September 8, 2017

September Meeting Highlights—What to Expect and Why

Welcome, Trustees, to the new academic year! Your first regular meeting of fiscal year 2018 occurs on Monday, September 18, 2017. The following are major items and topics planned at this time.

Constituent Conversation with Staff Council. The focus of constituent conversations this year is preparing for the next strategic plan. The *Montgomery College 2020* plan concludes at the end of FY20. We will develop the College's next strategic plan during FY19 so that it is in place in time for FY21. Our conversation will be facilitated by Dr. Kevin Long, director of planning and policy, and Dr. Michelle Scott, deputy chief of staff and strategy.

Oath of Office. The county clerk of courts will administer a ceremonial oath of office to kick off the new year.

Performance Accountability Report. The annual Performance Accountability Report (PAR) is coming for your acceptance, after which it will be submitted to the Maryland Higher Education Commission. The report includes a table of indicators as well as a narrative analyzing the College's activities and student performance.

Office of Legislative Oversight Report. A representative from the County Council's Office of Legislative Oversight (OLO) will discuss OLO's recent report recommending performance measures for College.

The following items are on your consent agenda:

Ratification of Summer Graduates. Before student graduations become official, the Board must ratify their completion status. For fall and spring graduates, you ratify the list in the meeting prior to the end of term. The resolution for summer graduates is just a little different since it is an "after the fact" ratification.

Amendment to the Awards of Contract. Originally approved in 2012, amendments to three contracts—basic life coverage, disability coverage, and dental coverage—will extend coverage for employees through 2018. Later this year, the College will issue a solicitation jointly with Montgomery County Government. Without the extension, the College would have to issue its own solicitation and would not yield the guaranteed participant volume savings associated with a joint procurement.

Contract Change Order. Increasing construction and renovation costs have outpaced the availability of funds for the College's data, voice, and cable contract, which was approved in 2013. This change order will allow the Offices of Facilities and Information Technology to complete projects scheduled in FY18. This contract expires at the end of FY18 and will be re-bid to support FY19 projects.

Operating Fund Functional Transfer. Each year at your first meeting, this transfer is required to align the previous year's actual expenditures with their correct budget functions. The transfer needed for FY16 is a very small percentage of the budget. Once approved, this action is submitted to the county executive and council for approval.

Metric of the Month

September 2017

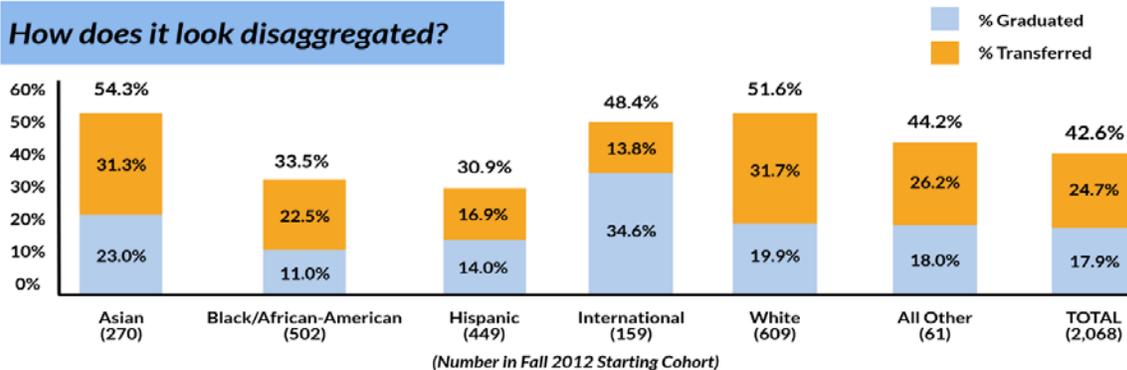## 3-Year Graduation and/or Transfer Rate

42.6%

How is this defined?

The total number of first-time, full-time, degree-seeking students in the fall 2012 cohort who graduate with a degree and/or transfer without a degree to a four-year school within three years of enrollment at the College. First-time students are those who were not previously enrolled in college following graduation from high school. Full-time students are those who were registered for at least 12 credit hours in their first semester. Degree-seeking means the student's stated academic goal was to obtain a degree.

Why is this important?

The three-year graduation and transfer rate is the College's "official" number and one of our primary external accountability measures. This is the completion rate that is reported to the federal government and to the Integrated Postsecondary Educational Data System (IPEDS). The College is benchmarked and compared to other similar community colleges across the state and throughout the country using IPEDS data.

How does it look disaggregated?

Legend: % Graduated (light blue), % Transferred (orange)

Group (Number in Fall 2012 Starting Cohort)	Total	% Transferred	% Graduated
Asian (270)	54.3%	31.3%	23.0%
Black/African-American (502)	33.5%	22.5%	11.0%
Hispanic (449)	30.9%	16.9%	14.0%
International (159)	48.4%	13.8%	34.6%
White (609)	51.6%	31.7%	19.9%
All Other (61)	44.2%	26.2%	18.0%
TOTAL (2,068)	42.6%	24.7%	17.9%

(Number in Fall 2012 Starting Cohort)

What is the College's target?

? The College has not yet established a target for the three-year graduation and transfer rate. Two factors in particular are being considered: what factors should go into creating this target and whether the goal should be the same for all demographic groups. A target of 60% for the four-year graduation and transfer rate for all students groups is already in place.

Where can you find more information?

- **Student Success Score Card**
- **Office of Institutional Research and Effectiveness**
- **IPEDS**

The Score Card is updated every spring based on the previous year's graduation and transfer data. For purposes of this report, the graduation and transfer rate represents the FY15 three-year rate for those students who started in FY12. Data for FY16 will be available in the spring of 2018. Additional data can also be found on the OIRE web site or from IPEDS.

MC MONTGOMERY COLLEGE

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

Achieving the Dream

Montgomery College 2020 Update of the Month

Since 2012 the *Montgomery College 2020* strategic plan has driven significant changes in support of student success. Theme V of the plan, Assessment and Institutional Effectiveness, addresses the methods by which the College measures its outcomes and effectiveness. One of the most important reflections of any college's operations and outcomes is accreditation. Once accreditation is granted, it must be renewed periodically. Montgomery College's accreditation due for renewal in 2018.

Why is accreditation important? Being accredited is important 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 is the College accredited? The accreditation (and re-accreditation) 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 to review the Self-Study and conduct a site visit to validate the report. Our site visit is scheduled for March 18–21, 2018, and will be led by Dr. Margaret McMenamin, president of Union College in New Jersey. Finally, the Middle States commissioners examine the College's Self-Study and the visiting team's evaluation and make a decision on accreditation status. That decision is expected in June 2018.

Who is the Middle States Commission on Higher Education?
Twenty-six commissioners make up the Middle States Commission on Higher Education. They are typically presidents, administrators, and faculty of colleges and universities, and are elected to the commission by member institutions. The commission describes itself as "a voluntary, non-governmental, regional membership association" that serves higher education institutions in Maryland, Delaware, New Jersey, New York, Pennsylvania, the District of Columbia, Puerto Rico, and the Virgin Islands.

How will accreditation change in the future? Accreditation in the Middle States region has undergone significant changes in the past decade with more emphasis on student outcomes, the introduction of a Compliance Report, and revised and updated rigorous standards. Going forward the frequency of reaccreditation will increase as institutions complete the Self-Study process every seven years instead of the current 10-year cycle. In addition, the commission has eliminated the five-year Periodic Review Report and will, instead, require a more extensive annual report.

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.