November 1, 2019

November Meeting Highlights—What to Expect and Why

Your next meeting occurs on Monday, November 18. Following are activities and topics planned at this time.

Constituent Conversation. Our Constituent Conversations on the changing nature of work continue with members of the Student Council and campus student representatives. The session begins at 5:45 p.m. and will feature a brief presentation and then a facilitated conversation.

Adoption of the FY21 Capital Budget. The proposed FY21 capital budget and six-year FY21–26 capital improvements program were presented and discussed at the October 21, 2019, Board of Trustees meeting. The capital improvements program is supported by and implements the College's Facilities Master Plan. The request for FY21 is the first half of the FY21–22 biennial capital budget and totals $31,465,000.

My Monthly Written Report. My November report will discuss the changing nature of work in the areas of engineering and construction management, its connection to artificial intelligence, and its impact on student learning.

Key Reports. In addition to the regular reports, there will be reports from both the Montgomery College Foundation Board liaison and the PIC MC Board liaison.

Vault Replacement Easement for Germantown Campus. This action would authorize an easement of approximately 1,568 feet on the Germantown Campus to the Washington Suburban Sanitary Commission for the replacement of an existing eight-inch water meter.

Award of Contract, NetApp Products and Services. Montgomery College's business critical applications and data are centrally stored in NetApp data storage system equipment located at College data centers. Its reliability depends on maintenance, support services, and potential equipment replacement/upgrade as needed to secure our data.

Macklin Lab. I will bring a resolution to you naming of the finance lab in memory of Gordon and Marilyn Macklin.

<u>**The following items are on your consent calendar:**</u>

Personnel Actions Confirmation Report. This monthly review of personnel actions taking in October.

Modification of Policies. Two policies are on the consent agenda: protection against retaliation and art in College Capital Projects.

Academic Matters. Three matters are presented for consideration: modification of the network and information technology AAS; creation of building trades certificate and an interior design certificate.

Data Focus

As we continue to examine the student academic journey through a disaggregated lens this year, course pass rates—disaggregated by race and gender—provide snapshots of student success, and are often predictors of long term success. Using IPEDS data, 1,998 students made up the fall 2015 cohort, entering the College as first-time, full-time, degree seeking students. The largest percentage of this cohort group was Hispanic, then Black, White and Asian (*Figure 1*), with more male students (56 percent) than female students (42 percent).
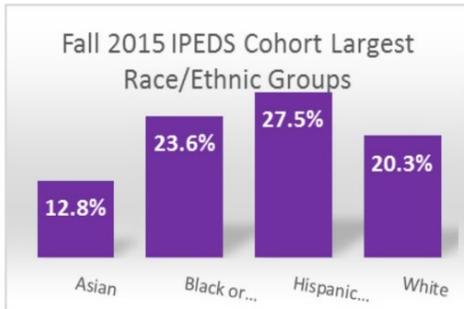

Figure 1

Race/ethnicity. Course pass rates represent the percentage of students that earn an A, B, C, S or H in credit and/or developmental courses. Over a four-year period, 75.6 percent of the fall 2015 cohort earned passing grades in their courses. There are some marked differences when data are examined by race/ethnicity (*Figure 2*). Comparatively, a smaller percentage of Hispanic and Black students earned passing grades than their Asian and White counterparts.
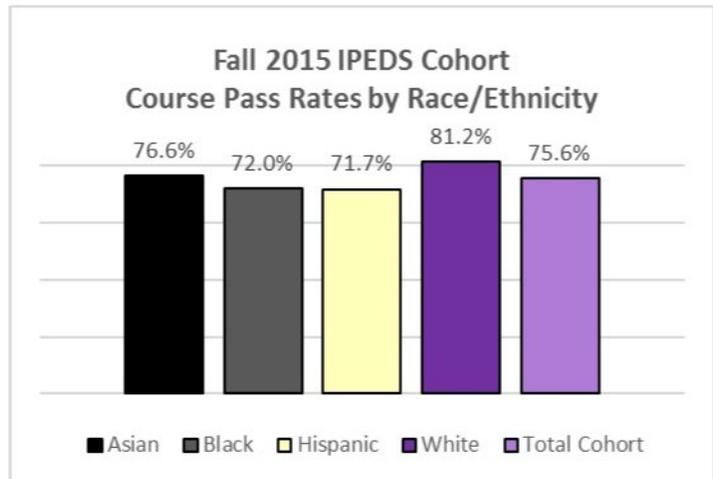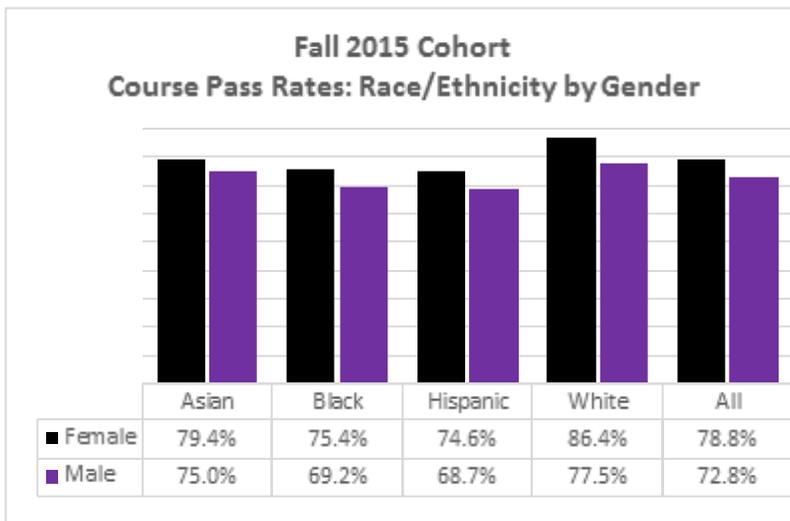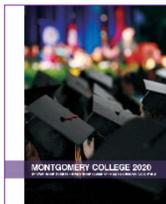

