



**Takoma Park/Silver Spring Campus
2008 Annual Report**

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We are an urban, neighborhood campus that celebrates and embraces diversity while responding to community, regional and national needs by offering a comprehensive educational experience with unique signature programs in Health Sciences and the Visual and Performing Arts.

Executive Summary

The Takoma Park/ Silver Spring Campus of Montgomery College mirrors our rapidly diversifying world. We are home to an increasingly multicultural student body, faculty, and staff who make their way to us from around the world. Our ability to engage our community in President Johnson's call to "learn locally and transform globally" has been facilitated by the extraordinary growth of our physical plant, academic programs and student enrollment. And we are most proud of the fact that, in the midst of all of this growth, we have managed to maintain our steadfast commitment to open access and to academic quality.

We engage our campus and our community using a variety of communication channels ranging from old-fashioned word of mouth to the latest technology. Our Health Sciences programs have developed You-Tube video promotional spots; our Office of Student Life uses a Wiki to communicate 24-7 with our students, and faculty, staff and administrators belong to dozens of local, state, regional and national community groups, organizations and professional and voluntary associations including Impact Silver Spring, the Coalition to Build the Purple Line, the Greater Silver Spring Chamber of Commerce, the Silver Spring Arts and Entertainment District Advisory Committee, the Long Branch Citizens Advisory Board, the Silver Spring Rotary and many others too numerous to mention. Our relationships and partnerships with the Hispanic Chamber of Commerce, the Latin American Youth Center-Maryland Multicultural Youth Centers and the Latino Health Initiative underscore our commitment to engage the fastest growing population in our community.

Students, faculty and staff are passionately committed to civic engagement and social responsibility and have turned their energies and talents to reach out to our community. Through service-learning in their courses, as well as through independent volunteer opportunities, TP/SS students have become enmeshed in the lives of children, adults, and elders in our community and beyond. Students logged over 5000 hours of unpaid service in 2007-2008, working in nursing homes, homeless shelters and food kitchens, judicial courts, community centers, recreation programs, tutoring centers, housing programs, training centers for adults, advocacy organizations, support groups, political campaigns, voting and electoral judges, elementary, middle and high schools, fire houses, paramedic and emergency services, hospitals, municipal events, creeks and parks, rivers and bays, and beyond. Faculty teach our wounded veterans at Walter Reed, provide challenging coursework to high achieving scholars in area high schools and serve as mentors in youth leadership programs. Staff members design programs to transition disabled, disenfranchised or disadvantaged citizens into successful students and/or members of our vibrant workforce community.

Our commitment to excellence extends beyond county, state and national borders. Through the College's Internationalizing the Curriculum initiative, our faculty and staff are working to enhance the multicultural education afforded to all of our students. In collaboration with the educational arm of the World Bank, faculty, staff and administrators at TP/SS have met with leaders from several African nations who wish to replicate the Montgomery College model to increase access, literacy and workforce creation in their countries. In July, Dr. Stewart joined leaders from higher educational institutions in the United States and Great Britain at the U.S. /U.K. Leadership Dialogue, sponsored by the American Council on Education to explore a future with institutionalized and sustained international collaborations. The campus opened its classrooms to a Fulbright scholar from Ireland who was researching effective service learning strategies and Dr. Jeanann Boyce traveled to Farindabad, India to co-chair the first nationally-sponsored conference on Global Issues in Business and Technology at the National Institute of Financial Management this past summer. We are committed to global transformation and the preparation of our students as world citizens.

Campus Demographics

The TP/SS campus is home to a multicultural student body, with more than 33 percent of our total student population coming from outside the United States. Ethiopia, Cameroon, Nigeria, Ghana and El Salvador lead the countries-of-origin for the largest number of students from other countries at the campus. Our faculty and staff mirror the diversity of our student body with full and part-time faculty listed as 40 percent minority and staff listed as 66 percent minority.

