

# MONTHLY OUTLOOK

*A Meeting Preview with Data Insights and MC 2020 Progress*

## April Meeting Highlights—What to Expect and Why

Your next meeting occurs on Monday, April 27, 2015, the College's first day of fall semester registration. The following are major items and topics planned at this time.

**Appreciation Dinner.** This event combines three events into one as you host members of the boards of the Montgomery College Foundation, the Montgomery College Life Sciences Foundation, and the Alumni Association to share information about what each organization is doing to support the mission of the College.

**Fiscal Year 2016 Tuition.** After review of the budget and county executive's recommendation to increase tuition, I will bring a five percent increase for your consideration. This amounts to \$6 per credit for in-county students, \$12 per credit for in-state students, and \$18 per credit for out-of-state students.

**Transportation Fee.** This action increases the transportation fee by \$1 per credit hour. Recall that this fee supports the payments on bonds secured to pay the costs of parking garage construction and is the second in a series of three consecutive year increases at \$1 per credit. Such construction is not supported by the state's capital budget.

**Rockville Campus Parking Garage Omnibus Resolution.** This action requests approval for the development, construction, and leasing of a parking garage on the Rockville Campus and authorizes related activities, including site utilities, IT infrastructure, stormwater management, leasing and leasebacks, and roadway and sidewalk improvements. It also addresses other authority matters such as re-funding of certain bonds if deemed advantageous at the time of the sale of the bonds.

**Use of Transportation Fund for Lease Payments.** This resolution authorizes the College to use the Transportation Enterprise Fund to make the lease payments related to the use of the project. This action is required for the payment structure of the bonds, providing a source of funds for payment of the garage lease.

**Takoma Park/Silver Spring Campus Resource Center HVAC Upgrade.** This action awards a competitively bid contract to upgrade the heating, ventilation and air conditioning system in the TP/SS Resource Center Building.

**Academic Matters.** Two programs of study are on the agenda for action: the first is deletion of the associate of arts degree in accounting, and the second request is for deletion of the computer gaming and simulation associate of arts degree and the approval of a computer gaming and simulation associate of applied studies degree.

**Ratification of Spring Graduates.** Before student graduations become official, the board must ratify their completion status. This action is to be taken on the 2,264 degrees and certificates to be awarded for this semester.

**Policy Modifications.** Three policy modifications are ready for your review: policies for honorary degrees; commencement exercises; and naming of campuses, facilities, buildings, rooms, and institutes.

## Data Focus of the Month

### **Montgomery County Public Schools Graduates Who Attend Montgomery College**



As we approach the season of high school graduations, it is a good time to look at how many Montgomery County Public Schools high school graduates attend MC. Generally, community college “freshmen” are not all recent high school graduates, unlike the entering classes at many four-year institutions, where almost all new students have recently finished their high school diploma.

**One-fourth of MCPS graduates attend MC—right after graduation.** In the fall 2014 semester, 2,658 new-to-college MCPS graduates enrolled at Montgomery College. These students represented 25 percent of the 10,605 MCPS students who graduated in 2014. Interestingly, the College had nearly 4,800 new-to-college students in the fall, so new MCPS graduates represented just over half of this category.

**One-third of MCPS graduates attend MC—within a year after graduation.** In addition to students from the most recent MCPS graduating class coming to MC, we also enroll students from the *previous year’s* class. Last year, some 3,366 of the 10,350 MCPS graduates of the class of 2013 attended the College sometime the year after graduating. When viewed in this way, almost one-third of MCPS graduates attend MC after graduation! Interestingly, while the largest number of them (69 percent) enrolled for their first term in the fall 2013 semester, about 11 percent came as new students in spring 2014 semester and the remaining 20 percent were split between the summer after graduating in 2013 and the next summer, in 2014.

**Graduates from every high school attend MC.** MCPS students come to MC from across the county and every high school. The five largest groups in fall 2014 came from Gaithersburg (160 graduates), Clarksburg (154), Montgomery Blair (149), John F. Kennedy (144), and Northwest (142). As a proportion of the schools’ graduating classes, the order is a little different: Kennedy and Watkins Mills had the highest percentage of their graduating classes come to MC with 38 percent. They were followed by Gaithersburg (37 percent), Rockville (36 percent), Clarksburg and Wheaton (34 percent each), Seneca Valley (33 percent), and Northwood and Magruder (32 percent each).

