

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and MC 2020 Progress

January 8, 2016

January Meeting Highlights—What to Expect and Why

Happy New Year! Your next meeting occurs on Monday, January 25, which is also the day spring semester classes begin. Following are major items and topics planned at this time.

Constituent Conversation. Prior to your business meetings, your next constituent conversation will be held with the Administrator Council. Our discussion on the theme of Achieving the Promise will be facilitated by Dr. Tacy Holliday.

Montgomery College 2020 Update. Our annual report on *Montgomery College 2020*, the College's strategic plan, will be presented in a video. In addition to my monthly updates on progress regarding the plan, this annual video features progress and activities across the College. Please note that this report will be given in lieu of my regular monthly written *President's Focus* report, which will return in February.

Renaming of the Life Sciences Park. After extensive review and recommendation by the Montgomery College Life Sciences Park Foundation Board, this action proposes to rename the Hercules Pinkney Life Sciences Park to the Pinkney Innovation Complex for Science and Technology in order to better represent its nature and activities.

Operation and Management of the Montgomery College Bookstores. This action seeks your approval of a competitively bid contract with a third-party vendor to provide bookstore operations for the College on each campus. You are familiar with the extensive review process and internal discussions related to this decision.

Approval and Adoption of the 2013–2023 Comprehensive Facilities Master Plan. The 2013–2023 Comprehensive Facilities Master Plan is presented for your approval. The proposed 10-year collegewide plan addresses all of the capacity needs of the College and includes a 20-year land use plan. The Board-approved plan is to be submitted to the Maryland Higher Education Commission by February 1 for its consideration and approval.

Adoption of the FY17 Operating Budget. At your meeting in December, the proposed Fiscal Year 2017 operating budget was presented for your review and discussion. At your meeting in January, the final proposed operating budget comes for your approval. The operating budget was developed after extensive input from the College community and has been reviewed by the Board's Budget and Finance Committee. After your action, this budget will be submitted to the county executive and county council for their consideration.

Data Focus of the Month

A Look at Course Pass Rates on the Student Success Score Card



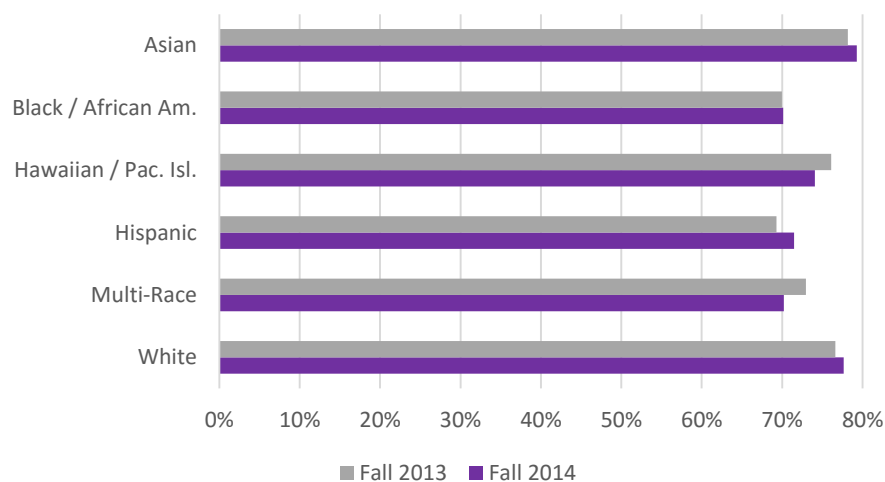
Student success is the primary objective of Montgomery College educators and a metric that draws considerable national attention to community colleges. The course pass rates of students are also a valuable internal measurement, allowing us to track significant changes in student achievement and react accordingly. These data aid in evaluating the success of programs and initiatives and strategizing about any necessary changes.

What is our Student Success Score Card? I introduced the Score Card last spring to track student success at Montgomery College on several measures. Grouped by three broad categories—arrival, progression, and completion—the MC Student Success Score Card examines key dimensions of the student experience. Disaggregating data by race, ethnicity, age, and gender allows faculty and administrators to identify patterns of improvement or decline, which are useful in course planning as well as tutoring and student support efforts.

What is our course pass rate? For courses taken in the fall 2013 semester, our baseline semester, 73.6 percent of the courses taken were passed with an A, B, or C. Pass rates differed somewhat by gender, ethnicity/race, and age group: females, students 25 and older, Asian, and white students had higher rates of passing. For the 2014 fall semester, the overall pass rates went up slightly to 74.4 percent. Females, students age 25 or older, Asians, international, and white students had higher pass rates than other groups in both semesters. While Black students' pass rates increased slightly (from 70.0 to 70.1), Hispanic/Latino students' rates increased two percentage points from 69.3 percent to 71.5 percent.

What is the significance of these numbers? Course pass rates are a direct reflection of student success. They provide immediate insight about students and predict their likelihood of persistence in additional courses and return for more classes the following semester. While the overall course pass rate in this two-year snapshot is moving in a positive direction for most categories of students (see pass rates for students by race/ethnicity in the graph below), it is especially encouraging to see the pass rates for Black students and Hispanic students increasing.

Course Pass Rates by Race/Ethnicity



Montgomery College 2020 Update of the Month



The *Montgomery College 2020* strategic plan is a seven-year effort that began in FY13. Theme V addresses assessment and institutional effectiveness and speaks to the importance of the College maintaining our accreditation.

What is the significance of accreditation? Being accredited is critical for a number of reasons. First, accreditation signifies a level of quality important to a college's operations and reputation. Second, students can use federal financial aid only at accredited institutions. And, third, institutions look more favorably on transferring students' credits when they were earned at an accredited school.

How does reaccreditation work for Montgomery College? Every 10 years, colleges in our region of the country—called the "Middle States region"—undergo a comprehensive reaccreditation process by our accreditor, the Middle States Commission on Higher Education. Montgomery College was accredited shortly after opening in 1946 and has been reaccredited in every cycle since then.

What is the process of reaccreditation? The process consists of three phases. First, the institution conducts an extensive internal review called a "Self-Study" and completes a compliance report. Every employee and student is invited to participate in the Self-Study and encouraged to be aware of the effort. In the second phase, the Middle States Commission on Higher Education assigns a group of peers from other institutions in the Middle States region—though not from Maryland schools—to read our report and then conduct a site visit to validate the Self-Study. Finally, Middle States commissioners examine our report and the visiting team's evaluation and make a decision on our accreditation status.

What is the internal review based on? The Self-Study looks at the institution through the perspectives of the commission's standards, which cover seven broad areas: (1) mission and goals, (2) ethics and integrity, (3) design and delivery of the student learning experience, (4) support of the student experience, (5) educational effectiveness assessment, (6) planning, resources, and institutional improvement, and (7) governance, leadership, and administration.

Where are we now in the process? The internal review process has begun with my appointment of three co-chairs—two faculty members and an administrator—last spring and then a 30-member steering committee this fall. This committee plays an important leadership role in designing the Self-Study and conducting the research. A Self-Study design proposal will be shared with the Board later this spring for your approval at the April 2016 meeting. We will then conduct our internal research starting this summer and ultimately submit our report in the fall of 2017, after the Board's review. The Middle States team will visit in the spring of 2018 and commission action will occur by the following summer.

Be well,

A handwritten signature in black ink, appearing to read "DeRionne". The signature is fluid and cursive.

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.