

**To:** Ms. Cathy Giovannetti, College Council Chair

**From:** Dr. DeRionne Pollard, President

**Subject:** **College Council Recommendation 19-05: WDCE student involvement in college programming**

**Date:** June 5, 2019

Thank you and all the members of the College's participatory governance system for your leadership in considering issues of importance to the Montgomery College community. I have received and reviewed the College Council's recommendation 19-05: WDCE student involvement in college programming. The document presented to me by the College Council is attached.

On April 23, 2019, the College Council voted to move recommendation 19-05 forward to the president. This action recommends that the College intentionally adopt best practices that support inclusion and engagement of WDCE students in a wide range of college programs and activities that contribute to student success. Based on my review, I am approving the recommendation and creating a task force to address these issues, with the following charge:

- (1) Investigate best practices of integrating WDCE students into College activities
- (2) Review College policy and procedures on student activity fees for credit and non-credit students
- (3) Provide a set of best practices recommendations, along with financial implications, for me to review with the senior administrative leadership team

I look forward to reviewing the recommendations from the WDCE task force.

Any further questions concerning this recommendation should be directed to Dr. Monica Brown, senior vice president for student affairs and Dr. Sanjay Rai, senior vice president for academic affairs.

Thank you for your dedicated service to Montgomery College's governance system and all of the work you do to support Montgomery College's mission and vision. Please do not hesitate to contact me if you have further questions or concerns.

Attachment

cc: Senior Administrative Leadership Team

Director of Governance (Administrative Associates)

## WD&CE Council Recommendation for College Council

**Subject of Recommendation:** Dissolve the silos that prevent students enrolled in noncredit courses from participating in the wide range of College programs and activities created to engage students and support student success.

**Date of Presentation to WD&CE Council:** April 16, 2019

**Person Presenting Motion:** Tracee Matthias

**Chair:** Tracee Matthias

### **Background Information/Rationale:**

A Promising Practices Brief (2016) highlights Mott Community College's use of federal financial aid for noncredit programs that lead to gainful employment and fulfill the conditions established by the U.S. Department of Education. This cultural shift began *to bridge the institutional divide between credit and noncredit departments, which could lead more training participants to matriculate into and through credit-bearing certificate and degree programs.*

*According to Mott administrators, prior to the college's qualifying these clock-hour program for Pell grants, the average noncredit student was neither exposed nor granted easy access to a range of campus resources and opportunities customarily available to credit students ... Instead, noncredit program staff provided their own high-touch student services.*

The statement above summarizes the student enrolled in noncredit courses experience at Montgomery College. The motion presented by the WD&CE Council is designed to move the needle toward a College culture that is inclusive of all potential and enrolled students.

Students enrolled in noncredit courses offered through Workforce Development and Continuing Education (WD&CE) should be provided with a similar student experience when compared to credit students. Information generated through the research associated with constituent concerns, shows that the College has an opportunity to improve the student engagement made available to students enrolled in noncredit courses.

Across the institution, we have observed that some offices are very inclusive and encourage the participation of students enrolled in noncredit courses. Many of the initiatives with a direct connection to the Office of the President have created opportunities to showcase the success of students enrolled in noncredit courses. Recent examples include:

- 1) [Equity and Inclusion Award criteria](#) – designated one of the awards for a student enrolled in noncredit courses.
- 2) Collegewide Governance – the original structure of the participatory governance model included positions for WD&CE students on the Student Council and WD&CE Council. The system also recognized WD&CE as a campus council.
- 3) Budget Advocacy – the College selected a mix of students, including alums who completed WD&CE programs, to discuss the career changing experience while attending the College.

4) Collegewide events – WD&CE is invited to staff a program table with information about noncredit programs available to students. Events that are open to the community are inclusive of students enrolled in noncredit courses.

Other Collegewide initiatives that have been inclusive and encouraged the participation of students enrolled in the noncredit courses include:

1) The Early Childhood Education Club – the students engage in professional development, community service and advocacy activities that benefit all students enrolled in the ECE programs and employed in the ECE industry. The WD&CE ECE program director is one of the club advisors and has a great synergy with the credit faculty. The implementation of the One College model has been a resounding success and has positively impacted student transitions from noncredit ECE courses to credit ECE programs of study.

2) Student Health and Wellness (SHaW) Center for Student Success – has encouraged the participation of all students in activities hosted through the center including the Mobile Markets, Food for Success, and Mindful Mondays.

3) Social Media – The College’s social media platforms (i.e. Twitter, Facebook, LinkedIn) have regularly featured WD&CE students, programs and activities.

The WD&CE Council has become aware of instances when decisions made by College offices or employees exclude the participation of students enrolled in noncredit courses. The instances listed below are provided as examples used for the sole purpose of illustrating the point. We recognize that this trend is part of the College’s culture that we hope will shift to be more accepting of the participation of all students.

1) Montgomery College Foundation – the MCF scholarship application period is open from April through June 30, 2019. Students complete an online profile and application that considers them for numerous scholarship opportunities. In contrast, the funds managed for WD&CE programs are often paper based, with a short open application period, and provide access to one scholarship opportunity. A review of best practices that considers a synced timeline for all student scholarships could be explored to support the enhanced communication about scholarship opportunities available to all students.

2) Student Life Activities – A constituent concern was brought to the WD&CE Council about an instance when a student enrolled in noncredit courses was initially denied an opportunity to participate in a painting activity on-campus. The student spoke with the WD&CE program director, returned to the activity and was invited to participate. This is one of several instances employees of WD&CE learned of students enrolled in noncredit courses being turned away from student and academic resources and activities designed for student engagement and success.

3) Student Assistant Employment opportunities – April 2018, the College Council forwarded recommendation 18-05: Hire Noncredit Students as Student Assistants to the College President and the senior administrative leadership team for consideration. The response included

*After extensive research, it was determined that all “enrolled” students who meet all the requirements, are eligible to apply for student assistant positions ... However, since WDCE students cannot apply for Federal Work Study assistance, these positions are open only to those students who qualify for federal financial aid.*

Student assistant positions are funded through a department's budget, not federal financial aid. The College can change the criteria for student assistant positions to be inclusive of students enrolled in noncredit courses.

The [federal work study \(FWS\) program](#), funded through the U.S. Department of Education, provides funds for part-time employment to help needy students to finance the costs of postsecondary education. The positions filled using these funds are categorized as FWS opportunities. FWS and student assistant positions are different part-time employment opportunities available to students.

4) [MC Voices](#) – provides students with a stipend to produce first person blog and vlog series that documents an academic school year. The selection criteria include that students must be enrolled in six credit hours to be considered for a paid position. If students enrolled in noncredit courses are selected to advocate during the budget development season or featured during Collegewide meetings, they should also be eligible to give a first-person account of their experience at the College.

