

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and Strategic Topics

April 8, 2022

April Meeting Highlights—What to Expect and Why

Your next meeting takes place on Monday, April 18. Following are major items and topics planned at this time.

Conversations with Constituents. Student guest speakers will return this month to engage the Board in conversation. Two students have been invited to share their experiences of applying for and receiving federal aid through the Higher Education Emergency Relief Fund program.

Collective Bargaining Matter. This is a recommendation to approve a new collective bargaining agreement with the American Federation of State, County, and Municipal Employees (AFSCME), Council 67, Local 2380, which represents staff at Montgomery College.

Budget Matter. A resolution affirming no increases in tuition rates for fiscal year 2023 will be presented for your consideration.

Awards of Contracts. Two awards of contract will be presented for your consideration: one to replace HVAC units on the Rockville Campus, and another to appoint a construction manager at risk for the library renovation on the Takoma Park/Silver Spring Campus.

Academic Matters. Three academic matters are on the public meeting agenda. Two are modifications of existing certificate programs—Advanced Network Security and Cloud Computing and System Administrator. The third is an action to discontinue the photographic techniques certificate program.

Fee Matter. A resolution requesting a revision to the Montgomery College library fines and fees schedule will be presented. This resolution seeks to eliminate overdue fines for open shelf library materials returned past the due date.

Board Matter. A draft schedule of board meetings for fiscal year 2023 will be presented for your review as information and possible action. If there are no objections, a vote may be taken to adopt this schedule.

The following item is on your consent calendar:

Personnel Actions Confirmation Report. This report reviews the personnel actions taken during the month of February 2022.

Data Focus

COVID Impacts on Workforce Development and Continuing Education

The noncredit programs at Montgomery College have maintained an average of more than 4,000 total full-time equivalent (TFTE) students over the past 10 years (See Figure 1). During the fourth quarter of FY20, the College responded aggressively to the onset of the COVID epidemic by shifting most programs to remote delivery formats to reduce the spread of the coronavirus. For many noncredit courses, however, the switch to structured remote teaching significantly limited learning, which relies heavily on hands-on experiences and face-to-face instruction.

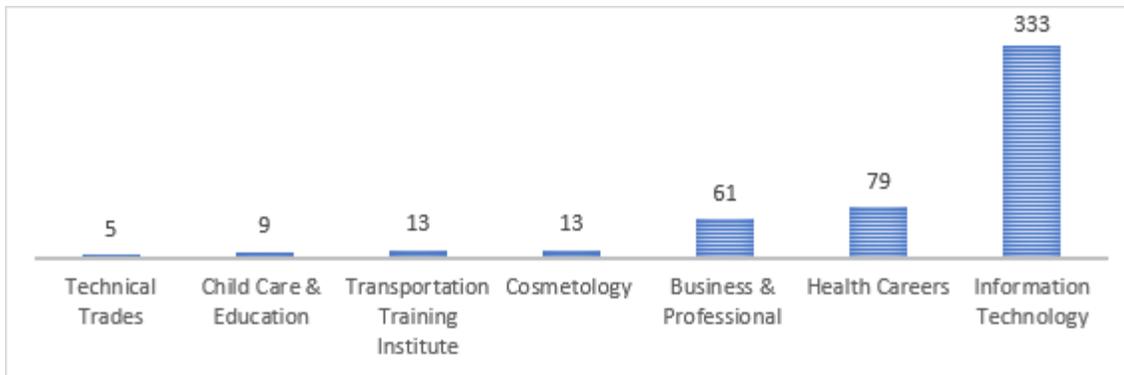
Figure 1. Total Full-time-equivalent Students in WDCE FY11–FY22

	FY22	FY21	FY20	FY19	FY18	FY17	FY16	FY15	FY14	FY13	FY12	FY11
TFTE	<i>In progress</i>	3,432	4,094	4,307	4,365	4,228	4,125	3,647	3,945	4,319	4,286	4,216
Midpoint FTE (as of Dec. 31)	1,892	1,537	2,109	2,194	2,278	2,176	2,066	2,033	2,196	2,218	2,169	2,097

Rebounding from the pandemic. As the pandemic wore on, mastery of remote delivery techniques improved the College’s instructional capacities. Additionally, smaller classes were created to allow for social distancing in labs. As community vaccination rates improved and class sizes were allowed to return to pre-pandemic levels, the hands-on and face-to-face offerings have rebounded over the lowest period of FY21. The rebound in enrollment is seen across the board in all program areas from ESL to IT to health careers. While enrollments have not fully returned to pre-pandemic service levels, the upward trend is encouraging. Youth programs have an extensive array of weekend and summer programs. The Lifelong Learning Institute has sustained its program activity by transitioning to virtual options delivered through Zoom. A similar trend evolved with pre-GED classes, with remote delivery options being offered to students. These changes enabled new students—who might otherwise not have enrolled, due to child care, transportation, or other logistical challenges—to enroll for classes through these flexible options.

