

**Montgomery College**  
**Academic Services Council Meeting Minutes**  
Tuesday, March 21, 2023  
2:00 PM– 4:00 PM  
(*via Zoom*)

**Attendees**

*Present:* Shakenna Adams-Gormley, Milton Nash, Annie Welsh, (John) Erik Swanson, James Sniezek, Zhou (Jojo) Dong, Miriam Zemen, Jan Shapiro

*Absent:* Angeline Samuel, Isabel Edwards, Carlo Sanchez, Antonette Jones

*Proxy:* None

*Guests:* John Hamman, Nadine Porter, Clevette Ridguard

**Call to Order**

Chair Shakenna Adams-Gormley called the meeting to order at 2:03 p.m.

**Constituent Concerns**

- **Our role:** The Academic Services Council is to consider discussions on academic support programs including assessment centers, labs, registration, scheduling, website information, and transfer and articulation agreements, and forward suggestions to the College Council, the Senior Vice Presidents or other councils, as appropriate, for further consideration and/or action.
  
- Constituent Concerns – no concerns raised today

**Approval of Minutes and Agenda**

- February meeting minutes
  - Jan motioned to approve the minutes as edited, Jim seconded
  - Minutes are approved unanimously

**Chair's Report** – Shakenna Adams-Gormley

- MC Governance
  - March 21 is last day to accept nominations
  - Elections March 29 – April 7
- P&P Proposals out for comment
  - Please submit feedback by close of business on Friday, April 7, 2023.
  - <https://www.montgomerycollege.edu/policies-and-procedures/index.html>
  - 25000- Diversity, Equity, Inclusion, and Social Justice
  - 41000- Student Success
  - 62003- Public Information, Communications, and Marketing

- MC Innovation Fund Grants
  - \$40,000 available
  - Proposals due March 21, 2023
- MC's Got Talent Show
  - Thursday, March 23, 2023, 6-9 pm, Rockville PAC
- Asian American and Pacific Islander Heritage Month (AAPIHM) Kick-off Festival
  - Wednesday, April 26, 2023
  - Rockville Campus, Theatre Arts (TA) Arena
  - 11 a.m.-2 p.m.
  - If you have lived, studied, and/or have knowledge of an Asian cultural heritage, you are welcome to be part of this event. This form will close on March 31, 2023.
- 2023 Commencement Plans
  - Friday May 19, 2023
  - Each graduate will be issued 2 tickets for guests
  - Livestreaming will be available, with viewing locations on campus
- College Happenings
  - Fulbright Application Info Session: March 24, 2023, 1:00 pm via zoom
  - Fairytales ON ICE! At the Cultural Arts Center, March 24, @7:30 p.m.
  - Montgomery College Health Sciences Needs Volunteers for Mass Casualty Training Exercise: April 29- from 7 a.m. until 1 p.m.
  - The Montgomery College Women's and Gender Studies Program 36th Annual Scholarship Reception and Fundraiser: Wednesday, March 29, 2023, 5:30-6:30 PM, Virtual Event.
  - Equity Week Website is Live! <https://www.montgomerycollege.edu/about-mc/equity-and-inclusion/equity-week.html>
- Safe Zone Training
  - April 6 & 20 (half days)
  - April 18 (full day)
  - April 28 (full day)
- Special Antiracism Training
  - Tuesday, April 4, 2023, 2:00 to 4:30 pm

#### **New/Unfinished Business – Council**

- Governance Updates – Erik, Miriam, Jan, Angeline, Isabel, Shakenna, Carlo, LaShaun, and Milton are on year two of their 2-year service. Next year's council members will need to elect a new chair, vice-chair, and secretary.
- Hiring – We will invite Lauren Landau to our April 18th meeting.
- Healing Circle – they are getting many requests so we will postpone our request till next year.
- Council Goal – Jojo will reach out to IT and Enrollment Services for updates on the syllabi repository and listing linked CRNs on registration website.

