

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

February 9, 2018

February Meeting Highlights—What to Expect and Why

Your next meeting occurs on Monday February 26, 2018. Following are the activities, reports, and resolutions planned at this time.

Constituent Conversation with College Council. Your final constituent conversation this year will be held with members of the College Council, which consists of the chairs of the constituent councils, functional councils, and campus councils, plus a specially elected chair. We conclude this year's theme of preparing for the next strategic plan, which will launch when *Montgomery College 2020* concludes.

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 facilities and information technology planning.

Award of Contract for Design Services. This competitively bid contract provides for architectural and engineering design services for the new math and science building on the Takoma Park/Silver Spring Campus. In accordance with the approved and amended Facilities Master Plan, the Science South and Falcon Hall buildings will be demolished and their sites reused for the new math and science building that will house functions related to the STEM curriculum—primarily chemistry, physics, and biology. Construction is anticipated to begin in FY20.

FY19 Meeting Schedule. Dates for your Fiscal Year 2019 meetings are proposed for your review and consideration. The calendar will be on the March agenda for your approval.

The following items are on your consent agenda:

Personnel Actions Confirmation Report. This monthly review of personnel actions documents steps taken in January 2018.

Retirement Recognitions. Retirement recognition resolutions, including medallion recognitions, come for your consideration in February for College employees who retired during the fall.

Data Focus

Metric of the Month

February 2018

Attainment of Credit Level Milestones - New Students in First Year

Full-Time

25%

Part-Time

22%

How is this defined?

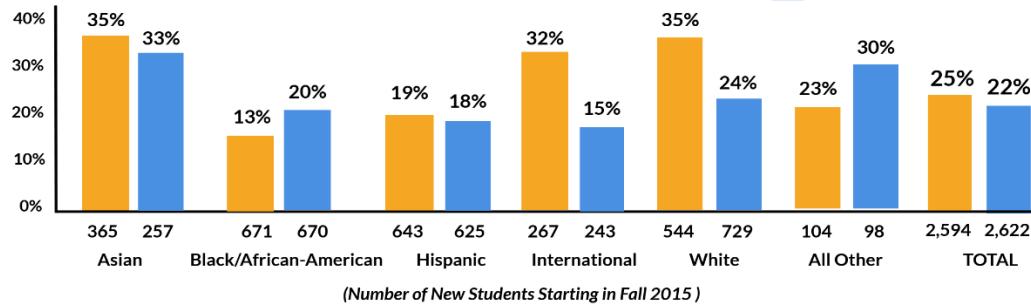
"Attainment of Credit Level Milestones" is defined as the percentage of new students who are progressing toward completion as measured by the number of credits successfully attained based on enrollment status. For full-time students, the number is 24 credits. For part-time students, the number is 12 credits.

Why is this important?

Attainment of credit level milestones is a key indicator that a student, regardless of enrollment status, is on track to complete in a timely manner. The longer a student takes to progress, the more money it may cost the student and their chances of completion diminish. Credit attainment is connected to other key performance indicators, such as time and credit to degree.

How does it look disaggregated?

Full-Time
Part-Time



What is the College's target?

50%

The College has established a first year credit attainment milestone target of 50 percent for both full-time and part-time students.

Where can you find more information?

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



Metric of the Month is a project of the Montgomery College
Achieving the Dream Data Team



College 2020 Update of the Month



The *Montgomery College 2020* strategic plan is a seven-year effort that began in Fiscal Year 2013. The preferred future envisioned under Theme I, Educational Excellence, emphasizes one of the Academic Master Plan initiatives: to design and implement alternative credentials for students, simplifying and expanding the way we accept and award these credits towards degrees.

What is alternative credentialing? Credit for prior learning is one example of alternative credentialing. Credit for nationally-recognized exams such as College Level Examination Program (CLEP) or Advanced Placement (AP), and credit for military experience and for lifelong learning are others. Another is noncredit-to-credit transfer: credits earned in WDCE that would apply to credit-bearing certificates or degrees. College credit for high school coursework is a fourth. Two growing national trends make this type of credentialing important: *stackable credentials* (ensuring that credentials apply toward an associate's degree) and *badging* (digitally awarding a credential based on achieved, demonstrated competencies).

Why are we focusing on alternative credentialing? Given the changing student demographics at MC—increasing numbers of active duty military and veterans, adult students, and high school students—the potential to increase the number of students awarded these types of credit is significant. Prior learning assessment requests have increased since the alternative credentialing initiative was launched, and it is expected that credit for prior learning will improve as we expand access to more options. A robust alternative credentialing program also makes MC more appealing to the adult student market and attracts more such students.

How will students benefit from alternative credentialing? The application of credit for experience saves students both time and money towards degree completion and graduation. For each credit earned alternatively, students save hundreds of dollars in tuition, fees, and textbook costs. Further, these options address the changing educational and business landscape where industry-recognized credentials are considered legitimate alternatives to a degree. Students with credit for learning beyond the classroom are also more competitive in the job market.

How has the campus community been involved in the process? Multiple groups have been involved in this movement. Faculty are responsible for evaluating all credit, and the process for evaluation is overseen by the Office of Academic Affairs. A Capitol One Grant has funded work between noncredit and credit faculty to articulate coursework in key disciplinary areas. A collegewide group has partnered with the Council on Adult and Experiential Learning, a national organization that promotes alternative credentialing, to administer the Adult Learner 360, a two-part survey, which asked over 2,500 students about their impressions of how MC serves adult students. Those responses are helping the College prioritize its efforts to serve these students effectively.

Be well,

A handwritten signature in black ink that reads "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.