Student enrollments at the Takoma Park/Silver Spring Campus have shown steady and impressive growth over the past six years. Between fiscal 2007 and fiscal 2008, enrollments at TP/SS increased by 6.7 percent or 932 registered students. Since 2003, student enrollments at TP/SS have grown by 24.3 percent. Preliminary enrollment data for Fall 2008 indicate a similar increase. Credit hour enrollment showed comparable dramatic increases for the TP/SS campus, where credit hour enrollments rose 8.8 percent (9450 credit hours) over fiscal 2007 and the five year growth was 29.4 percent. The three year trend data reports a 61 percent increase in Native American students at the TP/SS campus as well as significant increases for students 17 and under (13.3%) and 18-20 (16.8%). Our evening, day/evening and distance enrollments are up and there is an increase in the number of students taking 12 or more credits.

(Please see Appendix A for complete tables.)

Takoma Park/Silver Spring Campus Enrollment Trends		
Year	Credit Hours	Student Registrants
2003	90,329	11,907
2004	92,833	12,301
2005	97,159	12,761
2006	100,031	13,087
2007	107,433	13,863
2008	116,883	14,795
% Change FY 03 to FY 08	29.40%	24.30%
FY 07 to FY 08	8.80%	6.70%

Source: OIRA TIP Report

Area Overviews

Arts/Humanities/Social Sciences

The Arts/Humanities/Social Sciences (A/H/SS) unit at Takoma Park/Silver Spring is comprised of 140 dedicated full and part-time faculty as well as 20 exceptionally qualified staff who are committed to enhancing the educational, cultural, and civic engagement opportunities available to the Montgomery County and the Washington metropolitan communities. This unit is increasingly energized by the generous provision by Montgomery County and the State of Maryland of new, state-of-the-art campus facilities and proud to recognize the following accomplishments in the 2007-2008 academic year:

- The Fall 2007 Semester began with the highly successful opening, on-time, of the Morris and Gwendolyn Cafritz Foundation Arts Center. In this historic setting, for the first time, the Visual Arts Department of the campus and the School of Art & Design forged new, dynamic partnerships while teaching in the same physical space. The building has become a showcase for the campus and the dynamic southern anchor to the Silver Spring Arts & Entertainment District. Later in the academic year, the campus witnessed the initial construction phase of the Performing Arts Center. Planning for first year programming slated for Academic Year 2009-2010 began, under the direction of the center's artistic director, Professor Perry Schwartz.

- Collaborations continued between the campus Writing & Reading Center and the Library, with minor physical modifications to their respective spaces which enabled students to migrate from one site to the next, barrier-free. This is emblematic of the ongoing joint programming done by those units as their staff members proactively address the educational needs of an ever-growing student population.
- The Pavilion of Fine Arts classrooms, vacated in the move to Cafritz by the Visual Arts Department, were quickly renovated by the Office of Facilities to facilitate reuse as general purpose classrooms – complete with appropriate technology. This has augmented the campus classroom inventory—an important factor as the campus struggles to accommodate more than 6500 students in a semester.
- The newly revised part-time honors program, Renaissance Scholars, was successfully launched, with 33 students enrolled during the year, culminating in ten Takoma Park/Silver Spring Renaissance Scholars participating in the summer study abroad experience in Cambridge, England.
- Unit faculty and staff continued to plan and offer classes at off-campus sites, including Suburban Hospital, Holy Cross Hospital, and, under the partnership with Montgomery County Public Schools, John F. Kennedy High School and Wheaton High School. Another ongoing site for classes has been Walter Reed Army Medical Center (WRAMC). For several years, the campus through the Office of Extended Learning Services has participated in the Warrior in Transition Program there, which seeks to provide educational opportunities for service men and women and their families who are associated with WRAMC. Because of the campus's close proximity to the Center, some students have chosen to attend classes on campus. Last year *The Washington Post* featured a story regarding two WRAMC servicemen who enrolled in evening drawing classes and the assistance they received both from the Office of Extended Learning Services and from Professor Joyce Jewell from the Visual Arts Department. Again, the campus community embraced these students and welcomed them to the Cafritz Foundation Arts Center.
- The unit experienced substantial enrollment growth, in terms of load hours, of approximately seven percent between 2006-2007 and 2007-2008. Noteworthy increases were particularly evident in the disciplines of reading, English, music, economics, mental health, world languages (French and Spanish), the American English Language Program, and especially in visual arts which alone reflected an enrollment surge of 22 percent. Early reports for fall 2008 reflect even further growth—namely, 26 percent—in the visual arts discipline. Given that outcome, the campus expects a similar growth pattern in the areas of speech, dance, music, and theatre once the Performing Arts Center opens in 2009.
- In an effort to broaden the unit class offerings while working within the classroom constraints, increased numbers of afternoon sections were added for the spring 2008 semester, with plans to further accelerate these efforts for fall 2008 and beyond. Titled informally as “Arts and Letters,” this initiative began through the Department of English, World Languages, Reading, and the AELP, and now includes other disciplines. Expansion of the schedule in this way affords students greater course choice on the campus, particularly during those times of day when classrooms are more readily available. These initial schedule modifications are part of an ongoing campus-wide effort to schedule classes in alternative time/modality formats, including increased use of distance learning, hybrid approaches, and compressed scheduling. By next year at this time, the unit will be able to evaluate the effectiveness of these approaches, particularly whether or not students will be attracted to these innovations. Many modifications will require additional professional development for faculty, and the unit stands ready to make those provisions and to assure that the innovations enable the use of pedagogical approaches which foster student achievement.