**A deeper dive into student progression metrics** – John Hamman (Chief Data Analytics and Insights Officer), Nadine Porter (Deputy Chief Analytics and Insights Officer), and Mike Mills (Vice President of the Office of E-Learning, Innovation and Teaching Excellence (ELITE))

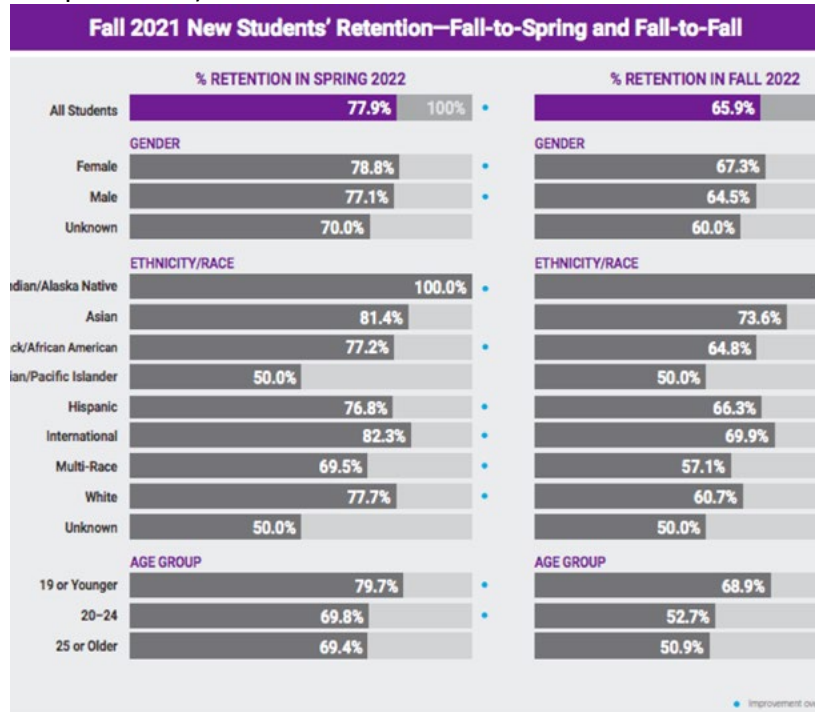
#### Background - John

What data does the college need, what data do we have, and what data is out there?  
How do we, institutionally, use data? Some data is important for everyone at the college to know (e.g. return rates of our students) because we can all impact it.  
Externally, Middle States and accrediting agencies are asking the college, how are you making decisions based on the data you have?

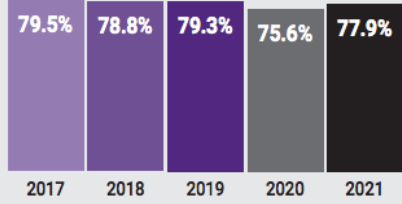
#### Presentation – Nadine, John, and Mike

- Data Trustees Council
  - Cross functional decision-making body that has authority to make major data management decisions including, but not limited to, implementation and verification processes for data privacy, protection, access, and accountability
  - Institutional brokers in a process around how we come together to define, investigate, and interrogate options and interests, where we go and how we get there
  - Monitors the evolution of the Data Asset Management Plan, its goals, actions, and desired outcomes
  - Meets on a monthly basis
  - Supports the Chief Analytics and Insights Officer by ensuring appropriate priority setting, training and education, and communication to college-wide community
  - Serves as the key driver to MC's approach to data asset management to ensure consistent management of data
  - Executes the Data Asset Management Plan (DAMP) in support of MC's mission and strategic plan
  - Periodically assesses DAMP efforts relative to overall data and analytics progress, and adjusts MC's approach, resourcing, and priorities as required to maximize the use of data as a strategic asset
  - Continuously supports the monitoring of and compliance with data policies, standards, and responsibilities
  - Improves accuracy and reliability of data
- Background: Collegewide Data Discussions
  - Dr. Williams often mentions the importance of data informed decision making when he addresses the MC Community
    - He recently stated that data is powerful and will help us make decisions that will be monumental to achieving our mission
  - MC Data Trustees will ensure that data asset management discussions continue and MC data citizens are informed about data priorities at MC
  - Analytics & Insights has partnered with Participatory Governance to help keep the MC community informed

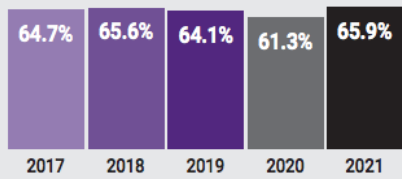
- During the Fall Opening Meeting, John Hamman mentioned that Data Trustees would facilitate data conversations throughout this fiscal year - A Deeper Dive into Montgomery College's Student Metrics
- To date, 66% of the scheduled sessions have been completed
- Student Progression (return rates, scholarships, expenditures, credit-level "milestones" and course pass rates)



