

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

June 12, 2020

May Meeting Highlights—What to Expect and Why

Your last meeting of the fiscal year occurs on June 22 via Zoom teleconference and includes these major items and topics at this time.

Final Adoption of the FY21 Current, Enterprise and Other Funds Budgets. The budget requests that you adopted in January—must be approved for implementation now that the state and county appropriation decisions are final.

Final Adoption of the FY21 College Capital Budget. The state and county appropriation decisions are final; therefore, the budget request adopted at the November 2019 meeting must be approved for implementation.

Petition for FY21 State Funding. This resolution requests that the county council to petition the state for \$1,742,000 for the construction of the Takoma Park/Silver Spring Math and Science Center project.

Supplemental Appropriation Request for the FY21 Current Fund Budget. This action approves and supports the supplemental appropriation request to the Montgomery County Council for an increase to the College's FY21 budget with CARES Act funding, as awarded by the US Department of Education.

Non-Bargaining Compensation in FY21. This resolution recommends approval of the salary wage adjustment and salary schedule for non-bargaining administrators, department chairs, and staff as well as special recognition and outstanding service awards; full-time faculty, part-time faculty, and staff member of the year awards; degree attainment salary enhancements for administrators, department chairs, and staff; and, non-bargaining staff shift differential for FY21.

FY20 Capital Budget Fund Transfer. This proposed transfer of funds from the Rockville Macklin Towers alterations project to the planned lifecycle asset replacement project will be used to fund project costs. Such a transfer between projects is in accordance with College policy and county fiscal procedures.

Contract Change Order, Leggett Building. Awarded in September 2019, this action requests an increase in spending authority for removal of polymer flooring containing mercury found in the gymnasium in Falcon Hall.

Awards of Contract: Five awards of contract are slated for your consideration. Four competitively bid contracts, providing for (1) concrete, structural steel, and waterproofing for the construction of the Leggett Building; (2) printing, binding, mailing, packaging and delivery services for the College Noncredit Class Schedule; (3) purchase of office products and services; and (4) equipment purchase from Pyxis Med Station Medication System, as part of the Maryland Clinical Simulation Research Consortium grant, designed to increase the use of simulation in nursing education. One sole source award for the continuation of TouchNet Commerce Management System, Cashiering Services Module and Professional Services, which includes the annual subscription and hosting services, for the software and cashiering services module currently in place.

Annual Progress Report on Programs of Cultural Diversity Plan. This is a required annual report that reviews the College's progress in implementing our Cultural Diversity Plan approved by the board in 2013. The report is due to MHEC by September 1.

FY20 College Report. The College’s annual report will be presented for your acceptance. The report contains an overview of College highlights, student outcomes, a financial report, updates from the College’s support organizations, recognitions of members of the College community, and a summary of the board’s activities. It also captures the highlights of the College’ COVID-19 response and how the Board’s future-of-work planning helped facilitate it.

Modification of Policy 31001-Sexual Misconduct. This request for action is in response to new Title IX regulations that were issued by the US Department of Education, which become effective on August 14, 2020.

Board Statement on the George Floyd Killing. This is a resolution to issue a statement on the George Floyd Killing and affirm Dr. Pollard’s statement, Reactions to Calls for Justice.

The following items are on your consent calendar:

Personnel Actions Confirmation Report. This report reviews personnel actions taken in April.

Retirement Resolutions. Every June the board receives resolutions and awards of medallion for employees who retired from January through June to honor and appreciate their service. Departing Trustee Sarah Haj Hamad will also be honored.

Data Focus of the Month

Throughout this academic year, the Data Focus page has examined various academic progress measures along the students’ academic journey through a race/ethnicity lens, in order to gauge the College’s impacts on their success. The focus has been on 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). Following is a summary of the observations

Academic Progress						
Fall 2015 New First-Time, Full-Time Degree Seeking Student Cohort						
	Asian	Black	Hispanic	White	Total	Largest Differential
Course Pass Rates	77%	72%	72%	81%	76%	-9%
Fall to Spring Retention	94%	85%	89%	87%	89%	-9%
Fall to Fall Retention	87%	69%	77%	74%	76%	-18%
Credit Hour Milestone						
One-Year	31%	16%	18%	38%	26%	-22%
Two-Year	30%	16%	15%	29%	22%	-15%
3-Year Graduation Rate	23%	14%	20%	29%	22%	-16%
3-Year Transfer Rate	29%	25%	16%	24%	22%	-13%

In all leading and lagging academic success measures, Black and Hispanic students have been less successful than their Asian and White student counterparts. Examination of each of these measures individually reveals that Black and Hispanic students had less success in courses as indicated by lower course pass rates. The course pass rate differential was as much as nine percentage points difference (72% pass rate for Black students compared to a high 81% for White students).