Student Development

The Student Development unit at Takoma Park/Silver Spring is committed to providing access to educational and civic engagement opportunities to the most diverse student body at the College. Counselors and staff provide academic, leadership and career support for all students, so that they may become successful students and productive contributors to our local and global economy.

- The campus has been increasingly active in Service Learning, with students logging in over 5,000 hours of volunteer work. More than 20 professors were involved in Service Learning for 07-08, with some including it as an option or requirement in syllabi for multiple courses. Many students independently sought out service learning experiences throughout the 07-08 year for career exploration, a desire to serve, or to gain work experience. An additional 200 plus students were involved in Service Learning through Student Life activities in the 07-08 year. Student awareness of the Service Learning Program and opportunities for participation has occurred through classroom presentations and Service Learning Fairs that bring nonprofit agencies onto the campuses to provide information regarding their mission and to register interested student volunteers. Service Learning opportunities are also posted electronically on Montgomery College E-Job board.

The effectiveness of the strategies outlined above can be measured by the number of participants in the Service Learning programs. There has been an increase in the number of student and faculty participants as well as in the number of nonprofit agencies hosting student service learners. Feedback from area nonprofit organizations has been extremely positive and encouraging. Students in an AELP service learning community (EL103/RD103) have discussed their experiences with members of the Board of Trustees and at the Student Excellence Expo. Their strong testimonials and the evident educational benefits of their experience impressed both audiences with the power of this initiative.

- The Career/Transfer Center (CTC) prepares students to successfully enter and thrive in today's competitive workforce. The CTC offers in-class workshops to give and interpret career-interest inventories. Each student who takes the Self Directed Search SDS receives a customized individual report which details possible career and college major matches. This service begins to engage students in thinking about their career options so that they may optimize a breadth of choices.

The CTC provides intensive support to students with disabilities who are applying for positions with the Federal Government through a special internship program. Students receive one-on-one support throughout the application, interview and preparation for the first day on the job.

A workshop on Myers Briggs Type in the Workplace helped graduating Radiologic Technology students learn strategies to navigate workplace-type conflicts. Communication with supervisors, patients and peers was a focus of the workshop.

Graduating nursing students learned to write competitive resumes and practiced effective interview skills. The students gained valuable experience to help them effectively market themselves in order to thrive in the competitive job market.

Training for Transitions is an MCPS program for young people with developmental disabilities who have completed high school in the county (either diploma or certificate track) and who are eligible for continued support navigating the transition into college courses and/or into the workforce. The CTC worked in close partnership with the MCPS teachers to provide a series of weekly interviewing workshops and practice sessions for the students to help them prepare for the job interview process. The capstone of this effort was visits to the Job Fairs at the Rockville Campus and the Takoma Park/Silver Spring Campus at which the participants successfully practiced the skills they had acquired on actual employment recruiters.

