INTERSECTIONS

The Academic Affairs Chronicles

A Message From Dr. Rai

The summer temperatures are finally dropping, and I am enjoying the incoming fall. (Playing goalie as part of the 9th annual International Day of Peace - sponsored by Soccer 4 Peace - Working Together as One on and Off the Field.) I hope you are able to take advantage of such enriching College and community engagements.

It's been a busy start to the fall semester (as usual), and I'm impressed with so much of what I see around me. As I've shared in the past, all Academic Affairs members, including faculty and staff, administrators, chairs, deans, vice presidents/provosts and senior leadership have been asked to address *MC 2020* goals through our Academic Affairs Division goals which include increasing graduation and transfer rates, decreasing cost and time to degree, and improving curricular alignment with four-year institutions and business and industry. Some results are already visible in the table below which only reflects a small amount of the areas that have been impacted by innovation, and passion for and commitment to student success, and some, such as the significant curricular changes in General Education, General Studies, ELAP, developmental math and English, and implementation of the Academic Master Plan's First Five-Years Initiatives will be assessed over the next couple of years.

At our Academic Affairs Retreat in August, there was an opportunity to share what was working and where we may need some more assistance. Some examples include an overall decrease in DFW rates, but increases in several key highly enrolled and gateway courses. Please visit the Academic Affairs Resources community in Blackboard to access the information from various units at the College who reported out on their Program Success Strategies as well as DFW Reduction Initiatives. If you are not able to access the folder, simply enroll yourself in the community. We have made

tremendous progress over the last three years due to the hard working and innovative faculty, staff and administrators in our division. When it seems like we've done all we can, our colleagues come back with even more that can be done. One of the most recent proposed strategies addresses the math pathways for non-STEM students to reach statistics (MATH117) – there were three pathways which could be confusing for students, and the proposal provides a streamlined pathway that has built-in supports for students to progress. This is very exciting, as DFW rates for courses in the original pathways are very high and building a streamlined pathway with built-in support can lead to more students progressing with college-level coursework.

Overall, our DFW rate from last year decreased collegewide by 1%. That 1% may seem very small, but when you consider that the College provides 150,000 grades each year, that 1% translates into approximately 1400 students retained, which translates into nearly 70 sections. Over the past two years, the total decrease in DFW rates is 1.9%. Your hard work is making a difference, and I've included some examples below of faculty-driven initiatives that have contributed to and will continue to contribute to student success.

You have also been very successful at meeting the 85% average seat utilization again this semester with an 87.1% rate as of the census date (9/20/17). Your efforts mean that fewer courses are canceled at the last minute, and students and faculty can have more confidence that what is scheduled will remain scheduled. I look forward to seeing the results of the task force working on the Academic Master Plan's Alternate Scheduling and Delivery Initiative, which will help the College meet student needs more fully.

I am also pleased to acknowledge the successful first professional development conference, Passport to Student Success, ever offered by the Institute for Part-time Faculty Engagement and Support conference this past August. The conference attracted 250 participants engaged in learning about resources addressing student success (see article below). This conference was a truly successful endeavor and it will now be scheduled during Professional Week going forward. Faculty are vitally important to student success and this opportunity to share tools and experiences is invaluable.

I'm looking forward to another successful semester and year, and ask that you continue to share your insights to and tools for student success with others within your discipline and department, and with our Blackboard community. I greatly appreciate all you do.

Sanjay

Making a Difference

Fall 2015	Fall 2017
DFW rate for AY15 is 25.6%	DFW rate for AY17 is 23.7%
Seat Utilization	Seat Utilization as of September 20th is 87.1%
No online degrees	4 online degrees
No formally recognized OER or Z-sections	300+ sections with over 7,000 students enrolled (increase over S17 with 200 sections and 3,518 students enrolled); 90% course pass rate; 80%

	students enrolled); 80% course pass rate; 98% retention rate
No Academic Master Plan	Implementing First Five-Years Initiatives
No DOL Grants	$25M in DOL grants
No program orientations	Top 16 programs have implemented program orientations for new students
3 active Program Advisory Boards in top 16 programs	15 active Program Advisory Boards in top 16 programs
No Extended Winter Session	Extended Winter Session (last year offered 18 sections, 96% retention, 81% course pass rate compared with 75% CW)
No Alternate Placement Program	APP piloted, expanded and implemented. For F17, increased number of students taking college-level courses instead of dev education courses by 731 through this process.
Some Program Advising Guides available	Program Advising Guides developed for each program with assigned program advisor
No formal in-class advising process	In-class academic advising implemented in most of the top enrolled programs
Dual enrollment: 473 students and 563 course enrollments	Dual enrollment increased to 637 students (34.6%) with a corresponding increase in course enrollments to 821 (45.8%)