### **Student Impact:**

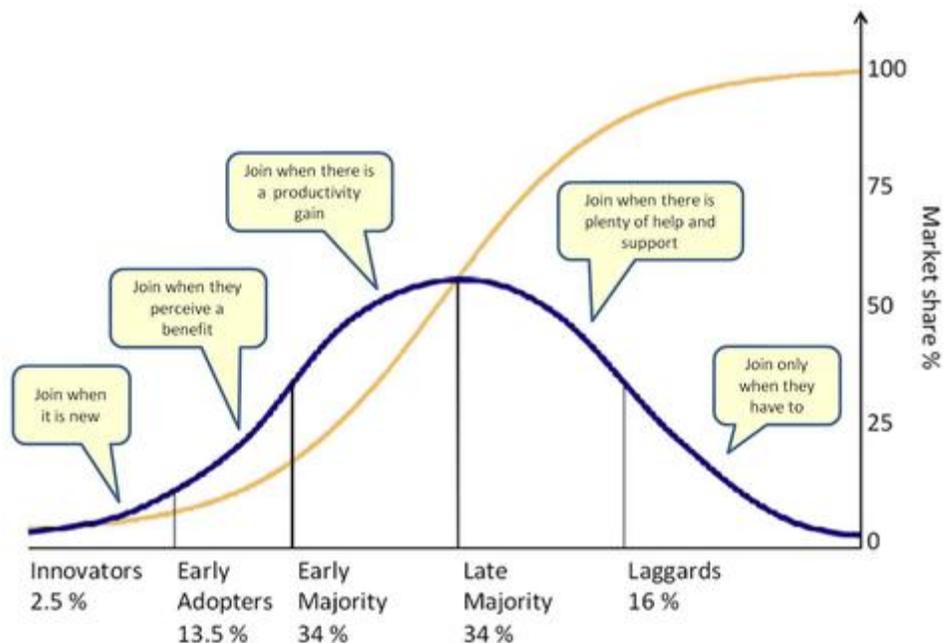
Like the synergy observed among students enrolled in the Early Childhood Education program of study, we anticipate more students learning about and enrolling in programs that enhance their initial program of study. For example, business students may decide to become income tax preparers to fund their education, cyber security students may decide to enroll in the related WD&CE boot camps offered throughout the year.

The impact will make students aware of the full scope of learning opportunities at the College and encourage employees to learn more about the market driven programs offered through WD&CE.

### **Economic Impact:**

The anticipated increase in the number of students who participate in planned activities or utilize campus resources is not expected to exceed the College's capacity to serve students who express interest. The initial economic impact will be minimal.

As this promising practice statement is implemented, we anticipate the cultural shift will mimic the business adopter types:



(Pearce, 2013)

### **Motion:**

I move that the college intentionally adopts best practices that support inclusion and engagement of WD&CE students in a wide range of college programs and activities that contribute to student success.

### References

Altstadt, D. (2016). *Promising Practices Brief: The Power of Pell Mott Community College's Use of Federal aid to Train Unemployed Workers and Dissolve Silos Between credit and Noncredit*. Retrieved from Aspen Institute Workforce Strategies Initiative (AspenWSI) and Achieving the Dream website: <http://www.cscconline.org/files/8715/2461/2812/Promising-Practices-The-Power-of-Pell.pdf>

Pearce, D. (2013, November 19). *5 Social Business Adopter Types: Prepare Early* [Graph Image]. Retrieved from <https://www.informationweek.com/software/social/5-social-business-adopter-types-prepare-early/d/d-id/898950>

## Wilson, Emma R

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**From:** Pollard, DeRionne P  
**Sent:** Friday, June 21, 2019 10:14 AM  
**To:** Wilson, Emma R  
**Cc:** Ridguard, Clevette M; Pabian, Brad; Smith-Bryant, Tracey; Bland, Sharon R; Brown, Monica R; Cain, Stephen D; Pollard, DeRionne P; Duggan, Victoria A; Gilmer, Raymond E; Madden, Susan C; Rai, Sanjay K; Schena, Donna L; Scott, Michelle T; Sears, David M  
**Subject:** College Council Recommendation 19-05: WDCE Student Involvement in College Programming



Memorandum

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**To:** Ms. Emma Wilson, Program Administrator, WDCE  
**From:** Dr. DeRionne Pollard, President  
**Subject:** **College Council Recommendation 19-05: WDCE Student Involvement in College Programming**  
**Date:** June 20, 2019

On April 23, 2019, the College Council voted to move recommendation 19-05 forward to the president. This action recommends that the College intentionally adopt best practices that support inclusion and engagement of WDCE students in a wide range of College programs and activities that contribute to student success. Based on my review, I am approving the recommendation and creating a taskforce to address these issues, with the following charges:

- (1) Investigate best practices of integrating WDCE students into College activities
- (2) Review College policies and procedures on student activity fees for credit and noncredit students
- (3) Provide a set of best practices recommendations of how noncredit students are integrated in College life, along with financial implications

As a WDCE Program Administrator, you are well positioned to understand the issues and to lead the taskforce, which includes the following members:

- Ms. Marcy Jackson, incoming chair of WDCE Council (FY20)
- Ms. Tracee Mathias, outgoing chair of WDCE Council (FY19)
- Mr. Ernest Cartledge, Director of Enrollment Services and College Registrar
- Dr. Kimberly McNair, Director of College Access and Enrollment
- Ms. Nancy Newton, member of the President's Advisory Committee on Equity and Inclusion (PACEI) and WDCE Council
- Ms. Eniola Olowofoyeku, member of PACEI
- Dr. Sanjay Rai or designee, Senior Vice President for Academic Affairs

I look forward to reviewing the recommendations from this taskforce. The targeted timeline is August 31, 2019 for the taskforce's recommendations. Additional background information is attached.

Any further questions concerning this recommendation should be directed to Dr. Monica Brown, senior vice president for student affairs, and Dr. Sanjay Rai, senior vice president for academic affairs.

Thank you for your dedicated service to Montgomery College's governance system and all of the work you do to support Montgomery College's mission and vision.

Attachment

cc: Dr. Tracey Smith-Bryant, Chair, College Council (FY20)  
Senior Administrative Leadership Team  
Director of Governance (Administrative Associates)

**From:** Wilson, Emma R <[emma.wilson@montgomerycollege.edu](mailto:emma.wilson@montgomerycollege.edu)>  
**Sent:** Wednesday, August 21, 2019 1:38 PM  
**To:** Mills, Marvin D <[marvin.mills@montgomerycollege.edu](mailto:marvin.mills@montgomerycollege.edu)>  
**Cc:** Schena, Donna L <[donna.schena@montgomerycollege.edu](mailto:donna.schena@montgomerycollege.edu)>; Ridguard, Clevette M <[clevette.ridguard@montgomerycollege.edu](mailto:clevette.ridguard@montgomerycollege.edu)>  
**Subject:** WDCE Students

Dear Mr. Mills,

We have been tasked with investigating and identifying best practices to integrate WDCE students into College activities, reviewing College policies and procedures on student activity fees, and providing recommendations for the integration of non-credit students in college life (charge attached).

As the taskforce group identified the fees charged to WDCE students, we obtained some unclear information regarding the issuing of the student ID and fees associated to the issuing of student IDs. We also discovered some inconsistencies in practices or on information provided to WDCE Students as it relates to IDs. As MC security is the office in charge of providing IDs, we need additional information. Clevette (here cc) recommended I contact you to obtain answer to our questions and additional information.