- The PEERS Project originated as a concept supported by the Ethiopian Student Association and adopted by the Student Senate. The intent of the program is to acquaint new students with the MC system and witness the endless possibilities offered by the College. The peer advisors primarily advise, encourage and assist new students to excel in their educational goals. In an effort to address MC requirements and expectations, a web presence was developed by the Student Senate and the Ethiopian Student

- Association. <http://studentlifetpss.pbwiki.com/Peers-MC>. Beginning in June '08, email invitations were mailed each week to new TP/SS applicants alerting them to the program and web support for new students. There were hundreds of visits to the site. Assessment of student satisfaction and student understanding/completion of the matriculation process is anticipated beginning in the fall of '08.
- In the spring of 2008, the TP/SS Office of Student Life partnered with the National Campaign to explore issues related to unintended pregnancy in our population of young adults. The intent of this initiative is to better prepare the college faculty and staff to provide or improve services to students in the area of sexual health. Additionally, the campus seeks to learn from students and staff how the issue of unplanned pregnancy is viewed and what steps would be most effective in preventing unplanned pregnancies which cause students to stop-out or drop-out of their academic programs. Forums and discussions were held across the campus community. Support programs and agencies were identified, a web presence built and faculty and student support identified. The final report is being drafted. The National Campaign to Prevent Teen and Unplanned Pregnancy has awarded Montgomery College, TP/SS Campus \$100,000 for a two-year pilot project designed to continue the discussions and to develop a replicable model that can be shared with other Montgomery College campuses, area community groups, and community colleges nationwide.
 - The International Buddy Program at the Takoma Park/Silver Spring Campus was created as a resource to help international students adjust academically, culturally and socially to the MC environment. The process of adjustment is often difficult, especially with language and cultural differences. Last year, the campus had twenty-nine students who benefited from the care and concern of nineteen mentors.

Health Sciences

The Health Science Institute of the Takoma Park/Silver Spring Campus of Montgomery College continues to provide high quality education for students in health career programs, both credit and non-credit. The Institute continued its mission to create a solid workforce and assist healthcare providers by providing highly qualified healthcare professionals to deliver quality healthcare to the citizens in Montgomery County, as well as the greater Metropolitan DC area. The diversity of our students, especially in the Nursing Program, will allow citizens who are non-native English speakers to receive better healthcare through improved communication. As part of this development of a diverse healthcare workforce, an emphasis is placed on volunteerism and social responsibility. Students participated in a variety of volunteer experiences outside of the classroom which benefited both the students and community members. The Institute developed new partnerships with clinical sites and strengthened agreements with existing ones to provide additional opportunities for students to fully develop their clinical skills and competencies and progress to more advanced degrees.

- The MC Nursing program, in partnership with the Latino Health Initiative, celebrated a great success of their Nurse Pilot Project when 11 members of the first cohort of twenty-five passed their NCLEX examination. All eleven students are now working in Montgomery County facilities as Registered Nurses.
- Since July 2006, WDCE Health Sciences has maintained a yearly 27 % increase in the numbers of completers/graduates in entry level healthcare programs and courses. New programs were launched successfully in Instrument Specialist for the areas of Sterile Processing/Surgical Technology, Chemotherapy and Biotherapy Course for Oncology Nurses, NCLEX Review for Foreign Trained Nurses and Wilderness First Aid. The pass rates for the Certified Nursing Assistant program exceeded 90% this past year and the TP/SS Campus has become a Geriatric Nursing Assistant Testing Site for the American Red Cross, in affiliation with the Maryland Board of Nursing.
- The Health Sciences will be able to increase the number of new nursing graduates, thanks to Sen. Barbara Mikulski's efforts to support nursing programs at community colleges through out the state. The Mikulski Congressional earmark through MACC will provide \$201,000 in additional funding to the Montgomery College nursing program.
- In spite of grueling academic and clinical work loads, students found time to volunteer in the community and were involved in a wide variety of community health fairs and other

health promotion events, including TP/SS Tobacco Free Initiative, TP/SS Heart Health Fair, Rockville Campus Health Fair, Health Fair Langley Park Day, Women's Heart Day at the Verizon Center, Health Expo at City Place Mall, and the Emerging Leaders Program at Suburban Hospital. Students frequently volunteered time to do tours of the Health Sciences Center when MCPS students visited the building, and several also participated in the Student Excellence Expo.