Figure 2

	Asian	Black	Hispanic	White	All
Female	79.4%	75.4%	74.6%	86.4%	78.8%
Male	75.0%	69.2%	68.7%	77.5%	72.8%

Figure 3

Female students had higher course pass rates than their male-student counterpart across race/ethnicity, with a percentage-point differential of six points (Figure 3). White female students showed the highest course pass rate (86.4%), which is more than 10 percentage points above the pass rate for the total cohort group of (75.6%). Black male students and Hispanic male students had lower course pass rates than their female counterparts.

"Course pass rates" is an indicator of academic progress. The data clearly show that Black and Hispanic students-- most notably males—have lower course pass rates, which could negatively impact academic persistence and retention. Additional data on the fall 2015 cohort group show that the course pass rate for those who graduated and/or transferred in four years was dramatically higher (89.1%) than those who did not graduate and/or transfer in four years (63.1%). Accordingly, students who struggle with success in courses, especially in gateway courses, are less likely to persist to graduate and/or transfer. Academic initiatives like embedded support in many gateway courses with high failure rates are designed to increase student success in these early stages, and the likelihood of progress to graduation/completion.

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 come to the end of *MC2020* this year and prepare to launch a new strategic plan, this is an ideal time to look back on how the College has grown towards the goals envisioned in 2012. The restructuring of academic affairs has produced some important outcomes: increasing graduation and transfer rates, decreasing time to and cost of degree, and better aligning curricula with four-year institutions and the needs of business and industry.

Key initiatives increased retention, graduation and transfer. These have included faculty-developed program success strategies and DFW reduction initiatives that resulted in more direct student engagement outside of classroom hours. The creation of the Achieving the Promise Academy, which started as a one-on-one academic coaching program, was originally designed to address the achievement gap. The program was expanded to include embedded coaching support in classrooms to impact students in challenging gateway courses. Combined with the learning assistants program—with student mentors—there are 210 sections with embedded support in fall 2019, serving 4,200 students. In addition, the General Studies program, which is our largest enrolled program was redesigned to provide clarity and rigor.

Key initiatives decreased time to and cost of degree. The College increased opportunities for dual enrollment by expanding the Middle College Program and adding an Early College Program. Increased online offerings resulted in enrollment growth of 27 percent over the last five years and the development of five online degrees and one z-degree (no book costs). Redesigns of developmental education in both math and English have enabled more students to take college-level courses within their first year. The College also added a five-week extended winter session, which has served 2,000 students over the past three years. The introduction of Open Educational Resources has touched 16,000 students in more than 800 sections.

Key initiatives aligned curricula with transfer institutions and the needs of business and industry. There have been multiple advances in this important, which have allowed the College to better serve the regional workforce. A translation life science technology degree was developed with UMBC; the General Education program was redesigned to remove barriers to transfer; a new degree in bioinformatics was created along with certificates in cloud computing and data science; the Amazon Web Services/cloud computing program was made into a credit program; the College's transfer partners have increased significantly; a partnership with BioTrac was forged to provide graduate/postgraduate hands-on laboratory training; and the College won its first Department of Labor grants worth $25 million, among other grants that support students.

I am proud of the work that our extraordinary faculty, staff and administrators have done to address the academic needs of our students over the life of MC2020. They have shown creativity and innovation, and most importantly, a profound commitment to teaching and student success.

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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.