GEER Funds help students. The College used funding from several federal and state COVID emergency relief programs to serve credit and noncredit students. The Governor’s Emergency Education Relief (GEER) funding supports eligible individuals to enroll in workforce training classes that lead to a credential recognized in the labor market. Over a two-year period, GEER funding has underwritten tuition and fees and related instructional needs for more than 500 noncredit students (see Figure 2).

Figure 2. Noncredit Students Supported by GEER Funds



Strategic Topic of the Month Advancements in Student Success



One of the goals of the *Montgomery College 2025* plan is to empower students to succeed academically and, eventually, professionally. One measure of the College’s ability to do this rests in student outcomes—credits earned, pass rates, retention, student financial need, and scholarships. To ensure that equity is being achieved, the College examines these metrics through the lenses of race/ethnicity.

What do we know about student success rates and retention? The College tracks and reports student data in the [Student Success Score Card](#). The Score Card data for fall 2020 show:

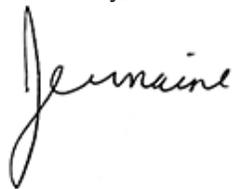
- Student **course pass rates** rose slightly during the pandemic to just over 77 percent, with both males and females improving to 74 and 80 percent, respectively. While there are still differences among racial/ethnic groups, Black, Hispanic, White, and Asian students all improved over the previous year.
- **Student credit attainment improved** in the first year, with 28 percent of the most recent cohort achieving the first-year milestone (12 credits for part-time students and 24 credits for full-time students in one year). Among male and female students, the percent of students who attained their Year One milestone increased, as they did for most race/ethnicity groups.
- **College completion rate increased** for first-time, full-time students from 14 percent to 28 percent from over the period 2014–2020. In addition, the completion rates increased from 11 percent to 21 percent for African American students and from 10 percent to 28 percent for Hispanic students.
- The percentage of students passing **gateway English improved** by four percentage points to 59 percent from the fall 2016 cohort to the fall 2020 cohort.
- The percentage of students passing **gateway math improved** by 15 percentage points to 38 percent from the fall 2016 cohort to the fall 2020 cohort.
- **African American students’ completion of math in the first year increased** from 14 percent to 31 percent from the fall 2016 cohort to the fall 2020 cohort, while **Hispanic students’ completion increased** from 19 percent to 36 percent over the same period.

- The **achievement gap has narrowed in gateway English** between White students and African American students—and has been eliminated for Hispanic students.
- The **achievement gap has narrowed in gateway math** between White students and African American students (from 16 points to 10 points), as it has for Hispanic students when compared to White students (11 points to 7 points, with Hispanic women decreasing to 2 percentage points).

Have we seen negative impacts during the pandemic? Students' success at reaching credit milestones in their second year (24 credits for part-time students and 48 credits for full-time students) has been negatively impacted. The percent of students who reached the milestone in Year Two dropped slightly from 25 percent to 23 percent. Even though there were gains with those students who started full time, part-time students were not as successful at reaching credit milestones as those in the previous cohort. This is likely a result of the pandemic, during which many students seem to struggle when attempting the same course loads as they did pre-pandemic. Decreases in the Year Two milestone were seen in both genders and in Black, Hispanic, and White students over the previous year. The pandemic also saw a decrease in retention rates from pre-pandemic levels across all gender and racial groups.

How did the College address student needs during the pandemic? The College focused on faculty professional development for teaching and engaging students in a remote environment. The Office of E-learning, Innovation, and Teaching Excellence (ELITE) partnered with faculty experts to provide a rigorous seven-week structured remote teaching training for full- and part-time faculty. Over 700 faculty took advantage of this opportunity and were ready to teach remotely for the second summer session and fall semester in 2020. In addition, the College was able to award more scholarships than in previous years to help with some of the pandemic hardships. More money went to both Black and Hispanic students than was awarded to them in the previous year.

Sincerely,



Dr. Jermaine F. Williams
President

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