

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and Strategic Topics

January 15, 2021

January Meeting Highlights—What to Expect and Why

Happy new year! Your next meeting takes place on Wednesday, January 27. Following are major items and topics planned at this time.

Adoption of the FY22 Operating Budget. At your meeting in December, the proposed FY22 operating budget was presented for your review. As discussed, the proposed budget expresses the Board's and president's commitment to student learning, access and completion, and support of employees for their commitment to service during the global pandemic. Your action is requested to approve this budget. Upon your approval, the budget will be submitted to the county executive and county council for their consideration.

Award of Contract. An award of contract for a list of consultant architectural and engineering design services will be presented. The establishment of on-call, task-order-based collegewide services would be supported by these professionals upon your approval.

Academic Matters. Ten academic resolutions will be submitted for your consideration. Six concern entirely new academic programs, specifically, (1) Media Production Certificate, (2) Media Production A.A., (3) Digital Media and Web Technology A.A., (4) Behavioral Health A.A., (5) Business Communication Certificate, and (6) Communication for Business Certificate. Please note that while the last two have similar names, they are composed of different courses and have different academic goals. The Business Communications Certificate is intended for communications majors, while the Communications for Business Certificate is for business majors. The other four resolutions reflect administrative changes to existing academic programs such as a new option for online delivery, new titles, or modifications to curriculum.

Policy Matters. Presented at your December meeting, a proposed new policy, Allocation, Recruitment, and Appointment of Regular Employees and Temporary with Benefits, comes for your vote. This proposed new policy would replace existing practices and Policy 32102—Allocation, Recruitment, and Appointment of Full-Time Faculty, which would be retired upon your approval of the new policy.

The following items are on your consent calendar:

Personnel Actions Confirmation Report. This is a review of personnel actions taken during November.

Facilities Master Plan Status Report and Updates. This document provides a status report and technical updates to the 2013 to 2023 Collegewide Facilities Master Plan. Upon your approval, it will be submitted to the Maryland Higher Education Commission.

Renaming of Classroom. This action is a modification to a resolution that came before you in November 2020, the naming of the Dr. Bob Brown and Family Classroom.

Data Focus

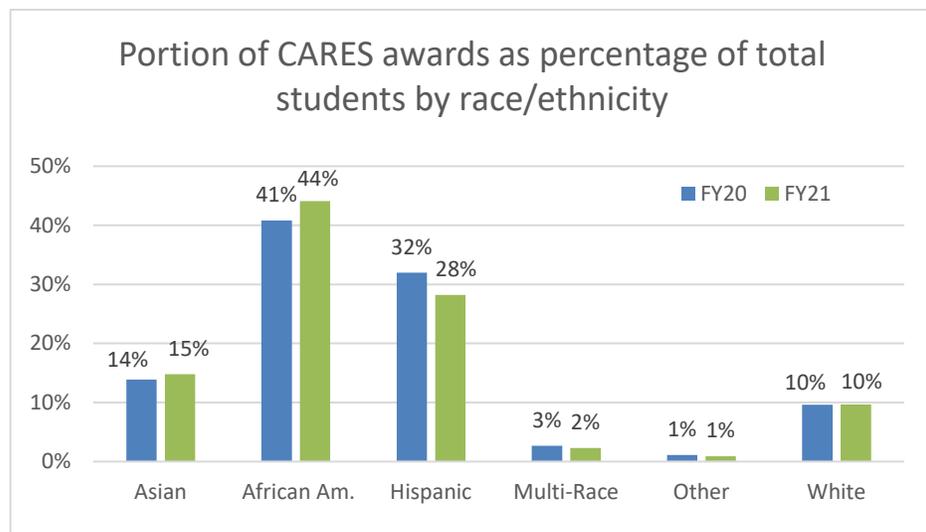
CARES Distributions Provide Aid to MC Students

Almost \$5.5 million in Coronavirus, Aid, Relief, and Economic Security (CARES) funding from the U.S. Department of Education has been distributed to MC students. This emergency assistance was granted to stabilize economic factors that have impacted students in higher education as a result of the coronavirus pandemic.