- New and expanded partnerships will increase learning opportunities for all of our Health Sciences programs which have a clinical component. Bethesda Naval Medical Center, which hosted Radiologic Technology students in the past, has added Nursing and Surgical Technology. These experiences with the veterans, who have recently returned from war, will provide unique learning for all three of our programs in the area of trauma. The Hospital for Sick Children and Providence Hospital, both in DC, will add both pediatric and the older adult population to the rotations for the Nursing students. Our partnership with National Rehabilitation Hospital continues to grow with our Physical Therapist Assistant Program. It has now culminated in a further partnership with MCPS to develop a Physical Rehabilitation Science track for the MCPS Health Professions Academy.
- "Boot Camp for Health Sciences", funded through a Perkins grant, was developed collaboratively with counseling, support service personnel, Health Sciences Program Coordinators, faculty (full and part-time), administration and student service personnel, as well as MCPS Health Professions Academy partners, and provides prospective students with information on study skills, up to and including clinical observations.
- The College and the College of Notre Dame of Maryland have collaborated to offer a Bachelor of Science degree in Radiological Sciences in the TP/SS Health Sciences Center. Area certified/licensed radiologic technologists, certified diagnostic medical sonographers, and recent graduates of these two programs will have the opportunity to earn this four-year degree focused on managerial and administrative areas of medical imaging. Another partnership with Stephenson University, formerly Villa Julie, will deliver advanced level nursing courses to our graduates either at the Health Sciences Center, on-line or at their campus. This opportunity to earn a Bachelor's degree in Nursing at Montgomery College will be made available to all local nursing professionals.
- Efforts to deliver the Diagnostic Medical Sonography (DMS) program through Distance Learning hybrid courses continue as we met with three potential partners from Maryland community colleges. Hagerstown, Prince Georges and Anne Arundel Community Colleges have expressed a strong interest in a partnership with MC. This program would allow students in other areas of Maryland to take the Gen Ed and foundation courses at their "home campus." The didactic DMS courses would be taken on-line by registering through Montgomery College and both labs and clinicals would be held at the home facilities taught by MC part-time faculty. This potential program effort was presented to James Lyons, Jr., Secretary of Education at MHEC last year and was very well received.
- The Radiologic Technology Program received the maximum accreditation award for eight years from the Joint Review Committee on Education in Radiologic Technology.

Natural & Applied Sciences, Business, Management and Information Science

The faculty and staff working in Natural and Applied Sciences, Business, Management and Information Science (NASBMIS) strive to ensure the academic success of our students through excellence in teaching and academic support in and outside the classroom. Faculty in every discipline invested their time in professional development to enhance their ability to offer classes in a variety of modalities to better support our students. They also contributed to the greater good of the community by organizing educational events for area schoolchildren, participating in medical and Homeland Security research and raising awareness of social issues and global concerns.

- Dr. O. Robert Brown (Math) collaborated with the Counseling Department in offering Building Math Confidence (DS 112), which is designed for those who wish to improve their math study skills and attitudes toward studying mathematics.

