

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

January 17, 2020

January Meeting Highlights—What to Expect and Why

Happy New Year! Your next meeting occurs on *Wednesday*, January 29. Following are major items and topics planned at this time.

Constituent Conversation. Our Constituent Conversations continue with the theme of the changing nature of work. You will be joined by members of the Administrative Council this month in a session that begins at 5:45 p.m. Following a brief presentation by Dr. Kevin Long, director of planning and policy, the conversation will again be facilitated by Marcus Peanort, associate dean of Germantown student affairs, and Christine Tracey, Rockville Campus library manager.

My Monthly Written Report. Connecting to the theme of the changing nature of work, my January report will discuss the impact of artificial intelligence on early childhood education, life-long learning, and arts and culture.

Adoption of the FY21 Operating Budget. At your meeting in December, the proposed Fiscal Year 2021 operating budget was presented for your review and discussion. In January, the final proposed operating budget comes for your approval. As discussed, the proposed budget expresses the Board's and president's commitment to student learning, access, and completion, and to support salary improvements. After your action, this budget will be submitted to the county executive and county council for their consideration.

Awards of Contract. Two awards of contract will be presented for your approval. One will engage a firm to conduct a Title II-required Americans with Disabilities Act self-evaluation and transition plan, and the other will purchase audio-visual hardware and services for the new Student Services Building on the Rockville Campus.

Capital Improvement Projects Report and Facilities Master Plan Update. This action would approve the update to the approved and adopted 2013-2023 Collegewide Facilities Master Plan and approve its transmission to state entities.

Policy Matters. Five policy modifications will be presented, including changing of the College's name in earlier logos and insignia to create consistency across time; movement of language around Board awards into policy (out of procedure); increased clarity about procurement and operations with respect to Board and presidential responsibilities; retirement of two obsolete policies on consultant services and contracts.

Personnel Actions Confirmation Report. This monthly review of personnel actions documents actions taken in November will be on your consent agenda.

Data Focus of the Month

The Data Focus page this year has been examining various aspects of the student academic journey through a disaggregated lens in order to gauge the College's impacts. This month we examine the fall 2015 IPEDS cohort, comprised of 1,998 new, first-time, full-time, degree seeking students. The largest race/ethnic groups in this cohort are Hispanic (27.5 percent), Black (23.6 percent), White (20.3 percent) and Asian students (12.8 percent), with more male students (56 percent) than female students (44 percent).

Credit-hour milestones. The credit-hour milestones are leading indicators of academic progress and persistence, especially among full-time students seeking academic credentials. Students who earn at least 24 credits in their first year are well on track to finish an associate degree in about two years. Using the same pace, they should finish at least 48 credits by the end of the second year. To complete the degree requires 60 credits, so any such attainment bodes well for students.

Twenty-five percent of this cohort reached the one-year milestone. Slightly more than a quarter of the cohort, specifically 517 students, achieved the 24 credit-hour milestone by the end of the first academic year (see *Figure 1*). Black, Hispanic, and male students were far less successful at achieving this milestone than their racial/ethnic and female counterparts. In general, female students had a higher rate of success than male students across race/ethnicity (see *Figure 2*), with White female students excelling disproportionately compared to males.

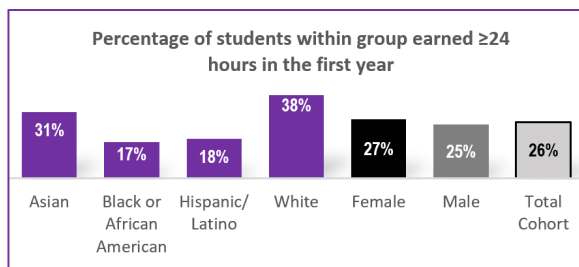


Figure 1. Fall 2015 cohort first-year milestone of earning 24 credits, by race.

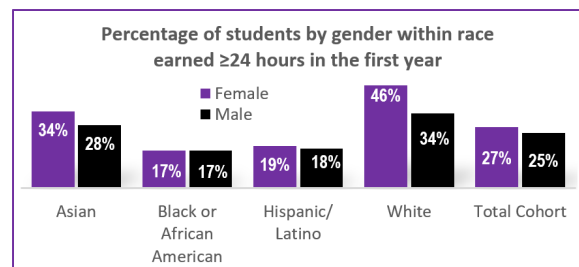


Figure 2. Fall 2015 cohort first-year milestone attainment, by race and gender.