Student Success Strategies Examples

Program Success Strategies

- Business, Economics, Accounting, Computer Applications, Hospitality Management and Paralegal Studies (BEACAHMPS): In-person program information sessions occur at the beginning of each semester on all campuses.
- Criminal Justice program is online.
- Our online Early Childhood Education degree is nearly ready (working on last two courses).
- Developmental English courses are integrated English, reading and writing courses resulting in decreased time to college-level coursework (IERW).
- Converting MUSC AA to AFA to increase transferability.
- Architecture – A new software, CAMTASIA, was introduced in the CAD classes which allows the instructor to record his/her voice as well as the commands on the computer monitor and save the recording to distribute to students via Blackboard. This helps students succeed in their classwork outside of class. It was effective and could be used by other computer classes.
- The curriculum committee has approved changes to the Landscape Technology AAS degree to make it more streamlined.

Advising for Student Success

- Intrusive Advising; advising in BSAD101, LGST101, HMGT101 – First year advising includes chair to student outreach; BSAD101 provided one-on-one advising in classes as a course requirement

- Create Blackboard module on how to create an academic plan in MyMC – identify students who are close to graduation and develop a contract for completion
- Media Arts and Technologies – each course syllabus provides information regarding advising and mentoring opportunities; program coordinators will contact every student with advising updates.
- BIOL150 and CHEM131 courses have incorporated student academic plan activities into the curriculum.
- American Sign Language department held over 50 one-on-one advising sessions with students to track their progress toward completion of their degree requirements and discuss future class schedules.

DFW Reduction Initiatives for Student Success

- Added a second cohort of CREATE (Culturally Responsive Educators Aspiring for Teaching Excellence); data show that 96% of these at-promise students are retained from the beginning of the fall semester to the end of the spring semester.
- For Biology courses with high DFW rates, a "Dear Student" letter is attached to the first exam inviting students to the learning center; students must complete an assignment in the first week which includes meeting with the professor and going to the Learning Center; and bringing learning Center staff into the classroom to talk about the resources available.
- For Chemistry, Learning Assistants provide peer instruction guidance and support for students in gateway chemistry courses (CHEM131, CHEM135, CHEM203) leading to better connections to the Learning Centers; post-exam reflection and individual student-faculty conferences; and ChemHelp Sessions which are drop-in help for all General Chemistry courses.
- SPAN101 - In addition to Blackboard, the coordinators also streamlined the activities and assignments used as on-line homework on the VHL (Vista Higher Learning) platform for SPAN 101 by creating a shell of common assignments. Instructors were provided with a solid template of appropriate on-line assignments that would reinforce the material covered in class. This was in response to feedback from both faculty and students for a more manageable amount of work outside of class that would still accomplish the goal of reaching a level of proficiency.
- ECON201 – all students were asked to complete and submit to their professor a Student Reflection Survey. The survey asks them to assess their study strategies, areas of strengths and weaknesses, and goals for the course (which is followed up by faculty with students at-risk).
- NUTR101 – all full-time faculty are asked to implement a NEW student success strategy each semester and report ono the result of the strategy.

Initiatives for Student Success

- Business program is developing an online Z option (BSAD101 and ACCT221 ready for fall 2017; ACCT222 for spring 2018)
- Business program Z-course options are operational in sections of ECON201 and 202, BSAD210, MGMT201 and CMAP120
- Introduction to Sociology and Psychology have sections that are OER
- Sections of ARTT200 and GDES116 are part of the General Studies Z-degree
- ARTT/GDES have four courses piloting an e-portfolio for use in General Studies

Passport to Student Success: Part-Time Faculty Institute Professional Development Conference Draws 250

One of the first student success initiatives to come out of the Academic Affairs Restructuring in 2014 was the development of the Institute for Part-Time Faculty Engagement and Support. The Institute was designed to incorporate part-time faculty more fully into the life of the College and engage them in all academic affairs priorities and student success efforts. Part-time faculty teach over half of our students, and their engagement is a vital component of our student success strategies. On Saturday, August 19th, the Institute held the inaugural Professional Development Conference Day on the Germantown Campus, organized to engage part-time faculty and reintroduce them to academic affairs priorities (increasing graduation and transfer, decreasing cost and time to degree, and aligning curricula with four-year institutions and business and industry) and student success initiatives including the Achieving the Promise Academy; DFW Reduction Initiatives; E-Learning, Innovation, and Teaching Excellence; General Education/Signature Assignments; Transfer Credit & Prior Learning; among others.