- Dr. Mary Kay Abbey, Dr. Benjamin Early, Dr. Amit Trehan, and Professor Michael Dean obtained their WebCT 6.0 certification. Dr. Trehan taught a DL class in precalculus during Summer I, and Professor Dean taught blended DL statistics classes during the academic year. Dr. Abbey developed a blended DL course for students preparing to teach elementary education. Dr. Early is developing a blended DL course for MA 091D, which will be offered Spring, 2009.
- Professor Vitaly Shvestov was named a Smithsonian Faculty Fellow, Paul Peck Humanities Institute for Spring/Fall 2008.
- Dr. Ralph L. Bain, an adjunct in chemistry, was appointed a SENCER (Science Education for New Civic Engagements and Responsibilities) Leadership Fellow by the National Center for Science and Civic Engagement along with Dr. Greg Wahl of the English Department. Both educators were honored for infusing writing assignments into the chemistry 108 curriculum as part of the writing in the disciplines initiative. Dr. Bain was also named "Adjunct Professor of the year by the CTL.
- Professors Max Nam and Nawal Benmouna finished writing the lab manual used in PH 203. Professor Benmouna also participates in physics education research at George Washington University.
- BMIS designed two promotional brochures for Business and Paralegal Studies to better communicate with students. The funding was provided by the closing funds of the Perkins grant that helped establish Ejobs at the college.
- We expanded our online offerings in Management by adding Retailing, Advertising, and Disaster Recovery as electives for our students.
- Prof. Holland has continued to do college outreach by offering undergraduate business courses for high school students at Kennedy High School under our partnership agreement with MCPS. In addition, this summer he participated in a conference at the National Defense University on Cyber Law issues and problems.
- Dr. Jeanann Boyce, Professor of Business and Computer Science delivered the first class sponsored by the NSF Cyberwatch Grant, MG288. The course, Disaster Recovery and Risk Management, was delivered online as a combination of case analysis, business continuity planning, and virtual simulation of physical and logical disasters. Software used in the class included a simulation designed by and registered to the Department of Justice. We were contacted by the Secret Service in regard to our usage and received 50 copies of the software for our students. Additionally, Dr. Boyce, who has served as a reviewer for the American Council of Education for nine years, participated in reviews of Global Technologies Cary NC, U.S. Coast Guard in Washington, DC, the University of the Virgin Islands, and the Artillery Division of Fort Sills, OK.
- In Biology, three faculty members were named Smithsonian Faculty Fellows, Paul Peck Humanities Institute for Spring/Fall 2008 – Professor Jim Smith, Dr. Amanda Truitt and Dr. Carole Wolin.
- Professor Jim Smith is a volunteer Preserve Monitor at the Alona-Piedmont Marsh Preserve, Charles Town, WV. and reviewed & co-edited a new revision of "General Biology BI101 Laboratory Manual" with Professor Cyrus MacFoy.
- Dr. Carole Wolin launched a new program at the College, the Renaissance Scholars Honors Program, in Fall 2007 including designing the curriculum, recruiting faculty and students, and created 2 new honors learning communities. Students from the program have transferred this year to schools including Georgetown University, George Washington University, UMCP, and the Honors Program at UMBC. Ten of the Renaissance Scholars attended an international study program at the University of Cambridge, England, 8/08. Dr. Wolin spoke of her strategies, "Effectively Serving a Diverse Honors Population" at National Collegiate Honors Council Conference in Denver, Colorado.
- Professor Gail Jenkins developed a blended version of the Supplemental Instructor (SI) by training and supervising a prior BI 204 student to assist BI 204 students both in online and face-to-face discussions.
- Dr. Jeff Chyatte rebuilt houses in Post-Katrina New Orleans, had one sculpture appear in the Summer 2008 issue of *Spaces Magazine* as part of the Peltzman Collection and two sculptures appear in Penn Quarter's Touchstone Gallery Washington, DC. When not building or welding, he was busy developing and co-teaching novel Stem Cell and Nanobiotechnology courses at NIH's Graduate School.

- Dr. Chyatte, who helped to found the New Faculty Committee (NFC) at TP/SS several years ago, helped establish two New Faculty Committees at the Rockville and Germantown Campuses and continued to promote the NFC Green Initiatives to recycle cell phones and printer cartridges and Trash Free Wednesdays.
- Dr. Amanda Truett submitted two grant projects - one for energy, the other for NASA satellite data.
- Dwayne Henry, instructional lab coordinator, worked with the TP/SS Early Childhood Development Center to develop and implement monthly Biology classes for the enrollees at the center.
- Dr. Karen Benn Marshall received both the National Institute for Staff and Organizational Development (NISOD) Excellence Award (2008) and the Montgomery County Public Schools Distinguished Community Service Award (2007) Dr. Benn Marshall also hosted the annual MC-Earth Day Event and the MCPS Student Inquiry Conference
- Dr. Muswamba Kadima-Njuzi served as faculty council chair and organized an annual science miniseries for faculty and staff: HIV/AIDS out of Laboratory. She was also the recipient of an Outstanding Faculty Service award.

