE community service and Lifelong Learning	Headcount – 8,572 Enrollments – 12,443	Headcount – 12,000 Enrollments – 19,000
27	Education transfer programs enrollment	757	800
31	Enrollment in Continuing Professional Education	6,671	8,000

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. The preferred future envisioned under Theme I, Educational Excellence, stated that “academic affairs at Montgomery College will have a renewed leadership structure that affirms the one College model and supports faculty, staff, and student achievement, innovation, and scholarship” by 2020. The College moved toward that vision this year when it transitioned to the new academic structure on July 1. How is it doing today?

The first 100 days. The College marked the 100-day milestone of the new structure on October 8th and issued a report on transitional actions, accomplishments, and issues. The Academic Affairs division is living up to its commitment to uphold the highest levels of transparency and inclusion as it adjusts collegewide academics to more specifically focus attention on student success measures. The 100-day report is part of the division’s promise to consistently evaluate the effectiveness of the new structure to ensure that degree completion and academic excellence are positively affected and robustly supported.

Major transitional elements. Hundreds of actions were necessary to realign the College’s academic leadership and disciplines into a One College model. These details were planned for and carried out by the Academic Affairs division, with the support of its colleagues from every division of the College. The major elements that required immediate attention included:

- Identifying titles and staffing plans for newly-defined academic units
- Selecting, onboarding, and training new department chairs and other staff and faculty positions
- Reallocating academic budgets to align with the new structure
- Aligning Academic Affairs division activities with a performance matrix of student success measures
- Developing priority lists of emerging trends in each academic discipline
- Enhancing division communications to include all faculty and academic staff in planning activities
- Strengthening general education, general studies, online offerings, and co-curricular programs
- Offering more robust faculty training and support

Early accomplishments and issues. The 100-day report included feedback from faculty, academic staff, and administrators on the initial accomplishments as well as issues that arose during the rollout of the new structure. In large numbers, division members touted several impactful effects of the transition, including improved division communications and collaboration, strengthened understanding among disciplines, enhanced flexibility, and improved alignment with educational and industry partners. Faculty and staff also provided input on issues that need to be addressed, including increasing attention on staff support and training, clarifying leadership roles and new processes, and quelling general unease with change and disagreements on academic issues.

Looking to 2015. The 100-day report—the first of regular updates and evaluations of the new academic structure—illustrated a successful launch that involved the active engagement of hundreds of College colleagues. Efforts will continue into 2015 to optimize our student-centered approach. Because of our community’s enduring commitment to academic excellence and the One College vision, we are well on our way to realizing the tenets of Theme I.

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.