Breakout sessions were 50 minutes and held at different times throughout the day so that part-time faulty could take advantage of attending several sessions throughout the day. Sample sessions included: Formative Assessment in Action; How to Write Effective Learning Outcomes for Your Class; The First Day of Class - Setting the Tone for the Semester; Blackboard for Everyone; Universal Design Leaning (UDL) - Keys for Student Success; Reducing DFW Rates: A Case Study on How to Promote Student Success within the Humanities Area; General Education/Signature Assignments - The Foundation on Which We Build; Transfer Training 101; Active Learning Techniques; and Tips for Teaching Online and Blended Courses.

As professional development opportunities are not part of the part-time faculty pay structure, the College offered a stipend of $100 to all part-time faculty who attended the day-long event, and over 250 part-time faculty participated. The success of this first professional development opportunity for part-time faculty indicates that there is a continued need for such opportunities in the future. As such, the Conference Day for part-time faculty will be held during Professional Development Week each semester.

Coming Soon: Department Chair Reappointment
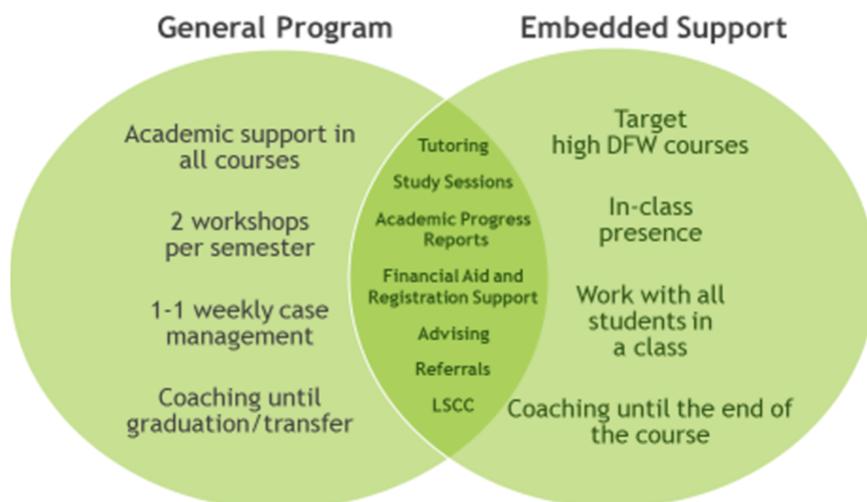
The first four-year appointments for most department chairs will expire on June 30, 2018, so this is the year for the chair reappointment process. Right now, chairs and deans are in discussion about whether the current chair will seek reappointment. By the end of the semester, the dean will share the information about the re-appointment decision with the appropriate department, and then at the

beginning of the spring semester, will either

1. send out a survey to collect department feedback and input about the current chair, or

2. send out a call for nominations for a new department chair and begin a new chair selection process

In either scenario, department faculty and staff input will be very important. Most of the process will take place in the spring semester, to be concluded by April. New chair terms begin on July 1, 2018.

Information about the chair selection process can be found through the "Academic Restructuring" link under the "Resources" tab on the MC Academics website: https://cms.montgomerycollege.edu/mcacademics/

Achieving the Promise Academy
Embedded Support for Student Success

The Achieving the Promise Academy is an academic program that supports students while they complete their program of study at Montgomery College. Students who receive support from an ATPA academic success coach are thriving--they finished the spring 2017 semester with higher GPAs and lower DFW rates than when they first joined the program. In accordance with Montgomery College's benchmark goals for achieving student success--as an Achieving the Dream institution, and as a college that is committed to equity and inclusion--the ATPA has also implemented an embedded support program in 67 sections of courses in Fall 2017. The Embedded Support program is one of the priorities of the Academic Master Plan. This idea is an extension of successful embedded support programs such as PACE and the NSF funded Learning Assistance Program. The embedded support program offers support to students in courses that have traditionally high DFW rates with the ultimate goal of achieving increased student GPAs, persistence rates, and completion rates.