Collegewide Initiatives

Writing in the Disciplines

In 2007-2008, Dr. Rita Kranidis, English Professor, continued her direction of the College's Writing in the Disciplines (WID) initiative which seeks to provide supports to faculty in all disciplines in helping students improve their writing. Dr. Kranidis has been especially successful in engaging faculty in the sciences, as well as the humanities, in this effort. This past spring, the Two-Year College Research Initiative cited WID as "an exemplary program." This recognition was sponsored by the Two-Year College Association (TYCA), an affiliate of the National Council of Teachers of English (NCTE). Again, under the auspices of dedicated faculty, most particularly Dr. Rita Kranidis, Montgomery College has achieved significant recognition as a community college leader.

The Paul Peck Institute for American Culture and Civic Engagement

Under the auspices of the Paul Peck Institute for American Culture and Civic Engagement, the groundwork was laid for a public service announcement campaign aimed at encouraging voter participation, not only for the upcoming presidential election in 2008 but for future elections and primaries as well. Student creation of these public service announcements as a class activity through the communication arts technologies discipline will begin early in fall 2008, though planning was initiated last year.

Dr. Francine Jamin, director of the Institute, was invited by County Executive Isaiah Leggett to participate in the county's Senior Leadership Summit, to be held at the University of Maryland at Shady Grove in November, 2008. Because of her experience and work with the Paul Peck Institute, she was asked to serve on the task force on Civic and Social Engagement.

Maryland Public Television, in partnership with the Paul Peck Institute for American Culture and under a mandate from the Harwood Institute for Public Innovation, held the third in its ongoing series of grassroots dialogues known as the *Community Listening Project* at the TP/SS campus. Faculty, staff, students and community members gathered on campus to share ideas about financial literacy for all ages and the transition from analog to digital broadcasting.

Two hundred years after the birth of Abraham Lincoln, our nation still struggles with Lincoln's goal to find unity in our diversity. In preparation for the Bicentennial commemoration of Abraham Lincoln's birth, the Paul Peck Institute for American Culture and Civic Engagement has asked Dean Paula Matuskey, a Lincoln scholar, to speak in October. The institute joined with the Paul Peck Humanities Institute to bring to the College "**Abraham Lincoln: An Extraordinary Life,**"

a lecture by Harry R. Rubenstein, a curator and chair at the Smithsonian's National Museum of American History, division of politics and reform.

Internationalizing the Curriculum

Dr. Stewart, as VP in charge of International Education, convened a task force to study a viable structure for intentional and sustainable growth of IEP and IC programs. The task force, led by Dr. Athos Brewer, submitted a report detailing current educational efforts as well as an outline for a plan to consolidate the diverse collegewide and campus programs related to global education into a unified structure. The task force was additionally charged with identifying strategies to promote international education and infuse a global perspective throughout the College. The report was published in spring of 2008.

Campus Challenges

- Parking, especially for college and community events will remain problematic until the West Campus Garage construction is complete.
- Accommodating significant enrollment growth while undergoing continuing construction and renovation of physical spaces.
- Infrastructure costs associated with new construction, including staffing.
- Ongoing problems recruiting sufficient numbers of qualified adjunct faculty, particularly in light of enrollment surges in daytime classes.
- Increased student populations strain our academic supplies and equipment resources. For example, we need more computer labs to successfully prepare students for careers and for transfer.

Campus Recommendations

- Continue to expand adjunct faculty recruitment.
- Continue diversifying class scheduling options to include more distance learning opportunities, hybrid courses, compressed class schedules and other means to increase access.
- Continue development of the learning commons concept, integrating library services with academic support centers.
- Further expand service learning as a modality by which students engage the local community through volunteerism.
- Continue to seek partnerships with other educational institutions to provide access to academic programs without building additional infrastructure.