### New Students' Retention— Fall-to-Spring and Fall-to-Fall

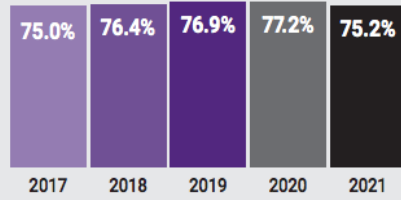


Fall-to-Spring Retention



Fall-to-Fall Retention

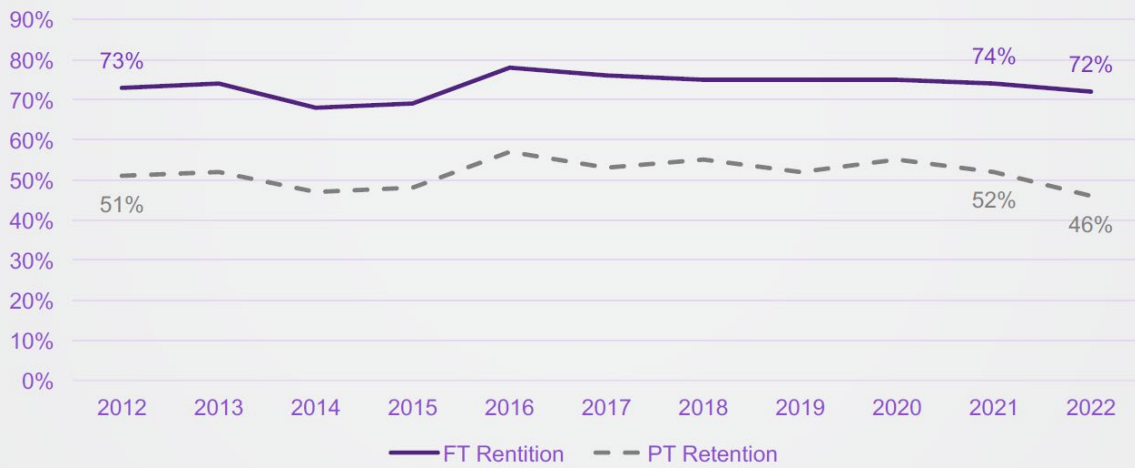
### Fall Semester Course Pass Rates\*



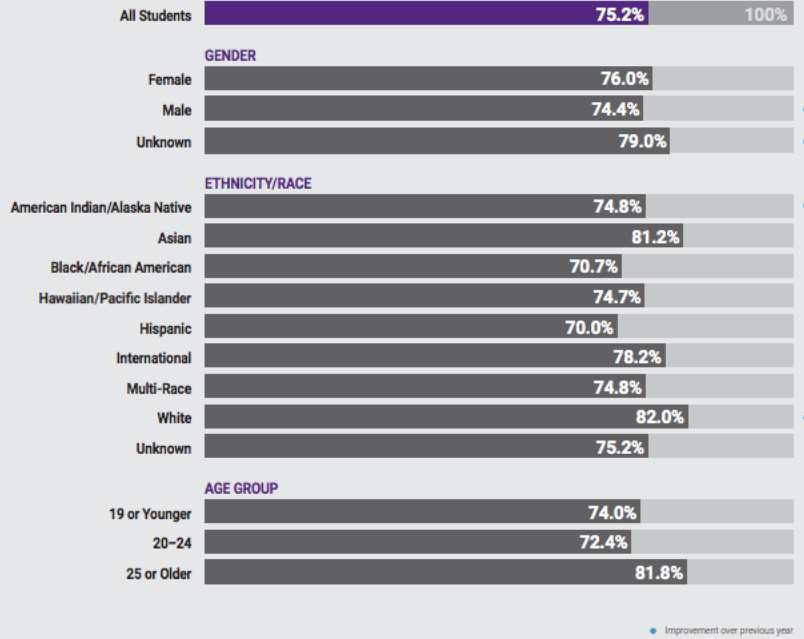
Total Students

\*Grades of C or higher or equivalent

## Fall to Fall Retention Rates by Attendance Status

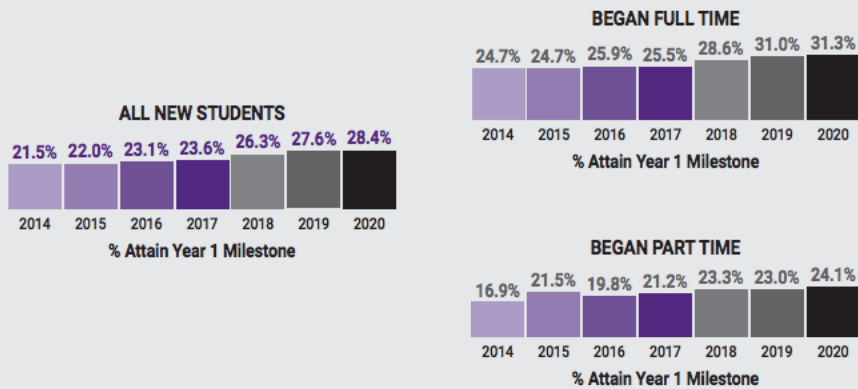


## Fall 2021 Semester Course Pass Rates



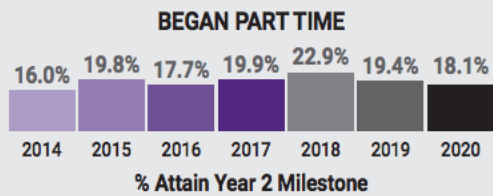
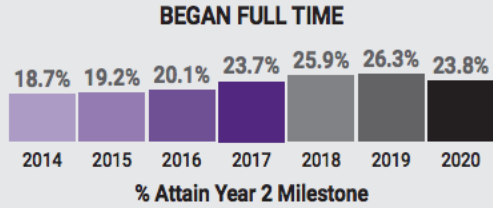
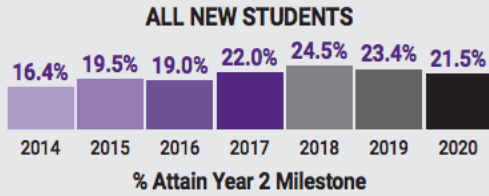
## Attainment of Credit-Level Year 1 Milestones By New Students

For students starting as Full Time—Year 1 Milestone = 24 credits  
 For students starting as Part Time—Year 1 Milestone = 12 credits



## Attainment of Credit-Level Year 2 Milestones By New Students

For students starting as Full Time—Year 2 Milestone = 48 credits  
 For students starting as Part Time—Year 2 Milestone = 24 credits



## Fall 2020 Attainment of Credit-Level Milestones By New Students

For students starting as Full Time—Year 1 Milestone = 24 credits • Year 2 = 48 credits  
