

MONTHLY OUTLOOK

A Meeting Preview with Data Insights and Strategic Topics

March 11, 2022

March Meeting Highlights—What to Expect and Why

Your next meeting takes place on Monday, March 21. Following are the major items and topics planned at this time.

Conference Session. A conference session will be held to continue conversation about student enrollment trends and strategies. This session is the second in a series of three.

Investiture of Dr. Jermaine F. Williams. The Board of Trustees will conduct the formal investiture of Dr. Williams as the new president of Montgomery College.

Committee Reports. There will be oral reports provided by the Succession Planning Committee chair and the PIC MC and Montgomery College Foundation Board liaisons.

Awards of Contract. There are five competitive awards of contract being presented for your consideration: media buying services; construction manager at risk for HVAC upgrades on the Takoma Park/Silver Spring Campus; roof replacement for the Campus Center Building on the Rockville Campus; renovation of the Resource Center Library at the Takoma Park/Silver Spring Campus; and a renewal of contract for the operation and management of the bookstores.

Facilities Matter. A modification of a lease agreement for the Wheaton South Building will be presented for your consideration.

Collective Bargaining Matter. A memorandum of agreement with the American Federation of State, County and Municipal Employees, AFL-CIO, Council 67, Local 2380 will be presented for your consideration.

The following items are on your consent agenda:

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

Modification of Policy. A name change for the Presidential Scholar Award is proposed in this modification of Policy 41005.

Data Focus

Student Academic Support during the Pandemic

One of the areas in which face-to-face experiences had been considered irreplaceable is student support. Learning centers, libraries, and programs such as Achieving the Promise Academy have been traditionally lauded for supporting first-generation college students and those with special academic or social needs. Examining the data around these experiences during the pandemic may have important lessons to teach us about our remote capacities, student use of these resources, and the agility of our employees to provide services in the manner that best suits student needs.

Learning centers and online tutoring expand during the pandemic. During the pandemic, the Montgomery College learning centers quickly adapted to expand a nascent online tutoring program to serve all students. Tutoring visits to the Learning Centers continued during the pandemic, with 16,857 visits in 2021 and 23,966 in 2020, with centers regularly reaching full tutoring capacity. These compare to 2019 (37,352) and 2018 (49,110). Through an online portal, students also accessed tutoring in writing, reading, languages, math, and science. During the 2020–2021 academic year, data on usage revealed a demand for evening tutoring that had not been previously seen in pre-pandemic times. Sunday tutoring was also implemented during the pandemic for the first time and was used at significantly high levels as shown in Figure 1.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning	32,828	69,854	51,628	49,577	50,333	39,065	27,766
Afternoon	43,164	57,317	45,572	46,912	45,554	40,391	32,142
Evening	49,440	49,342	38,118	40,472	38,513	33,749	29,522
Off Hours	19,885	26,611	19,167	19,257	19,634	17,973	15,439

Figure 1. Online tutoring visits during academic year 2020–2021

Online reference services filled key gaps. Starting in summer 2020, College libraries provided online options for accessing librarian support. Research and teaching librarians handled over 1,600 reference and research inquiries from the launch through May 2021 using Springshare’s LibChat and LibAnswers online platforms. Eighty-two percent of survey respondents rated their experience as “excellent.” Another new online service provided individual research coaching and essential one-on-one instruction for students who need focused support to complete their academic work and locate resources for their projects.

Achieving the Promise Academy embraced virtual support and coaching. The Achieving the Promise Academy (ATPA) is a program designed to support student success through embedded classroom support and one-on-one academic coaching—services shown to help students pass their classes, improve their grades, save money, and stay on track to graduate on time. As soon as the College transitioned to remote teaching and learning, ATPA launched a virtual embedded coaching program to support students in courses that have a history of high rates of D, F, and W grades. In fall 2020, ATPA provided embedded coaching support to over 4,000 and in spring 2021, over 4,800 students.