I'd appreciate if you could take some minutes to answer the questions below (from the perspective of Safety and Security). Thank you in advance.

1. What is a workforce development student?
2. What do they mean to your institution?
3. How do you serve, provide resources or guide these students?
4. How do you integrate workforce development/non-credit students into college life/Safety and Security information?
5. Are there dedicated services your office provides provided to non-credit students?
6. What for fees (if any) does your office charge WDCE students?
7. Are WDCE students eligible to obtain an ID and what requirements must they meet to obtain a college ID?
8. Who issues their ID ? (Specific staff assigned? anyone?)
9. Are services provided by your office the same for credit and non-credit students?
10. What practices or activities do you have at your office to bridge the gap between credit and non-credit students?
11. Do you have policies and procedures specific to WDCE students?

*EMMA R. WILSON*

Adult ESOL & Literacy Program Manager  
Wheaton Westfield South | 11002 Veirs Mill Rd, Suite 210 | Silver Spring, MD 20902  
Phone: 240-567-8950 | Fax: 240-567-8842 | <http://www.montgomerycollege.edu/wdce/aelg>

**WD&CE Taskforce Report**  
**College Council Recommendation 19-05: WD&CE Student Involvement in College Programming**  
**Findings and Recommendations**

In a document dated April 16, 2019, the WD&CE Council outlines a recommendation from the WD&CE Governance council to *“Dissolve the silos that prevent students enrolled in noncredit courses from participating in the wide range of College Programs and activities created to engage students and support student success”*. This document identified disparities, inconsistencies, and a lack of inclusion of WD&CE students in the provision of services across Montgomery College offices and departments and states that *“the College has an opportunity to improve the student engagement made available to students enrolled in noncredit classes”*. On April 23, the College Council moved recommendation 19-05 to Dr. DeRionne Pollard, Montgomery College President, recommending that the *“College intentionally adopt best practices that support inclusion and engagement of WDCE students in a wide range of college programs and activities that contribute to student success”*. Subsequently, Dr. Pollard convened a taskforce with the following charge:

- (1) Investigate best practices of integrating WD&CE students into College activities
- (2) Review College policies and procedures on student activity fees for credit and noncredit students
- (3) Provide a set of best practices and recommendations of how noncredit students are integrated into College life, along with financial implications.

Per the charge, this report summarizes findings from research and interviews conducted with staff from other community colleges and from Montgomery College. The report also lists promising practices identified from those conversations and provides recommendations that may be adopted in order to integrate WD&CE students into Montgomery College activities. The list of questions used to gather information are included as Attachment A for general reference.

Taskforce members contacted several colleges across the state and the country seeking an answer to the question of how to “support inclusion and engagement of WD&CE students in college programs and activities that contribute to student success”, and to identify best practices or activities that could be replicated at Montgomery College. These colleges are recognized as peer institutions in the Integrated Postsecondary Education Data System (IPEDS). In addition, information from two other colleges that have multiple workforce development locations in urban settings, Erie CC (NY) and the Community College of Allegheny County (Pittsburgh, PA) was also captured. Through the conversations with these colleges, Taskforce members identified

challenges and limitations in the integration of WD&CE or noncredit students similar to Montgomery's, and learned of some initiatives for inclusion being planned or implemented to address this issue. For an overview summary of findings, see Attachment B.

### **FINDINGS: Maryland Community Colleges**

The Community College of Baltimore County (CCBC) enrolls around 65,000 students a year; about 35,000 of those are noncredit. Half of these 35,000 enrollments attend classes at one of the off-campus extensions or BCPS (Baltimore County Public Schools) centers. To bridge the gap between credit and noncredit students, WD&CE staff organizes campus communities and tours to provide WD&CE students information about support services available to them. Strong advocacy from WD&CE staff and partnerships with specific college offices and departments (even with individual staff members) provide additional services to WD&CE students, particularly in the areas of guidance to navigate the college system, and disability support. Nevertheless, while WD&CE students at CCBC are eligible to access general resources offered by the college, including tutoring and career services, they cannot participate in athletic clubs and organizations that require payment of Student Life fees.

Prince George's Community College (PGCC) offers classes at its main campus in Largo, MD, at five major sites, and about 20+ community locations that include churches, public schools, government buildings, and employer sites. In the past year, PGCC President has consistently stated, "*A student is a student is a student*". Within this vision, services and programs are being realigned, with WD&CE integrated into a "Pathway" structure and aligned with credit courses. All students will pay a \$25.00 fee, issued by Student Support Services and payable every semester. This fee will entitle them to a student ID and participation in all college activities and events, from gym to computer, libraries, etc. The ID must be renewed every semester the student enrolls.

Chesapeake College served 7,380 students (unduplicated) in FY19; 65% of these were noncredit students taking classes in locations throughout Caroline, Dorchester, Kent, Queen Anne's and Talbot counties. Students that participate in skilled trades, adult education, and workforce development healthcare programs fall within the noncredit group, and these students do not receive additional supports for engagement, or services for participation in college activities. In general, noncredit students are not integrated into college life, and no dedicated services are identified for them. Noncredit students do not have—and are not entitled to—a college ID. In 2017, a Transition Specialist position was created to help bridge the gap between noncredit and credit programs at Chesapeake CC. The Transition Specialist position seeks to work with college activities, particularly academic advising, to help workforce development students identify credit courses and transition into credit.

## **FINDINGS: Non-Maryland Community Colleges**

Erie Community College (New York) does not include noncredit students in student activities as student activities are paid via a specific fee that credit students pay each semester. Erie CC has a separate transportation card for credit students that provides unlimited access to the NFTA Metro Bus and Rail System; noncredit students are not eligible to apply for a transportation card. Student ID cards are paid with a flat fee included in the credit students' tuition and fees schedule; noncredit students in the ESOL/Pathways Programs are eligible to obtain an ID card for free (these programs are also free in terms of tuition and fees) , and this ID card is used for parking, libraries, and tutoring opportunities. Although there are no specific activities or efforts to engage noncredit students at ECC, the Student Government at ECC encourages all student activities events to be open to noncredit students as well, though there is no requirement. ECC has several separate locations for noncredit classes, and each location has space for tutoring, online library access, and access to agencies.

As with ECC, the Community College of Allegheny County (CCAC) (Pennsylvania) does not include noncredit students in student activities because student activities are sustained via a specific fee that credit students pay each semester; noncredit students do not pay such fee.