Twenty percent reached the two-year milestone. By the end of the second year, 432 students in this cohort had earned at least 48 credit hours (see *Figure 3*). Black and Hispanic students were less likely than other student groups to achieve this milestone (see *Figure 4*). A much smaller percentage of Black and Hispanic students achieved this milestone. A slight differential by gender is noted across race/ethnicity, but the most pronounced is between White female and male students.

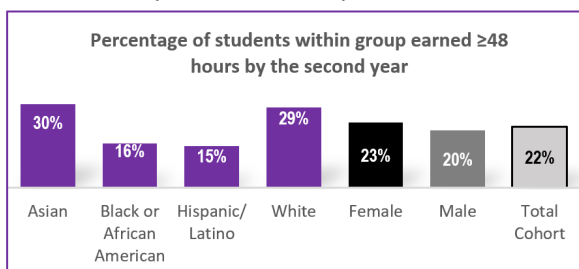


Figure 3. Fall 2015 cohort second-year milestone of earning 48 credits, by race.

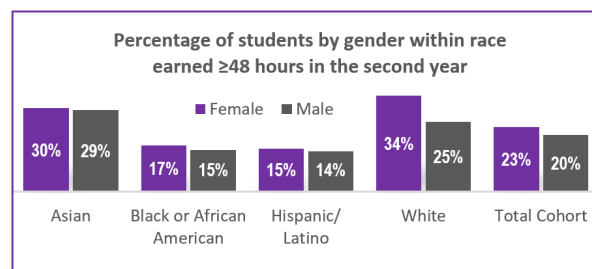
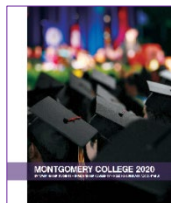


Figure 4. Fall 2015 cohort second-year milestone attainment, by race and gender.

Milestone trends. Female students appear to be more likely to achieve the credit hour milestones than male students are, and Black and Hispanic students have the lowest rates of success on this measure. Retention influences these statistics: female students returned at a higher rate than other students, and Black and Hispanic students returned at a lower rate. Other relevant factors, however, may be adequacy of high school preparation, academic achievement at MC, and financial struggles.

Montgomery College 2020 Update of the Month



Since 2012, the *Montgomery College 2020* strategic plan has driven significant changes in support of student success. As we look back on *Montgomery College 2020's* accomplishments, the Montgomery College Foundation has played a critical role in its success. The Foundation's \$30 million MC2020 Campaign is its largest in its 37-year history and will close out in June 2020. Most importantly, the campaign focused on supporting critical student completion needs and sparking innovation at the College.

What do the funds raised support? Supporting student completion is the first priority. Sixty-three percent of the \$28.4 million raised to date, has supported scholarships and transfer scholarships, 35 percent has supported new and existing programs and two percent, facility renovations.

How many of the funds have gone to scholarships? The Foundation has raised over \$18 million in this campaign for scholarships. In FY19, new records were set for the number of students awarded—more than 2,200—and the total amount awarded—\$2.9 million. The scholarships are awarded in concert with the social justice commitment of the College, as determined with the Financial Aid Office.

Do specific gifts fund discreet programs? Sometimes, but not always. The Hillman Foundation made two six-figure gifts to continue the Southern Management Leadership Program. Several donors have provided program and scholarship funding for Achieving Collegiate Excellence and Success (ACES). Most recently, the Foundation received a gift of \$600,000 from a former trustee to support part-time faculty professional development. Dr. Robert Shoenberg will be recognized at the College's Spring Opening Meeting on January 21, 2020, for his gift. Dr. Shoenberg, who was a Montgomery College Trustee from 1995 to 2007, and then a member of the Montgomery College Foundation Board of Directors from 2007 to 2013, mentioned when signing his intention, that his board membership was the most meaningful part of his entire career.

Have there been gifts to facilities? The Macklin Foundation gave a lead gift of \$1.22 million to create the Macklin Business Institute (MBI) Finance Lab. The lab will provide experiential learning opportunities in finance for the MBI students, as well as students with a finance interest in Workforce Development & Continuing Education. The gift will make MC one of a select few community colleges in the nation with such a lab. Matching and non-matching donors will assist in providing software, scholarships, and program funds for renovations to create the lab in the Macklin Tower.

How will the Montgomery College Foundation support student success in the future? The Foundation is currently creating its own strategic plan to align with the new *Montgomery College 2025* strategic plan, with an emphasis on using data to inform philanthropy that supports student success.

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.