ATPA also continued its holistic academic support and targeted relationship-building with at-risk students through one-on-one academic coaching. ATPA adapted the format to deliver it through online conferencing. In fall 2020, 440 students were served, with over 70 percent of them earning an A, B, or C in their enrolled class. In spring 2021, more than 500 students were served with similar success. To support students better in the remote environment, ATPA academic coaches received training in mental health, first aid certification, coaching students with disabilities, universal design, and engaging students in virtual settings.

Strategic Topic of the Month

Protecting Affordability through Scholarships



The Montgomery College 2025 strategic plan's sixth goal is to protect affordability, which includes aligning and allocating "resources with institutional priorities that support learner success and ensure equitable access and opportunity for all." Key outcomes for this goal are increased number of scholarships and other financial support through philanthropy and grants. The Montgomery College Foundation and Montgomery College have been successful in securing gifts and private, federal, and state grants to help protect affordability, especially critical during the COVID-19 pandemic.

How has the Montgomery College Foundation supported students? The foundation has been successful in raising, on average, \$5 million annually to provide scholarships and program support to Montgomery College students. During FY21, the foundation awarded more than \$3 million in scholarship support to over 2,500 credit and noncredit students. During the first half of FY22, more than \$1 million was distributed in scholarship funds.

The foundation was also at the forefront of providing emergency assistance to students affected by COVID-19. Before federal funding was available, the foundation provided money for food, rent, utilities, laptops, books, and tuition to Montgomery College students through the generosity of its donors. During the first year of the pandemic, the foundation, along with funding support from the College, provided over \$1.1 million in support to almost 2,400 students.

What are the Higher Education Emergency Relief Fund (HEERF) grants? Montgomery College has received just over \$77 million in three rounds of HEERF grants from the U.S. Department of Education under the Coronavirus Aid, Relief, and Economic Stability (CARES), the Coronavirus Response and Relief Supplemental Appropriations (CRRSA), and the American Rescue Plan (ARP) acts. HEERF grants included the Student Emergency Aid Portion (\$31.5 million) and Institutional Portion funds (\$43 million). MC also received HEERF funds (\$2.44 million) designated for Minority Serving Institutions (MSI). In addition, the state of Maryland awarded two rounds of Governor's Emergency Education Relief (GEER) funding to MC, under the CARES and CRRSA acts (\$2.37 million).

How has the College used the HEERF grants to support students? Montgomery College has used the HEERF Student Emergency Aid Portion funding to help students cover emergency costs related to the coronavirus pandemic. The funds can be used for food, housing, health care (including mental health), childcare, tuition, and other school-related fees. Most MC students, including Maryland Dreamers, DACA students, international students, dual-enrolled students, and noncredit students, are eligible to apply for these funds. As of January 31, 2022, the College had distributed approximately \$24.5 million in 21,159 student awards (some students have received multiple awards over the past two years). During FY21, more than 85 percent of the emergency assistance recipients were students of color. The remainder of the funds will be awarded by the end of the spring 2022 semester. The College also used the HEERF Institutional Portion to address outstanding student balances for those who attended MC during pandemic: a total of 7,366 students had their balances paid off—worth a total of \$9,863,467—from spring 2020 semester through the fall 2021 semester. As required by the U.S. Department of Education, the College has posted the [quarterly reports](#) on the College’s website.

How has the College used the state funding to support students? The state of Maryland awarded [Governor's Emergency Education Relief \(GEER\)](#) funds to community colleges to support the workforce training needs of residents impacted by the COVID-19 pandemic. MC is using grant funds to provide scholarships, technology, career navigation, and other supports to eligible individuals enrolled in classes that lead to an industry-recognized credential. A total of 503 students have been served by the GEER 1 grant to date. GEER 2 is funding staffing and a new data management system, and will fund scholarships and other students supports once GEER 1 has been expended.

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.