Collin College (Texas), defines a student as “An individual who is currently enrolled or in attendance at Collin College in credit classes, Continuing Education (CE) classes, or noncredit classes either on or off campus, regardless of location or circumstance”. Collin College has several locations throughout the Dallas, TX area, and noncredit continuing education (CE) classes are available online, on multiple campuses, or in a hybrid/blended format. Collin College also offers CE students limited spaces in “*Linked courses*” (credit courses through continuing education) in areas including Computer Technology, Health Science, and Communication/Design. CE students are held to the same performance standards as credit students, and CE students enrolled in a “Linked course” earn continuing education units (CEUs) instead of college credits. All Continuing Education courses are priced per course, and financial aid is available depending on funds through the Texas Public Education Grant. Collin College also publishes a Student Handbook<sup>1</sup> that is available to all students; the handbook includes information specific to those interested in taking CE classes (e.g., financial aid, prerequisites, registration information, transcript request, and enrollment). A review of policies and procedures (posted online) did not yield information on the distinction between credit or CE students in regard to mission, service, and application or policies

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<sup>1</sup> See [https://www.collin.edu/studentresources/deanofstudents/pdf\\_documents/2018-2019%20Student%20Handbook.pdf](https://www.collin.edu/studentresources/deanofstudents/pdf_documents/2018-2019%20Student%20Handbook.pdf))

and procedures. No information was obtained regarding CE students' eligibility or participation in college activities available to credit students. Of interest was the inclusion of CE students in travel activities, denoting the requirement to participate in mandatory Student Travel Training prior to the travel activity (see <https://www.collin.edu/studentresources/deanofstudents/studenttravel.html>), and Board Policies associated with student travel apply to both, credit and CE students.

At Borough of Manhattan Community College (New York), continuing education students register in person at the Bursar's Office once they have worked with Continuing Education staff to identify the course or class of interest. They offer flexible payment plans, and for students registering in Continuing Education classes that cost \$1,000 and up, installment plan requires the payment of 70% of the class cost by the first day of the class. Noncredit students receive a "blue card" (paper pass) that allows them access to the Continuing Education building on campus. They are not able to receive a BMCC college ID unless they take credit programs or classes. No specific initiatives besides communication across the college between credit and noncredit programs were identified. Students taking classes through a BMCC Center for Continuing Education and Workforce Development must follow the College's rules and regulations, are subject to same policies and procedures as credit students but are not eligible to participate in college life activities.

At Suffolk County Community College (New York) credit and noncredit students register the same way (in person, by mail or online). Noncredit students also complete a non-degree student application procedure before registering. Credit students may obtain an ID by taking their paid bill or class schedule and two forms of identification to the ID card station. It is requested that while on campus all students have their ID on them. The ID enables students to access the College's meal plan. Noncredit students may obtain an ID for a flat fee of \$15.00 that allows them to use the library and tutoring spaces; a different sticker color on the ID distinguishes between credit and noncredit students. Credit students pay a \$10.00 per credit fee that noncredit students do not pay – this allows credit students to participate in clubs and activities. Students participating in noncredit programs at Suffolk are only charged noncredit tuition and fees to recover the cost of the programs or classes they take.

San Jacinto College (SJC) (Texas) also offers "Linked" courses between credit and noncredit in the areas of Business, Computer/IT Training, Applied Technology and Trades, Education, and Lifelong Learning. Students participating in linked credit classes do not earn semester credit or transfer towards academic certificates or degrees, and enrollment into these courses is limited on a space-available basis. Noncredit students participating in Linked courses are held to the same performance standards as credit students and adhere to the credit refund policy and course deadlines. Course costs may differ for the credit section. SJC includes Continuing and

Professional Development (CPD) information in their registration process under a “Find your path” approach that helps students identify the best educational program for them. When students come and express interest in applying/registering for a class, Admissions staff is knowledgeable and guides students in the identification of educational goals, addressing education and transfer (earn an AA and transfer to a four-year university), career identification (degrees and certificates), and career development (workforce training and continuing learning--CPD).

All students at San Jacinto College are required to have a SJC ID Card in their possession and must present it upon request of SJC police officers, administration, faculty, or staff. Initial student IDs are free of cost to the students (included in the registration fees), and allow students to obtain a parking permit, access the library (in the place of a library card), and to attend college events supported through the General Service Fee (GSF). The GSF of \$150.00 (Fall 2019) supports functions that contribute to a student’s educational experience outside of the classroom, and it is charged every semester that the student registers. The fee covers the support of maintenance of instructional labs; the support of cultural programs, intramural sports, and other student programs; and the support of students services, including library, financial aid, enrollment, orientation, educations planning, student engagements and activities, and career and employment services and disability services. This fee is not included in costs associated with participation in CPD courses, as CPD students only pay the cost associated with the class (including students registering in Linked courses). For this reason, CPD students do not access activities and services associated with the GSF fee.

### **FINDINGS: WD&CE Students at Montgomery College**

Montgomery College serves approximately 45,000 enrollments a year; approximately 24,000 of those are noncredit students. A significant number of Workforce Development and Continuing Education (noncredit), and class offerings are held at 40+ locations, including the three campuses, two training centers, and community or employment sites. Courses and programs are designed to serve students aged 5 to 95. For these students, the goal for participating in WD&CE courses could include test preparation, skills development, career exploration, work skills update, or gain industry certifications.

In FY17<sup>2</sup>, WD&CE held 4,353-course sections and provided 43,987 student enrollments (24,069 individual enrollments). Over 51% of courses were offered at locations outside

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<sup>2</sup> <https://www.montgomerycollege.edu/documents/offices/institutional-research-and-effectiveness/student-enrollment-profile-and-fact-book.pdf> page 18

of the three main Montgomery College campuses (21% at off-campus locations; 15% were offered online; and 15% at Westfield South and Gaithersburg Business Training Center); this potentially represents an estimated 12,000 individual students that took classes with Montgomery College at an off-campus location. Also, students participating in WD&CE classes may attend classes for a few hours, a few days, a week or two, or as long as a semester. Consequently, due to the nature, type of classes and programs, or the geographical location where classes are held, WD&CE students typically will not engage in college activities in ways a credit student would do. Unless a WD&CE student is taking classes on campus, or needs to participate in an event or activity related to the class, this student will not frequent Montgomery College campuses for social activities, will not access resources and services available on campus (e.g., counseling and advising, libraries, tutoring or learning centers, or athletic facilities including pools and fields), or will not attend social or cultural activities and events held on campus.

At Montgomery College, there is not a set schedule of tuition and fees for WD&CE classes—the tuition, fees, and non-Maryland-resident fees are listed in the schedule under each class. For a WD&CE student, having an ID is optional, and “obtaining an ID may be a symbolic indicator of interest in being considered a Montgomery College student”<sup>3</sup>. To obtain an ID, students can visit either Enrollment Services or WD&CE to have the charge placed on their account, pay at the cashier's office, and go to security to have their ID issued. They must also provide proof of enrollment and a picture ID. About 1,800 WD&CE student ID's are obtained each year. The cost of an ID for WD&CE students is on a sliding scale based on the number of hours of class the student is registered for. Montgomery College's Senior Administrative Leadership Team (SALT) established that, by presenting their ID, WD&CE students were eligible use of the library, learning labs, pool and fitness centers, and receive free transportation through the College shuttle and Ride-On bus. Participation in activities organized by Student Life are not included in the list of resources, services or activities facilitated to WD&CE students. Finally, while WD&CE students are not eligible for Federal financial aid to cover the cost of classes, some are eligible for state financial aid and scholarships.

