

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

October 6, 2017

October Meeting Highlights—What to Expect and Why

Your next meeting occurs Monday, October 16, 2017. The following are activities, topics, and reports planned at this time.

Constituent Conversation with Faculty Council. The focus of constituent conversations this year is preparing for the next strategic plan. The *Montgomery College 2020* plan concludes at the end of FY20. We will develop the College's next strategic plan during FY19 so that it is in place in time for FY21. Our conversation will be facilitated by Dr. Kevin Long, director of planning and policy, and Dr. Michelle Scott, deputy chief of staff and strategy.

Focus Report. My *President's Focus* report also continues with the theme of preparing for the next strategic plan and integrated planning. This month's focus is on academic planning.

FY17 Finance Report. I will present the FY17 finance report for discussion during the reports section of the agenda.

Committee Chair and Liaison Reports. Board committee chairs and liaisons have time on the agenda to provide information about their activities.

Biennial Capital Budget. The biennial capital budget request is presented annually to the Board of Trustees in October as an information item. The budget will be recommended as an action item at the November meeting and subsequently transmitted to the county executive. The FY19 request contains 28 projects totaling \$38,152,000, and is the first year of the biennial capital budget, which is part of the six-year FY19–24 capital improvements program (CIP).

Middle States Compliance Report. The Middle States Verification of Compliance with Accreditation-Relevant Federal Regulations will be presented to the Board in October for review. The co-chairs of the College's Middle States Self-Study Steering Committee will provide an overview of the report, which comes to you for acceptance in November. The report is due to Middle States by December 1. A Middle States team will then review it. The College must be found in compliance with federal regulations before the Self-Study will be accepted.

The following items are on your consent agenda:

Personnel Actions Confirmation Report. This monthly review of personnel actions documents actions taken in August 2017.

Retirement Recognitions. Retirement recognition resolutions, including medallion recognitions, come for your consideration in October for College employees who retired on or after July 1. This month's list includes 12 retirements and six medallion nominations.

Metric of the Month

October 2017

Fall-to-Fall Retention Rate

64.8%

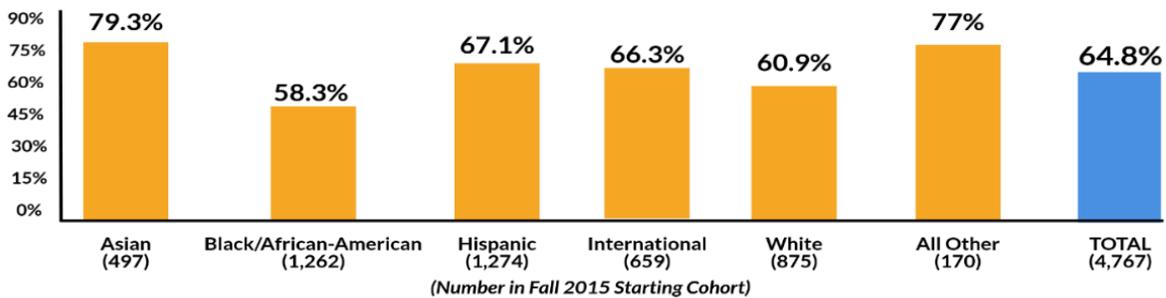
How is this defined?

Retention is the rate at which students persist in their educational program at an institution, expressed as a percentage. The retention rate is the percentage of all new, first-time students from the previous fall who either re-enrolled or successfully completed their program by the current fall. A new or first-time student is defined as one who was not previously enrolled at the College.

Why is this important?

The fall-to-fall retention rate is a measure of how many students who begin their studies at the institution remain over the course of a year. Retention can often reflect how satisfied a student is with the College and how well the College supports the student in their critical first year. The College is benchmarked and compared to other similar community colleges across the state using Maryland Higher Education Commission (MHEC) Performance Accountability Report (PAR).

How does it look disaggregated?



What is the College's target?

85%

The College has established a fall-to-fall retention rate target of 85 percent, which is based on the most recent benchmarking from the Performance Accountability Report (PAR), an annual report that is submitted annually by all colleges and universities in the state of Maryland.

Where can you find more information?

- [Student Success Score Card](#)
- [Office of Institutional Research and Effectiveness](#)
- [PAR Report](#)

The Score Card is updated every spring based on the previous year's retention data. For purposes of this report, the retention rate represents the fall 2016 rate for those students who started in fall 2015. Data for FY17 will be available in the spring of 2018. Additional data can also be found on the OIRE web site or from MHEC.

Montgomery College 2020 Update of the Month



Since 2012, the *Montgomery College 2020* strategic plan has driven significant changes in support of student success. Theme I of the plan, Educational Excellence, speaks to the quality of our academic programs and meeting the needs of students enrolled in them. Embedded support is one strategy that the College has begun using to help students succeed academically. It was designed as a part of the Achieving the Promise Academy (ATPA), which now serves 274 students. In accordance with Montgomery College's benchmark goals for achieving student success, the ATPA has implemented an embedded support program in 67 sections of courses in fall 2017. The embedded support program offers support to students in courses that have traditionally high DFW rates with the ultimate goal of achieving increased student GPAs, persistence rates, and completion rates.

How did the embedded support program evolve? In order to maximize the academic support services offered by the ATPA and to address one of the priorities of the College's Academic Master Plan, the program identified the gateway courses with the highest DFW rates in FY17 within the 16 top highly-enrolled courses. Twenty-seven part-time faculty members who have taught these courses at MC were hired part time to serve as embedded support coaches for numerous sections within the identified disciplines. They were specially trained to provide student support in and out of the classroom.

How do embedded coaches support student success? Embedded support coaches visit classes once every other week, keeping in touch with the pacing of the curriculum and building trust with the students. Embedded coaches also offer a weekly one-hour study session for students. Coaches email students weekly in order to reinforce the main concepts of the course, provide reminders for upcoming deadlines, and offer other helpful information such as dates of study skills workshops, transfer information, course registration deadlines, and FAFSA reminders.

How do study sessions operate? Study sessions are open to all students in the embedded support courses, as well as the general program. ATPA coaches are available at the same time at least once a week for students to seek assistance with understanding assignment criteria, completing assignments, and preparing for tests. Many of the embedded coaches offer their weekly study sessions in the learning centers so that when more intensive, individualized attention is required, the students may be referred to a tutor there.

What is the plan for scaling up ATPA in future semesters? The ATPA is currently planning to increase the program's capacity to serve at least 300 students in the general program. One hundred sections are targeted to receive embedded support in the spring, providing additional support opportunities to 2,300 students collegewide.

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.