Even though the fall to spring retention rate is respectable for all student groups, Black students returned at the lowest rate. When the fall to fall retention rate is examined, Black students were less likely to return especially compared to the retention rate of Asian students, by as much as an 18-point difference (69 percent versus 87 percent). Black and Hispanic students were also less likely to attain first and second-year credit hour milestones. They were also less likely to graduate or transfer within three years compared to Asian and White students..

The common thread in this tale is that Black and Hispanic students lag behind Asian and White students in all areas of academic progress. Data in other Monthly Outlook reports this year clearly showed that black and brown males, in particular, lagged behind all other male and female students in this cohort. This is undoubtedly a systemic concern, the root causes of which must be addressed. Several variables have been identified as contributing to these disparities in success: from academic deficiencies upon entry to factors external to the College that hamper their success and progress. Changing teaching models and the implementation of academic support programs have the potential to improve the success and progress of all future student cohorts, but there might well be a need for a more radical approach, especially with respect to males. It may be time to approach the education of black and brown students with a new lens, designing strategies that are specific to their academic needs.

Montgomery College 2020 Update of the Month



Since 2012, the Montgomery College 2020 strategic plan has driven significant changes in support of assessment and institutional effectiveness. As we look back on the accomplishments of MC 2020, Theme V of the plan focused on the College's work in using assessment methodologies to improve student learning, as well as to improve College operations. A few of the most impactful initiatives are highlighted below.

Maintaining the College's accreditation. The College's accreditation was reaffirmed by the Middle States Commission on Higher Education (MSCHE) in June 2018. This major accomplishment was the culmination of an intensive two-year Self-Study conducted by a faculty, staff, and student steering committee, and then a visit by a MSCHE team to validate the internal study findings. Maintaining accreditation was a strategic plan goal because accreditation signifies a level of quality important to a college's operations and reputation. Students can use federal financial aid only at accredited institutions. In addition, transfer institutions look to such accreditations in awarding students transfer credits.

Using learning outcomes assessments to improve learning. Several strategies improved the assessment of student learning outcomes during MC2020, including a shift from the assessment of specific courses to assessment of program learning outcomes. In addition, general education assessment results were disaggregated by race and gender to assist faculty with developing academic support systems. Groups of assessment mentors were also established in each discipline so that faculty had guidance in completing the necessary reports and answering general questions about the assessment process itself. A variety of training formats were created, including assessment labs and an annual assessment workshop on understanding and interpreting General Education Assessment data.

Developing human capital through human resources processes. Several processes in Human Resources and Strategic Talent Management have used assessment methodologies to improve the connection between employee talent and organizational priorities. Aligning performance reviews with the 2012 renewed classification and compensation study, for example, ensure that employee performance was tracked to updated competencies. This also enabled the creation of career ladders, important tools for employee planning and advancement. Additionally, using data analysis in recruitment and hiring helped HRSTM enhance their talent acquisition practices. Finally, the implementation of 360-degree surveys for all supervisors has helped employees manage their professional development.

Strengthening faculty and staff involvement through participatory governance. It is traditional in American higher education institutions for faculty and staff to have a role in decision-making through a governance process. During the course of this strategic plan, Montgomery College updated and strengthened its governance structure through the

recommendations of a blue-ribbon committee that established a participatory system that includes all constituencies and stakeholders at the College. The system facilitates communication between the administration and faculty, staff, and students, and provides an avenue for any member of the College community to propose ideas to improve the College experience.

Leveraging Institutional Assessment and Effectiveness. The tools of assessment and institutional effectiveness have strengthened several important processes at the College during the life of MC2020. The Middle States accreditation review drew heavily on metrics the College produced which were carefully examined by the site visitors. The training of faculty on the use of metrics to improve student learning, as well as programmatic performance, empowered them to make appropriate pedagogical changes. Assessment and institutional effectiveness have been greatly enhanced.

Be well,

A handwritten signature in black ink, appearing to read "DeRionne". The signature is fluid and cursive, with a large initial "D".

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.