In conducting this review of services and access provided to WD&CE students, Taskforce members interviewed several offices in Montgomery College seeking answers to WD&CE student engagement. We found misunderstandings and a certain level of confusion across offices, programs, and staff opinions and knowledge regarding

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<sup>3</sup> Conversation with Mr. George Payne, Vice President/Provost, Applied Technologies, the Gudelsky Institute for Technical Education, and Workforce Development & Continuing Education

what WD&CE students can or cannot do, and a lack of standards and consistency on the provision of services to WD&CE students.

### **FINDINGS: Department Interviews and P&P Review**

**Welcome Center** staff understands that their job *is* the students and that ALL MC students are critical to their department and enjoy helping students find a new path. Welcome Center staff encourages students, help them connect with a new career, and can help students determine the correct choice between credit or noncredit program and classes. As one of the first points of contact for students arriving on campus, staff at the Welcome Centers must be careful to accurately identify the needs and interests of visitors to the Welcome Center, so that they can accurately provide guidance regarding either credit or WD&CE programs. One place where this often comes into play is when people express an interest in learning English. Welcome Center staff must determine whether to advise them on the credit procedures or the Adult ESOL or American Pre-Academic and Professional ESL (APPE) (WD&CE) procedures.

The Welcome Center also understands that Workforce Development students aren't necessarily separate and distinct from other Montgomery College students. There is a lot of crossover. For instance, there are students who have taken driver's education or been enrolled in the Youth Programs who subsequently enroll as credit students. There are students who have obtained degrees from Montgomery College or been enrolled in credit programs who come back and take WD&CE classes in order to receive specific certifications or for personal enrichment. Others may have to take WD&CE classes to position themselves to be successful in credit classes. There are many examples of students moving back and forth between credit and noncredit courses. For this reason, Welcome Center staff always have credit and noncredit schedules available. When visitors ask about courses offered by WD&CE, staff help them find the relevant course listings in the schedule and explain to them the ways that they can register for these courses. When WD&CE students are interested in taking credit classes, staff can refer and help them transition to credit courses. When visitors ask about taking classes at MC, Welcome Center staff discuss their goals to determine if they are looking for WD&CE options and/or credit options.

**Counseling and Advising** staff “Try to assist WD&CE students in any way they need “, working with students if assessed below college ready to refer them into WD&CE programs (e.g. Bridge to Academic and Career Success Programs), help them identify options and register for classes. Counseling services are available to support credit and WD&CE students, but career counseling is not part of the services provided to WD&CE students—students must be registered on the credit side for this service.

**Student Life** recognizes that although there is no targeted promotion or direct engagement of WD&CE students for activities and events coordinated or organized by Student Life, WD&CE students are generally not turned away from events and activities organized by Student Life. The exception are field trips or specific activities organized with funds directly coming out of the of the Student Life budget –those activities are specifically reserved for credit students who have paid the consolidated fee. Individual Student Life staff members familiar with WD&CE offerings and programs make the effort to outreach and include WD&CE students in events when appropriate.

For the **Office of Facilities and Public Safety staff**, a WD&CE student is a noncredit student with all the operational and public safety support afforded to credit students, and an integral part of the student population of Montgomery College. While there are no dedicated services provided to noncredit students, all students, credit and noncredit, are afforded sessions on public safety topics such as active shooter, weather situations, drug and alcohol abuse prevention, evening escort, etc. The Office of Facilities and Public Safety has no practices or activities that intentionally bridge the gap between credit and noncredit students, and there are no practices or procedures specific to WD&CE students. The Public Safety office on any campus can issue student ID cards, including IDs requested by WD&CE students. The primary ID card station is on the Rockville Campus. A valid photo ID and the student's MC number are required to issue a Montgomery College student ID.

There are no special fees that the Office of Facilities and Public Safety charges. Parking fees are for administrators, faculty, staff, credit and noncredit students. The parking fee is only applicable at the Germantown, Rockville and Takoma Park/Silver Spring Campuses; the WD&CE sites at Gaithersburg and Wheaton are exempt because those locations are leased.

**Policies and Procedures.** A detailed review of Montgomery College policies and procedures identified what may be considered as omissions, inconsistencies, or lack of clarity in the defining the term “student”, and who constitutes a student in Montgomery College. For example:

- Policy 41000 (Student Success) states that “MC students are part of a campus culture that leaves no one behind”, and so “Students will utilize to their benefit...various supports...programs...services...and opportunities”.
- Continuing, Policy 41000CP states, “Montgomery College is committed to identifying and implementing key conditions that promote equity in success for all students...through participation in student life, co-and extra-curricular activities outside the classroom”. The Policy does not differentiate or states if it applies only to credit students; on the other hand, the policy does not specifically address, refers or includes noncredit students.

- Policy 42001CP (Student Code of Conduct) – Clearly addresses and includes WD&CE students to be “invited to be participating members of the educational community within the guidelines of acceptable standards of conduct..”
- Policy 76001 (Vehicle Registration and Parking), page 4, number 5, provides clear instructions on who WD&CE students are and what can expect when parking a vehicle on campus.
- Policy 54001CP (Workforce Development & Continuing Education).
  - “D – Registration and student record-keeping for all...are administered by the Director of Enrollment Services/College Registrar”
 WD&CE Customer Service seems to administer and manage all WD&CE registrations. *Taskforce members asked the question “What is the relation, communication, and/or the reporting from WD&CE customer service to Enrollment services”? This may merit further clarification and inclusion in P&P.*
- Policy 54001CP “WD&CE is self-supporting...it is the responsibility of the Vice President for WD&CE within Board of Trustee policies to establish tuition and fees for noncredit continuing education activities...”
  - WD&CE students are charged Student ID card fees based on the number of continuing education unit hours for the term, based on a sliding scale. Student ID allows students to check out library books, use computer and writing labs, use swimming pools, receive transportation on Ride On buses at no cost.

In reviewing what Montgomery College currently does to include and recognize WD&CE students as College students, Taskforce members recognize initiatives by the Welcome Center and the Office of Facilities and Public Safety in several college activities in creating an inclusive environment for all students. These also lay the foundation for a more equitable and inclusive college experience for WD&CE students. Challenges arise when welcoming or including WD&CE students into activities that are funded via the consolidated fee, which WD&CE students do not pay as part of their tuition and fees. The Taskforce members also concurred that unclear language in the policies and procedures could be a factor in the discrepancies between consistency of service between departments throughout the college, with staff unable to determine if a given service can be accessed by WD&CE students, and leading to a variety of experiences and possible frustrations for students.