At Montgomery College these awards went directly to Title IV students. Roughly half of the awards were given in FY20 to students completing the 2020 spring semester or first summer session. These students mostly had begun their coursework before the pandemic hit and many, unexpectedly, lost their jobs or had their work hours reduced. Pell grant recipients were given CARES awards without any additional application process required of students. The other half of the CARES funds was distributed to students in FY21, who enrolled after the pandemic's start. In the second round, funds are being distributed, again, to Pell-grant students, but also to other eligible students with a Free Application for Federal Student Aid (FAFSA) on file who also provide a short, supplemental application allowing the College to give larger grants to individuals. CARES funds are only granted to Title IV-eligible students through a process that requires proof of citizenship, so the College has used other funding sources to support students who are ineligible for CARES.

Female students have received the majority of CARES funds. During FY20, 60 percent of the CARES distribution went to female students; this share has risen to 67 percent in the FY21 distribution to date. This breakdown parallels that of our student body, which has a higher percentage of female students.

Distribution of funds varies by race. Roughly 40 percent of CARES recipients in each fiscal year were Black students, who make up only 26 percent of the student body, suggesting an increased need among these students. Asian students received about 15 percent of funding; they are 12 percent of the student population. Approximately 30 percent of the CARES recipients were

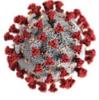


Hispanic students who make up just over a quarter of our student body. White students received 10 percent of CARES funding and make up 20 percent of all our students.

Students over 20 have received most of the aid. In FY20, just over half (56 percent) of CARES funds recipients were students older than of 20, while this portion has risen to 71 percent in FY21. This contrasts with a recent trend: the average age of our student body has been decreasing with a growing percentage of our students under age 20. The higher rate of older students receiving these awards to date in FY21 suggests that more older students may be returning to college than would have without this and other types of financial aid.

Strategic Topic of the Month

Community Engagement during Covid-19



When the county entered virtual mode in March, many students and prospective students found themselves in crisis due to layoffs or lost work hours. Staff in MC's Community Engagement Office invested substantial time and effort in the spring learning how to best connect residents to safety nets available through the College and the county: unemployment benefits, rental assistance, and food resources were all areas of robust activity. Existing relationships with community organizations and leaders facilitated these dynamics in ways that "enriched the life of the community"—as our mission statement beckons—considerably in this crucial time.

How did community engagement staff adapt to the virtual world? Workforce development classes at the community engagement centers were cancelled, but the staff quickly pivoted and led virtual computer basics workshops in their place. These workshops were critical to our community population since computer skills quickly became essential to functioning in the new online world. Workforce development classes—such as Microsoft for the Workplace and Child Development—shifted online in the summer and the fall.

What has been the biggest challenge? Staff have spent a great amount of time helping prospective students transition to online education including help with computers/internet access and online enrollment. Staff conducted numerous workshops on emergency assistance, how to pay for college, careers in high demand fields, steps to enrollment, FAFSA help, and more.

Were there any new initiatives for this year? Community Engagement staff assisted with Mobile Markets and drove virtual campaigns on voting and the Census, earning a commendation from the state as a Census Champion.

Did service metrics change because of the shift to online work? Many metrics for fall 2020 changed in comparison with fall 2019 as a result of our virtual status. Some components of the work actually grew with the help of Zoom, for example, the number of people attending workshops and engaging in one-on-one advising. Outreach measure are up in many areas: the number of College access videos produced (38), outreach events, social media posts, and email communications. Other measures have declined. For example, class completions in computer literacy decreased due to cancellations, and there were fewer referrals to the Educational Opportunity Center. On the whole, the work of our community engagement staff expanded during this crisis to serve the increased needs of our neighbors. I appreciate the ways in which the work of these staff to maintain strong relationships in times of stability made collaborations even more seamless in times of urgency.

Be well,

DeRionne P. Pollard, Ph.D.

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.