 For students starting as Part Time—Year 1 Milestone = 12 credits • Year 2 = 24 credits

	% Attain Year 1 Milestone	% Attain Year 2 Milestone
<b>TOTAL</b>		
<b>All Students</b>	28.4% •	21.5%
Full Time	31.3% •	23.8%
Part Time	24.1% •	18.1%

	% Attain Year 1 Milestone	% Attain Year 2 Milestone
<b>GENDER</b>		
<b>Female</b>	29.9% •	21.9%
Began Full Time	32.9%	24.6%
Began Part Time	25.3%	17.7%
<b>Male</b>	27.0% •	21.1% •
Began Full Time	30.0% •	23.1% •
Began Part Time	22.8% •	18.3% •
<b>Unknown</b>	21.3%	19.1% •

	% Attain Year 1 Milestone	% Attain Year 2 Milestone
<b>AGE GROUP</b>		
<b>19 or Younger</b>	29.9%	22.9%
Began Full Time	33.1% •	25.2%
Began Part Time	23.8%	18.4%
<b>20–24</b>	19.2% •	16.3%
Began Full Time	14.6%	10.0%
Began Part Time	22.0% •	20.1% •
<b>25 or Older</b>	24.4% •	14.6% •
Began Full Time	15.5%	14.3% •
Began Part Time	27.7% •	14.7% •

## Fall 2020 Attainment of Credit-Level Milestones By New Students

For students starting as Full Time—Year 1 Milestone = 24 credits • Year 2 = 48 credits

For students starting as Part Time—Year 1 Milestone = 12 credits • Year 2 = 24 credits