In order to maximize the academic support services offered by the ATPA, and to address one of the priorities of the college's Academic Master Plan, the program identified the gateway courses with the highest DFW rates in FY '17 within the 16 top highly-enrolled courses. Twenty-seven part-time faculty members who have taught these courses at MC were hired to serve as embedded support coaches for numerous sections within the identified disciplines, and were trained on providing student support in and out of class. There are 1,551 students who are enrolled in the 67 sections that are receiving embedded support, and 274 students being served in the general program.

Embedded support coaches are resources to support students in the successful completion of their coursework. They are part-time faculty who are teaching content at the College and receive ESH for coaching in addition to their compensation for teaching. In order to maintain visibility among the students and operate as a cohesive part of the class, embedded coaches visit classes once every other week—this allows them to maintain a strong grasp on the class culture, pacing of the curriculum, and to build trust with the students. These interactions and activities with students are all outside of class.

Embedded coaches also offer a weekly one-hour study session for the students. Additionally, coaches e-mail students weekly in order to reinforce main concepts of the course, provide reminders for upcoming deadlines, and offer other helpful information such as study skills, tutors, review for exams and other issues as they arise.

Study sessions are open to all students in the embedded support courses and the general program. ATPA coaches are available during the same time at least once a week for the students to seek assistance with understanding assignment criteria, completing assignments, preparing for tests/exams, and improving their overall academic skills. Many of the embedded coaches offer their weekly study sessions in the learning centers so that when more intensive, individualized, content-related attention is required, the students may be referred to a tutor in the learning center.

The ATPA is currently making plans, dependent on funding, to increase the program's capacity to serve at least 300 students in the general program and 100 sections of courses with embedded support in the spring. This effort to scale the program up will provide support to at least 2,300 students college-wide.

Congratulations!

Lucy Laufe, PhD, Collegewide Honors Program Director and Chair, Professor of Anthropology, was recently awarded the National Collegiate Honors Council's Ron Brandolini Award for Excellence at a Two-Year College.

Tammy Peery, professor in the English and Reading Department, has been recognized by the Association of Community College Trustees at their recent national leadership conference by awarding her the Northeast Region Faculty Member Award.

College Choice, a leading authority in college and university rankings and resources, has ranked Montgomery College's **Diagnostic Sonography Program** 6th in the nation for 2017.

New Assignments

Kani Bassey, Administrative Manager, Office of the Vice President and Provost, Rockville

- Associate of Applied Sciences in Management, Montgomery College
- Bachelor of Science in Digital Media dn WebTechnologies, University of Maryland
- Master of Science in Management, University of Maryland

Philip Bonner, Director, Workforce ESOL Programs

- Master of Science in Education, John Hopkins University

Karyn Brown, Instructional Associate, Writing, Reading, and language Center (WRLC), Rockville

- Bachelor of Arts in English, Bucknell Univeristy
- Master of Arts iin English Literature, University of Maryland

Garrett Butler, Instructional Associate, Writing, Reading, and Language Center (WRLC), Rockville

- Bachelor of Arts in Creative Writing, Hamilton College
- Master of Arts in CreativeWriting, The New School for Public Engagement
- TESOL Graduate Certificate, School for International Training Graduate Institute

Gregory Downs, Instructional Lab Coordinator, Department of Physics, Engineering and Geosciences

- Bachelor of Science in Chemistry (minor: Sociology), University fo Maryland Baltimore County
- Master of Science in Chemistry, University of Maryland College Park
- Master of Education, University of Maryland College Park

Maher Eshgi, Profesor, ASL

- Bachelor of Science in Computer Information Systems, Gallaudet University
- Master of Arts in Deaf Studies, Gallaudet University

David Gilliam, Senior Instructional Assistant, Germantown

- Bachelor of Science in Food Science, University of Maryland College Park

Nicole Given, Executive Associate, Office of the Vice President and Provost, Germantown

- Bachelor of Science in Secondary Spanish Education, Indiana University of Pennsylvania

