

# MONTHLY OUTLOOK

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

## May Meeting Highlights—What to Expect and Why

Your next meeting occurs on *Tuesday, May 19, 2015*, which is four days before our 2015 Commencement Exercises! The following are major items and topics planned at this time.

**Constituent Conversation.** This, your final constituent conversation of the year, will be held with the Administrator Council. The discussion about closing the achievement gap—that is, *Achieving the Promise*—will again be facilitated by Dr. Monica Brown and Dr. Jason Rivera with these questions:

- 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?

**Preparing for Commencement.** We will have a brief conference session to preview the commencement exercises taking place on Friday, May 22.

**My Monthly Written Report.** My May Focus report looks at success stories in helping students achieve the promise of higher education. Over the course of the year, my reports have looked at these issues from a national and local perspective, as well as the challenges we face at Montgomery College. This will be my final Focus report of the academic year.

**Student Campaign.** One of the most exciting elements of our Achieving the Promise efforts is the positive role played by students in supporting each other. We will have a presentation during the board meeting to learn more about this exciting effort, the Student Campaign.

**Rockville Campus Parking Garage Construction Contract.** This award of contract is for the construction of the parking garage on the east side of the Rockville Campus. Site work is planned to begin this summer. When finished, the garage will provide more parking on the campus.

**Declaration of Covenants.** The city of Takoma Park municipal code requires an inspection and maintenance agreement between the city and the owner for all privately owned environmental site design treatment practices and structural storm water management measures. This action allows the city of Takoma Park to intervene on any storm water management issue related to the P3 Building—the College is the owner in this case—in the event that the storm water management field is not properly managed. Board action is required to approve inspection and maintenance agreements for all easements.

## Data Focus of the Month

### ***Montgomery College Graduates More than 2,000 Students Each Year***



While community college mission and goals statements encompass a wide range of purposes, the traditional role of helping students obtain an associate's degree or a certificate in one of many transfer-oriented or career-preparation areas is often primary. Annually, Montgomery College produces more than 2,000 graduates. And, while spring is the traditional "graduation season," Montgomery College issues awards to graduates all year long, with approximately half of the yearly graduates completing their programs of study in the spring.

***How many awards and graduates were there last year?*** In the 2013–2014 academic year (FY14), there were 2,564 graduates receiving 2,697 awards. Most of them earned an associate's degree—2,339 students earned 2,378 degrees—while 225 students earned a certificate as their highest award. There were 11 students who were awarded 22 "letters of recognition"—a designation indicating a defined sequence of courses with six to 11 credits. Since most higher education entities view the degree and certificate as the traditionally-recognized "awards," the data discussed here will focus on degrees and certificates. FY14 graduates and awards were up slightly from FY13, when 2,548 students received 2,625 awards.

***What programs of study were the graduates pursuing?*** The vast majority of graduates (69 percent) earned an associate's degree in a primarily transfer-preparation program of study. Another 22 percent earned an associate's degree in a career/technical program of study, and nine percent earned a certificate primarily in career-preparation programs. The degree programs with the largest number of graduates were general studies (1,020), business administration (346), science (143), nursing (128), paralegal studies (33), and communications & broadcasting technology (30), while automotive technology and medical coder/abstractor/biller each had 29 awards.

***How long did it take for graduates to complete their programs?*** Nationally, both community college and four-year institution students take longer than the "expected" two or four years to finish their degrees. In FY14, MC degree recipients, on average, had earned 69.9 credits and took 4.3 years from entry to obtain their award, while students whose certificate was their highest award earned 50.3 credits and took 5.5 years on average to complete. Both of these metrics, "time to completion" and "credits to completion," are of concern at the College and nationwide—these are, indeed, on our new Student Success Score Card for that very reason. Numerous attempts are being made to develop strategies and initiatives to help students expedite the completion of their programs. Interestingly, of our spring graduates, 70 began their studies at the College before the year 2000, and the graduate who had been here the longest began in 1975.

***What are the demographics of our graduates?*** Our graduates mirror the overall student enrollment at the College. In FY14, 56 percent of the graduates were women, 20 percent were Hispanic/Latino, 28 percent were Black/African-American, 17 percent were Asian, and 41 percent were White. FY14 graduates' average age was 28, and 20 graduates were age 60 or older.

## 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 subjective 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 “subjective indicators”?** These consist of nine indicators that represent rankings and ratings and reflect the College's standing or position on a scale, where the College strives for a favorable outcome. Winning indices include annual fall-to-fall enrollment growth, percentage of high school students enrolling in Montgomery College, media articles featuring the College, athletic conference championships, grant dollars raised, foundation dollars raised, and entrepreneurial dollars raised. Ranking indices include national rank on associate degrees and certificates produced and state rank by size of undergraduate enrollment.

**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 to increase our annual fall-to-fall enrollment by five percent. We may reach that, but largely due to expected increases near the end of the plan's life. Another indicator, grant dollars raised, is not enrollment dependent, but challenges us on a different level. Our FY12 benchmark for annual grant dollars raised was \$6.4 million and we challenged ourselves in the canvas to reach \$15 million by 2020.

**What do winning indicators measure?** These indicators focus on how well the College is performing in relation to market share and community position. For example, in looking at percentage of high school students enrolling in Montgomery College, we set a goal of 27 percent by 2020 and are currently at 25.1 percent. Over the life of *MC 2020* we challenged ourselves to raise between \$25 million and \$30 million in foundation dollars, and have met nearly 50 percent of that goal.

**What do ranking indicators measure?** These indicators focus on how the College is performing relative to national and state peers. For example, we challenged ourselves to place in the Top 50 nationally for the number of associate degrees and certificates produced. Since FY12 we have moved from 68th to 57th place. The College was ranked 1st in the state by size of our enrollment in FY12 and we currently maintain that ranking.

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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.**