## RECOMMENDATIONS

Derived from the interview findings, review of information provided by Montgomery College offices, and conversations with College staff regarding the inclusion and participation of WD&CE in College activities, Taskforce members move forward the following five recommendations and derived activities, identifying potential financial impact:

1. ***Educate College community on Workforce Development offerings and programs.*** The recommendations and identified best practices listed below are derived from conversations with other colleges, and with different staff and offices within Montgomery College, pointing to the need for information and consistency in the application of policies and procedures and processes when working with WD&CE students.
  - Provide support and encourage Montgomery College staff to participate in the training titled “WD&CE Experience”. This class is part of the ELITE customer service-learning pathway and is available to all employees through MC Learns.
    - **FINANCIAL IMPACT** –Staff time
  - Include Public Safety, Career Services, Employment Services, Facilities, Customer Service (at each campus), Welcome Center, Student Life directors (at each campus), Assessment Centers, Reading and Writing centers, Counseling and Advising, Libraries, Community Engagement Centers, Financial Aid, and Admissions and Records in the education and/or conversation regarding providing services to and inclusion of noncredit students. Staff working with students needs to be aware and implement consistent procedures and responses regarding noncredit students.
    - **FINANCIAL IMPACT** – Current staff time and salary for planning and presentation activities; revision and printing of documents, marketing, educational materials, travel reimbursement.
  - Eliminate discrepancies across the college regarding provision of services to WD&CE students by clearly identifying which services WD&CE students are able to receive, posting and/or making information available to all staff. Remove silos that prevent students from having a “college experience”, regardless of taking credit or noncredit classes.
    - **FINANCIAL IMPACT** – Current staff time for planning and presentation activities; revision and printing of documents, marketing, educational materials.

- Allocate space for WD&CE customer service staff in Student Services offices, communicating WD&CE programs and services information with Student Services staff, answering student questions, advocating for WD&CE students, bridging the gap, and engaging WD&CE in MC Student life.
  - **FINANCIAL IMPACT** –Staff time and/or creation of dedicated WD&CE Staff assigned to Student Services. Identification and use of space.
- Identify and communicate the activities within the Montgomery College Calendar of events that are open to all students (credit and noncredit). This include online calendar; event displays on different campuses.
  - **FINANCIAL IMPACT** – Staff time to update calendars.
- Produce media (MCTV) highlighting WD&CE program courses and information and make it available to the general community, the Montgomery College community, and all students.
  - **FINANCIAL IMPACT** – Significant. Includes staff time and salaries for planning, producing and delivering; cost of associated materials needed for filming, editing, producing and distributing videos, video clips, or media produced.

2. ***Educate Workforce Development students on offerings and programs they can participate in as Montgomery College students.***

- Educate and “create a culture” where WD&CE students see themselves as “college students”, regardless of whether they are taking classes on or off campus locations.
  - **FINANCIAL IMPACT** – Staff time and salaries for planning and implementing activities.
- Produce and disseminate a flowchart of Montgomery College information and services available to WD&CE students. Include both credit and noncredit staff in the planning and production.
  - **FINANCIAL IMPACT** – Staff time and salaries. Materials printing.
- Add a “Did you know” statement information in the WD&CE schedule of classes and individual program brochures including information about how WD&CE students can obtain their ID and the Montgomery College resources, supports and activities they can access by using their Montgomery College ID.
  - **FINANCIAL IMPACT** –Current Staff time and salaries.
- Implement dedicated efforts and activities that promote WD&CE student involvement in Montgomery College activities. For example, the Lifelong Learning Institute (WD&CE) sends an e-newsletter every two weeks to all

LLI students informing of events at Montgomery College, including free events, concerts, and exhibits, food market and other activities collected from Inside MC.

- **FINANCIAL IMPACT** – Current staff time and salaries.
- Identify Montgomery College credit students to talk to WD&CE students to share their experience as college students. Engage Peer Navigators and Student Ambassadors programs. Identify and engage WD&CE students that are participating in credit classes.
  - **FINANCIAL IMPACT** – Current staff time and salaries for planning and coordination of events; printing of outreach and communication materials.
- Design and post a webpage within the WD&CE pages that addresses how to obtain a Montgomery College ID. This page may parallel or use the parking permit page as a model  
<http://cms.montgomerycollege.edu/wdce/register/parking.html>
  - **FINANCIAL IMPACT** – Current staff time and salaries.
- Produce media (MCTV) spotlighting Montgomery College information and services available to WD&CE students. Include WD&CE students and faculty in the videos.
  - **FINANCIAL IMPACT** – Significant. Includes staff time and salaries for planning, producing and delivering; cost of associated materials needed for filming, editing, producing and distributing videos, video clips, or media produced. Gift cards or compensation to participating students and/or faculty.

3. ***Revise Policies and Procedures to include specific definition and wording clearly addressing WD&CE students.***

The inclusion of a clear definition of what constitutes a “Montgomery College student”, addressing both credit and noncredit, will create consistency in language across all Policy and Procedures.

The Taskforce recommends the following:

- Clarify and define “Who is a student at Montgomery College”, directly addressing if WD&CE students are considered college students with the same rights and responsibilities of credit students.
  - **FINANCIAL IMPACT** – Revision of P&P – staff time and salary
- Include specific wording on P&P 41000CP to address WD&CE students' inclusion.
  - **FINANCIAL IMPACT** – Revision of P&P – staff time and salary
- Involve WD&CE staff in the revision of P&P
  - **FINANCIAL IMPACT** – Revision of P&P – staff time and salary.

- Use consistent language when referring to students, e.g. all students vs. inclusion of WD&CE students (see 4100CP and 42001CP). Policies 42001 and 76001 specifically differentiate and address WD&CE students and can be used as a guide.
    - **FINANCIAL IMPACT** – Revision of P&P – staff time
4. ***Expand availability of WD&CE and other College staff (e.g., Welcome Centers staff) to offer information and training on WD&CE programming and services at the campus locations.*** The Taskforce members are aware that the Welcome Centers are undergoing reorganization and the suggestions and activities proposed may be impacted by the reorganization.
- WD&CE and Welcome Center to promote events to the campus and broader community, inviting students to learn more specific information about WD&CE programs, offerings and resources (NOTE: This is very similar to an international student open house hosted at the three campus welcome center locations, which was done in conjunction with the international coordinators).
    - **FINANCIAL IMPACT** – Staff time and salary for planning and delivery. Printing materials.
  - WD&CE staff to offer information sessions and/or staff information tables at the campus Welcome Center locations.
    - **FINANCIAL IMPACT** – Staff time and salary for planning and delivery. Printing materials.
5. ***Conduct activities to gather additional information on the inclusion or participation of noncredit students in Montgomery College activities, and WD&CE students' general knowledge of and access to College services.***
- Organize a *Mystery/Secret Shopper* activity- provide noncredit or individuals with scenarios and have them go to offices/departments identified above and document interactions, services and answers provided. Consolidate information and compare responses and information received.
    - **FINANCIAL IMPACT** – Staff time and salary for planning and coordination of activity, as well as the evaluation of information obtained. Gift cards or compensation to participating students, individuals, or faculty participating in activity as “secret shoppers”.
  - Hold focus groups with different areas of the College, by campus or unit, asking questions addressing how that unit provides services to WD&CE/noncredit students and how they feel these students are

integrated into college life. Include WD&CE staff to document their input and experiences.