Maryam Hosseini, Instructional Lab Coordinator, Septarment of Engineering, Physics and Computer Science, Rockville

- Bachelor of Science in Physics, Razi University, Iran
- Master of Science in Condensed Matter Physics, Case Western Reserve University

Christine Hunt, Senior Administrative Aide, Office of the Deans, Rockville

- Associate of Arts in General Studies, Montgomery College

Ilelli Ichile, Professor, History and Political Science, Rockville

- Bachelor of Science in Communication Sciences and Disorders with a minor in Spanish, Howard University
- Master of Arts in African American Studies, Columbia University
- Doctor of Philosophy in History (African Dispora), Howard University

Mark Keats, Instructional Associate, Writing, Reading, and Language Center (WRLC), Rockville

- Associate of Arts in English, Howard Community College
- Bachelor of Arts in Japanese Language and Literature, University of Maryland

Maryland
- Master of Fine Arts in Creative Writing, University of Maryland

Jin Liang, Assistant Manager, Writing, Reading, and Language Center (WRLC), Rockville

- Bachelor of Arts in Management Studies, University of Maryland

Qingyang (Emma) Liu, Master Tutor, Rockville

- Bachelor of Science in Chemistry, Zhejiang University, China
- Doctor of Philosophy in Organic Chemistry, North Carolina State University

Mondonga Mokoli, Professor, Department of Sociolofy, Takoma Park/Silver Spring

- Chef de Travaux en Sociologie with specializations in Sociology of Development, and Rural and Agricultural Sociology,
- Université de Lubumbashi, Zaïre; Licencié en Sociologie Rurale et Agricole, Université de Lubumbashi, Zaïre
- Agrégé en Education (Education Specialist), Université de Lubumbashi, Zaïre; Gradué en Sociologie Rurale et Agricole, Université de Lubumbashi, Zaïre
- Doctor of Philosophy in Sociology, American University

Anita Mwalui, Program Coordinator, MiBEST and TechHire, WD&CE

- Associate of Science in General Studies, Howard Community College
- Associae of Science in Cardiology Technology, Howard Community College
- Bachelor of Science in Health Systems Management, University of Baltimore
- Masters of Public Health in Community Health, Walden University
- Doctor of Philosophy in Public Health, Walden University

Deane Nettles, Professor, Department of Media Arts and Technologies, Rockville

- Associate of Applied Science in Advertising Design, Northern Virginia Community College
- Bachelor of Arts in News Jouranlism, kent State University
- Master of Fine Arts with a focus on Integrated Design, University of Baltimore

LaToria Strickland, Project Manager, TechHire Information Technology Training Program

- Bachelor of Arts in Community Relations, Michigan State University
- Master of Arts in Labor and Industrial Relations, Wayne State Univeristy

Valerie Tanner, Professor, French

- Bachelor of Arts in French/Secondary Education, Université de Neuchâtel and SUNY Cortland
- Master of Arts in International Education, New York University

Bess Vincent, Assistant Administrative Dean of Instruction, Germantown

- Bachelor of Arts in Liberal Arts, Northwestern State University's Louisiana Scholars' College
- Master of Arts in Sociology, Tulane University
- Doctor fo Philosophy in Sociology, Tulane University

Jenny Walton, Instructional Lab Manager, Department of Visual and Performing Arts, Takoma Park/Silver Spring

- Bachelor of Fine Arts in Painting, with a minor in Business, Central Washington University
- Master of Fine Arts in Studio Arts, American University, Italy and Washington, DC

Jeanna Wright, Ceramics Coordinator, Department of Art, Rockville

- Bachelor of Fine Arts, Millersville University
- Bachelor of Science in Education (Art Education, K-12), Millersville University
- Master of Fine Arts in Ceramics, University of Texas at San Antonio

Amanda Wu, Administrative Aide, Department of English and Reading, Rockville

- Associate of Arts in General Studies, Montgomery College

Mimi Yu, Instructional Associate, Writing, Reading, and Language Center, Germantown

- Bachelor of Arts in English and Environmental Policy, Colleg of William and Mary
- Master of Arts in English Literature, University of Virginia

Eun Joo (Julie) Choe, Office Associate, World Language and Philosophy Department, Rockville

- Bachelor of Arts in American language and Literature, Sangmyung University, Seoul, Korea
- Master of Science in TESOL, University of Southern California