ETHNICITY/RACE	% Attain Year 1 Milestone	% Attain Year 2 Milestone
<b>Am. Indian/AK Native</b>	<b>0.0%</b>	<b>0.0%</b>
Began Full Time	0.0%	0.0%
Began Part Time	0.0%	0.0%
<b>Asian</b>	<b>39.8%</b>	<b>30.8%</b>
Began Full Time	42.6%	33.3%
Began Part Time	33.3% •	24.8%
<b>Black/African Am.</b>	<b>21.3% •</b>	<b>16.4%</b>
Began Full Time	23.8% •	18.4%
Began Part Time	18.0%	14.0%
<b>Hawaiian/PI</b>	<b>87.5% •</b>	<b>57.1% •</b>
Began Full Time	66.7% •	33.3% •
Began Part Time	100.0% •	75.0% •
<b>Hispanic</b>	<b>26.5% •</b>	<b>19.3% •</b>
Began Full Time	27.0% •	20.6%
Began Part Time	25.9% •	17.2% •
<b>International</b>	<b>29.9% •</b>	<b>25.2%</b>
Began Full Time	33.3%	30.0% •
Began Part Time	24.6%	17.5%
<b>Multi-Race</b>	<b>23.0%</b>	<b>14.8%</b>
Began Full Time	22.1%	13.0%
Began Part Time	24.1%	17.2% •
<b>White</b>	<b>35.2% •</b>	<b>26.6% •</b>
Began Full Time	43.9% •	30.8% •
Began Part Time	25.5%	21.9%
<b>Unknown</b>	<b>9.1%</b>	<b>9.1%</b>
Began Full Time	20.0%	0.0%
Began Part Time	0.0%	16.7%

- Student Progression (return rates, scholarships, expenditures, credit-level "milestones" and course pass rates)
  - Engagement within the class, at the course level
  - Data Origins: Blackboard Reports & Dashboard
    - All User Activity inside Content Areas
    - Course Activity Overview
    - Course Performance
    - Overall Summary of User Activity
    - Single Course User Participation Report
    - Student Overview for Single Course
    - User Activity in Forums
    - User Activity in Groups
- Where to Find More Data
  - Search "Student Success Scorecard"
    - <https://www.montgomerycollege.edu/about-mc/office-of-the-president/score-card.html>
  - Search "OIRE"
    - <https://www.montgomerycollege.edu/offices/institutional-researchand-effectiveness/reports-and-resources.html>
  - Search "Operating Budget"
    - <https://www.montgomerycollege.edu/offices/administrative-and-fiscalservices/budget-office/operating-budgets.html>
- Q&A
  - Jim: Do we have data on next-course success rates?
    - We could look at success rates by modality (e.g. face-to-face vs. online)



- If there is a standard progression through a sequence of courses, then it would be difficult to assess whether that particular sequence is the best since there would not be enough data for students who deviate from that sequence
  - The way our data is structured makes it difficult to follow a student from semester to semester
  - We are looking at “toxic course combination” – course combinations that have lower pass-rates when taken together vs. separately
- Jojo: Do we have data on student engagement with software other than Blackboard?
  - Blackboard is institutionally provided so there’s a data repository for every interaction, we do not have this with other tools
  - The technology may not be the main factor, faculty engagement may be the main factor
  - Engagement surveys of students (not through Blackboard) are done with incoming students and each spring semester
  - ELITE training with micro-credentialing and micro-badging is being developed to help faculty better use the Blackboard data and tools to increase student-success and engagement
- Jojo: Do we have data on student engagement with the college outside of classes (e.g. in clubs through student life, with the college’s Facebook and other social media)
  - The communications office is doing an audit of the college’s communication pieces
  - We don’t have data from platforms like Facebook or other texting services on how students are using them
  - What we do have data on we have analyzed for student retention
    - Advising and Counseling
    - Financial Aid
- Annie: Are the data shown only for students taking credit classes?
  - Yes – pass-rates are different for non-credit students than for credit students since grading for non-credit classes is different from credit classes
  - Retention-rates for non-credit students are also different from credit students since
  - We have different metrics for how we look at WDCE data

### **Announcements & Adjournment**

- Motion was made to adjourn by Jim, seconded by Jan
- Without objection, meeting adjourned

The meeting was adjourned at 3:20 p.m.