- **FINANCIAL IMPACT** – Staff time and salary for planning, coordination, and evaluation of activity and information obtained.
- Survey WD&CE students to determine their knowledge of college services available to them as Montgomery College students, and if they would use or already take advantage of those services. Engage the Student Experience and College Culture subcommittee of President’s Advisory Committee on Equity and Inclusion in the conversation and activities.
  - **FINANCIAL IMPACT** – Staff time and salary for planning activity, developing survey, conducting, and evaluating activity and information obtained.
- Include questions in the Equity and Inclusion survey addressing staff knowledge and role of the inclusion of WD&CE students in Montgomery College activities and services; identifying ease of access provided to WD&CE students by different offices in the college.
  - **FINANCIAL IMPACT** – Staff time and salary for planning activity, developing survey, conducting, and evaluating activity and information obtained.
- Research the option of an opt in/out student fee for WD&CE students that will enable them to participate in activities and programs organized by student life typically covered by the consolidated fee. This fee could be promoted as an “all access” fee. Students paying the fee could be differentiated through a ticker on ID or a different color student ID. Keep in consideration that a significant number of WD&CE students are not attending classes on campus or are attending classes that meet for a limited amount of time. In addition, allocation for the WD&CE student budget “all access” should be identified, and fiscal monitoring for the oversight of and use of the fund implemented.
  - **FINANCIAL IMPACT** – Current staff time and salaries.

The implementation of some of these activities will educate college staff, create momentum and generate awareness on the value Workforce Development provides to the College. The Taskforce recognizes that many of these recommendations may not be feasible given staffing issues, restructuring of some offices and programs; others will include multistep efforts, coordination, and collaboration between different offices, and will require additional planning and time to implement. Financial impact of these activities includes staff time (for planning, coordination, collaboration, implementation, outreach and/or delivery), printing of materials, local travel reimbursements, and gift cards (as incentives to participating students and employees).

Taskforce members recognize that workforce development (or noncredit students) across different colleges are not always recognized, included, or access college services and programs at the same level than students participating in credit programs, and initiatives for the inclusion of WD&CE students in college activities are limited due to resources, established procedures, or related to the payment of student life (or consolidated) fee. We also recognize that Montgomery College, regardless of challenges faced, already provides access and resources to, and includes WD&CE students in many college processes, activities and events, particularly when compared to other colleges across Maryland and the country. Nevertheless, addressing and implementing some of the here identified practices will help in the elimination of barriers to participation (perceived or existing), and place Montgomery College at the forefront and as a model in equity and inclusion for ALL college students.

Respectfully submitted by Taskforce Members:

Ernest Cartledge  
Stacey C. Gustavson  
Marcy Jackson  
Tracee A. Matthias  
Kimberly McNair  
Nancy Newton  
Eniola Olowofoyeku  
Laurie A. Savona  
Emma R. Wilson

**College Council Recommendation 19-05: WD&CE Student Involvement in College Programming**

**REPORT: FINDINGS AND RECOMMENDATIONS**

**ATTACHMENT A: Questions Asked**

1. What is a workforce development student?
2. What do they mean to your institution?
3. How do you serve, provide resources or guide these students?
4. How do you integrate workforce development/noncredit students into college life/Safety and Security information?
5. Are there dedicated services your office provides provided to noncredit students?
6. What fees (if any) does your office charge noncredit students?
7. Are WD&CE students eligible to obtain an ID and what requirements must they meet to obtain a college ID?
8. Who issues their ID? (Specific staff assigned? anyone?)
9. Are services provided by your office the same for credit and noncredit students?
10. What practices or activities do you have at your office to bridge the gap between credit and noncredit students?
11. Do you have policies and procedures specific to WD&CE students?

**College Council Recommendation 19-05: WD&CE Student Involvement in College Programming**  
**REPORT: FINDINGS AND RECOMMENDATIONS**  
**ATTACHMENT B:**  
**Serving Noncredit/Workforce Development Students “Best Practices” at Other Colleges**

College	Do WD&CE Students have College ID?	Supporting inclusion and engagement of WD&CE students: Best Practice
Community College of Baltimore County	Unclear	<ul style="list-style-type: none"> <li>• WD&amp;CE staff organizes campus communities and tours providing WD&amp;CE students information about support services available to them.</li> <li>• Strong advocacy from WD&amp;CE staff and partnerships with specific college offices and departments.</li> </ul>
Prince George’s Community College	YES	<ul style="list-style-type: none"> <li>• <i>“A student is a student is a student”.</i></li> <li>• WD&amp;CE integrated into a “Pathway” structure and aligned with credit courses.</li> <li>• All students will pay a \$25.00 fee that entitles them to a student ID and participation in all college activities and events, from gym to computer, libraries, etc., and renewed every semester the student enrolls.</li> </ul>
Chesapeake College	NO	<ul style="list-style-type: none"> <li>• Transition Specialist bridges the gap between credit and noncredit programs.</li> </ul>
Erie Community College	YES	<ul style="list-style-type: none"> <li>• Each noncredit location has space for tutoring, online library access, and access to agencies.</li> <li>• Student government at ECC encourages all student activities events to be open to noncredit students.</li> <li>• Noncredit students receive a free student ID.</li> </ul>
Community College of Allegheny County (CCAC)	Unclear	<ul style="list-style-type: none"> <li>• None identified</li> </ul>

Collin College	Unclear	<ul style="list-style-type: none"> <li>• Clear definition of who is a student and so stated in policies and procedures. This definition includes credit and noncredit, on and off campus students.</li> <li>• “Linked Courses” where WD&amp;CE students must meet credit standards.</li> <li>• Student Handbook that includes information specific to those interested in taking CE classes (e.g., financial aid, prerequisites, registration information, transcript request, enrollment, etc.)</li> <li>• CE students participate in college travel activities—must also take mandatory Student Travel Training prior to the travel activity. Board Policies associated with student travel apply to both, credit and CE students.</li> </ul>
Borough of Manhattan Community College (BMCC)	NO – unless they are also taking credit classes	<ul style="list-style-type: none"> <li>• Continuing education students register in person at the Bursar’s Office once they have worked with Continuing Education staff to identify the course or class of interest.</li> <li>• Communication across the college between credit and noncredit programs.</li> </ul>
Suffolk County Community College	YES – a different sticker color on the ID distinguishes between credit and noncredit students.	<ul style="list-style-type: none"> <li>• Credit and noncredit students register the same way (in person, by mail or online) by visiting the Admissions offices (in any of the three campuses).</li> <li>• Noncredit students also complete a non-degree student application procedure before registering.</li> <li>• Noncredit students pay a flat fee of \$15.00 to obtain a SCCC ID which allows them to use the library and tutoring spaces</li> </ul>
San Jacinto College	YES – entitles CPD (workforce and continuing learning) students to obtain a parking permit and access the library.	<ul style="list-style-type: none"> <li>• All students register through a “Find your path” approach, regardless of status as a transfer, degree, or career development (workforce training and continuing learning) student. Admissions staff works with all students.</li> </ul>

**To:** Ms. Emma Wilson  
Program Administrator, WDCE

**From:** Dr. DeRionne P. Pollard, President  
Office of the President

**Subject:** **College Council Recommendation 19-05: Next Steps**

**Date:** February 14, 2020

I want to thank you and the taskforce for compiling a most thorough and well-documented report on the opportunities for WDCE students to participate in the services and activities at Montgomery College (report attached). This is an impressive report on the array of philosophies and approaches at other institutions, which can provide models for our consideration. In addition, it is reassuring to note all of the positive engagements already underway at MC. Nevertheless, as your recommendations make clear, we can still enhance our efforts to provide a better experience for students. Through your work, I am hopeful that the College will more fully embrace the principal that "a student is a student."