**Two-thirds of graduates need college preparatory coursework.** Recent MCPS graduates who come to MC reflect a wide range of academic readiness, which is typical for community college students. Two-thirds—actually, 69 percent—of the class of 2013 graduates needed some form of “college preparatory” coursework—English or English for non-native speakers, mathematics, or reading. Roughly 64 percent needed developmental mathematics, 29 percent needed developmental English, 26 percent needed developmental reading, and 8 percent needed English for non-native speakers.

**Graduates choose many majors, with more than one-third in general studies.** The MCPS graduates attending the College the year after they graduated enroll in almost the full range of MC programs of study—36 percent were in general studies, 12 percent were in arts & sciences, 10 percent were in business administration, seven percent were enrolled in pre-clinical health sciences, another seven percent were in engineering, and five percent were in criminal justice. In that first year after graduating, 14 percent accumulated 25 or more credits—a full-time load, 33 percent earned from 12 to 24 credits, 19 percent earned from six to 11 credits, 18 percent accumulated one to five credits, and 15 percent did not successfully complete any academic credits. The average number of credits earned was 11.9, and 38 percent had a GPA of 3.00 or higher, while 29 percent had a GPA between 2.00 and 2.99.

## Montgomery College 2020 Update of the Month



The *Montgomery College 2020* strategic plan is a seven-year effort that began in Fiscal Year 2013. The Performance Canvas within the plan contains three broad levels of indicators that the College is using to track its progress in realizing the themes of *Montgomery College 2020*—objective indicators, subjective indicators, and cognitive indicators. This month's update takes a look at the objective indicators on the canvas. The canvas concept for institutional assessment is based on *Performance: The Dynamic Results in Postsecondary Organizations*, by Richard Alfred, Kathryn Thirolf, Nathan Harris, and James Webb. The goals in the canvas are intended to be reached by the beginning of fiscal year 2020.

**What are "objective indicators"?** These consist of 16 indicators that are number-based or value-added activities. The number-based data include enrollment, retention, graduation, transfer, affordability, and public support. Value added indices include student pass rate in classes, licensure exam results, career program success, transfer-student success at destination institution, employee professional development, and economic impact.

**How are we doing?** Now at the three-year point of implementation—almost the halfway point—we should be about halfway in progress, though not everything will be expected to be linear. For instance, over the seven-year period, our goal is a net 10 percent increase in fiscal year credit enrollment compared to the performance base in FY12. We may reach that, but largely due to expected increases near the end of the plan's life. Another indicator, fall-to-fall retention, is not enrollment dependent, but challenges us on a different level. Our FY12 fall-to-fall retention level was 67 percent and we challenged ourselves in the canvas to reach 85 percent by FY20. Since the plan began our student success indicator, defined here as students who receive a grade of C or better, has increased from 75 percent to almost 79 percent. In addition, the proportion of career program graduates who obtained a position in their field of study has grown from 82 percent to 90 percent.

**What do value-added indicators measure?** These indicators focus on value added to a student's life or to the community generally based on something external to the College. For example, in looking at transfer students, we record their GPA at the end of their first year after transfer. Their success in this venue would be based on a foundation they received at MC, but not on anything specific to MC. In the base year, it was 2.73 and our FY20 goal is 2.80. For students in the health sciences, we are looking at their performance on licensure and certification exams and have goals of 100 percent pass rates in nursing and radiologic technology. In the latest observations, radiologic technology has already reached this goal; the latest observation of nursing is 88 percent.

**What are the other types of indicators in the canvas?** In addition to the objective indicators, there are also subjective and cognitive indicators. Subjective indicators represent rankings and ratings and reflect the institution's standing or position on a scale, where the institution strives for a favorable outcome. Cognitive indicators reflect feelings or beliefs about the College. These indicators reflect the value that individuals assign to the College based on the impressions they form through their interactions with the College. In the next two months, my Monthly Outlook *MC 2020* Update will focus on each of these.

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Be well,

A handwritten signature in black ink, appearing to read "DeRionne".

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.