To advance the work of this taskforce, I ask that you reconvene briefly for the purpose of prioritizing the report's recommendations. It would then be a powerful signal for the College Council to endorse the taskforce's intentions and send that to me for final consideration. I encourage the taskforce to complete this work in the spring semester, so that the College Council might act during its current term.

Again, thank you for producing an incredible and professional report on this matter of how we serve our students. I have no doubt that MC will be a better institution because of your work.

Attachment

cc: Dr. Tracey Smith-Bryant, Chair, College Council  
George Payne, Vice President/Provost, Applied Technologies, Gudelsky Institute for Technology Education, and Workforce Development and Continuing Education  
Members of the Taskforce on WDCE Student Involvement in College Programming  
Senior Administrative Leadership Team  
Director of Governance

**From:** Wilson, Emma R <[emma.wilson@montgomerycollege.edu](mailto:emma.wilson@montgomerycollege.edu)>  
**Sent:** Thursday, March 5, 2020 11:39 AM  
**To:** Smith-Bryant, Tracey <[Tracey.Smith-Bryant@montgomerycollege.edu](mailto:Tracey.Smith-Bryant@montgomerycollege.edu)>  
**Cc:** Ridguard, Clevette M <[clevette.ridguard@montgomerycollege.edu](mailto:clevette.ridguard@montgomerycollege.edu)>; Cartledge, Ernest <[ernest.cartledge@montgomerycollege.edu](mailto:ernest.cartledge@montgomerycollege.edu)>; Gustavson, Stacey C <[stacey.gustavson@montgomerycollege.edu](mailto:stacey.gustavson@montgomerycollege.edu)>; Jackson, Marcy <[marcy.jackson@montgomerycollege.edu](mailto:marcy.jackson@montgomerycollege.edu)>; Matthias, Tracee A <[tracee.matthias@montgomerycollege.edu](mailto:tracee.matthias@montgomerycollege.edu)>; McNair, Kimberly <[kimberly.mcnair@montgomerycollege.edu](mailto:kimberly.mcnair@montgomerycollege.edu)>; Newton, Nancy J <[nancy.newton@montgomerycollege.edu](mailto:nancy.newton@montgomerycollege.edu)>; Olowofoyeku, Eniola <[eniola.olowofoyeku@montgomerycollege.edu](mailto:eniola.olowofoyeku@montgomerycollege.edu)>; Savona, Laurie A <[laurie.savona@montgomerycollege.edu](mailto:laurie.savona@montgomerycollege.edu)>; Wilson, Emma R <[emma.wilson@montgomerycollege.edu](mailto:emma.wilson@montgomerycollege.edu)>; Payne, George M <[george.payne@montgomerycollege.edu](mailto:george.payne@montgomerycollege.edu)>  
**Subject:** College Council Recommendation 19-05: Next Steps

Dear Dr. Tracey Smith-Bryant,

As directed by Dr. Pollard's memo dated February 14, members of the Taskforce on WDCE student involvement in college programming reconvened, reviewed, and prioritized the recommendations submitted in the WDCE Student Involvement in College Programming report (attached for your reference). Please note that the team identified two recommendations as top priority. The recommendations in order or priority are listed below and in attached file: *Memorandum.College Council recommendation 19-5 Next Steps*.

The Taskforce members ask that you review the list of priority recommendations, and if you are in agreement, endorse the priority list and forward to Dr. Pollard for final consideration.

Thank you for your time and attention.

*EMMA R. WILSON*

Adult ESOL & Literacy Program Manager  
Wheaton Westfield South | 11002 Veirs Mill Rd, Suite 210 | Silver Spring, MD 20902  
Phone: 240-567-8950 | Fax: 240-567-8842 | <http://www.montgomerycollege.edu/wdce/aelg>

### **WDCE Student Involvement in College Programming-Recommendations in order of priority**

FIRST PRIORITY: Revise Policies and Procedures to include specific definition and wording clearly addressing WDCE students. The Taskforce recognizes the paramount importance of establishing a clear and common definition of what constitutes a "Montgomery College student", addressing both credit and noncredit students. When this definition is shared and commonly understood and applied by the college community, all other recommendations can be implemented.

FIRST PRIORITY: Expand availability of WDCE and other College staff (e.g., Welcome Centers *\*\*now Raptor Central staff*) to offer information and training on WDCE programming and services at the campus locations. Recognizing the formation of Raptor Central, the time is optimum to address the provision of non-credit courses, information and services at the Raptor Central locations.

SECOND PRIORITY: Educate College community on Workforce Development offerings and programs. Within this recommendation, Taskforce members identified the following activities in order of relevance:

THIRD PRIORITY: Conduct activities to gather additional information on the inclusion or participation of noncredit students in Montgomery College activities, and students' general knowledge of and access to College services.

These activities will raise awareness and inform the college community on the current level of engagement and participation by non-credit students, and may further identify areas of growth.

FOURTH PRIORITY: Educate Workforce Development students on offerings and programs they can participate in as Montgomery College students. The activities identified under this recommendation will address "creating a culture where WDCE students see themselves as Montgomery College students". Advocate (s) can lead an "I am MC" educational campaign with non-credit students, implement activities identified in the report, or identify additional strategies to support non-credit student engagement in Montgomery College.

**From:** Ridguard, Clevette M  
**Sent:** Tuesday, March 31, 2020 11:57 AM  
**To:** Pollard, DeRionne P <[derionne.pollard@montgomerycollege.edu](mailto:derionne.pollard@montgomerycollege.edu)>  
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**Subject:** College Council Recommendation

Greetings Dr. Pollard,

Thank you for your gracious and thoughtful leadership during COVID-19, as the College engages in teaching, learning, and working remotely.

At the last College Council meeting on March 24, 2020, the council voted unanimously to agree with the recommendation prioritization by the WDCE for Student Involvement in College Programming as outlined in the attached memo dated, March 5, 2020.

We look forward to working with you on recommendation implementation, as appropriate. Thank you for the opportunity to participate. Should you have any additional questions, please contact me.

Regards,  
Clevette

**Clevette M. Ridguard, EdD**

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# MC GOVERNANCE

College Council Recommendation 19-05: WDCE Student Programming	
Dates	Recommendation Activity and Timeline
4/23/2019	Original College Council recommendation discussed and approved at SALT (19-05)
06/05/2019	Memo for Taskforce creation and charge given
06/20/2019	Taskforce members were named
10/14/2019	Taskforce presented report and recommendations to Dr. Pollard
02/14/2020	Dr. Pollard asked taskforce to prioritize the recommendations and let College Council vote on suggested recommendations prioritization
03/05/2020	Taskforce sent letter to College Council with their suggested priority listing
03/31/2020	Email to Dr. Pollard stating that the College Council agreed with the WDCE Taskforce prioritization of recommendations
05/04/20	Discussion re next step at SALT. Result of Discussion. Dr. Brown would review documents and take necessary action.