Conclusion

The Takoma Park/Silver Spring Campus continues on a roll with new facilities, programs, faculty/staff and lots of students. We continue to work to accomplish the College's mission, implement our campus vision statement, and achieve the institution's goals and objectives.

Appendix A, Table 1

Selected Student Information
2005-2007

	FALL 2005		FALL 2006		FALL 2007		3-YEAR TREND	
							2005 - 2007	
	#	%	#	%	#	%	# Change	% Change
HEAD COUNT ENROLLMENT	5,641		5,685		6,163		522 9.3%	
% CHANGE (From Previous Year)	9.4%		0.8%		8.4%			
CREDIT HOURS	41,970		42,982		47,204		5,234 12.5%	
% CHANGE (From Previous Year)	7.7%		2.4%		9.8%			
AGE								
17 or younger	225	4.0%	246	4.3%	255	4.1%	30	13.3%
18-20	1,576	27.9%	1,607	28.3%	1,840	29.9%	264	16.8%
21-24	1,328	23.5%	1,326	23.3%	1,399	22.7%	71	5.3%
25-29	880	15.6%	887	15.6%	996	16.2%	116	13.2%
30 or older	1,632	28.9%	1,619	28.5%	1,666	27.0%	34	2.1%
missing					7			
Mean Age	27.0		26.4		26.4			
Median Age	23.0		23.0		23.0			
Race								
Native American	18	0.3%	19	0.3%	29	0.5%	11	61.1%
Asian	597	10.6%	599	10.5%	642	10.4%	45	7.5%
Black	2,950	52.3%	2,959	52.0%	3,189	51.7%	239	8.1%
Hispanic	749	13.3%	734	12.9%	786	12.8%	37	4.9%
White	1,327	23.5%	1,351	23.8%	1,366	22.2%	39	2.9%
Multi-Race [new fall '07]					138	2.2%		
Unknown/Other	0	0.0%	23	0.4%	13	0.2%	13	0.0%
GENDER								
Female	3,539	62.7%	3,514	61.8%	3,816	61.9%	277	7.8%
Male	2,102	37.3%	2,171	38.2%	2,347	38.1%	245	11.7%
TIME OF DAY								
Day	3,168	56.2%	3,266	57.4%	3,113	50.5%	-55	-1.7%
Evening	821	14.6%	735	12.9%	1,096	17.8%	275	33.5%
Day/Evening	1,361	24.1%	1,333	23.4%	1,587	25.8%	226	16.6%
No-Time (e.g., distance)	291	5.2%	351	6.2%	367	6.0%	76	26.1%
CREDITS								
1-3 hours	626	11.1%	628	11.0%	654	10.6%	28	4.5%
4-6 hours	1,170	20.7%	1,062	18.7%	1,179	19.1%	9	0.8%
7-11 hours	1,841	32.6%	1,837	32.3%	2,039	33.1%	198	10.8%
Subtotal Part-Time	3,637	64.5%	3,527	62.0%	3,872	62.8%	235	6.5%
12-15 hours	1,717	30.4%	1,862	32.8%	1,974	32.0%	257	15.0%
16+ hours	287	5.1%	296	5.2%	317	5.1%	30	10.5%
Subtotal Full-Time	2,004	35.5%	2,158	38.0%	2,291	37.2%	287	14.3%
TOTAL	5,641		5,685		6,163			

Source: OIRA Student Profile, Fall 2007

Appendix A, Table 2

Selected Student Information Country of Origin and Program of Study 2005-2007								
	FALL 2005		FALL 2006		FALL 2007		3-YEAR TREND 2005 - 2007	
COUNTRY (Top 10)	Number	Rank	Number	Rank	Number	Rank	# Change	% Change
Ethiopia	286	1	317	1	339	1	53	18.5%
Cameroon	176	2	170	2	217	2	41	23.3%
Nigeria	128	3	108	3	89	3	-39	-30.5%
Ghana	78	5	75	4	86	4	8	10.3%
El Salvador	78	6	59	8	73	5	-5	-6.4%
Sierra Leone	62	8	61	7	67	6	5	8.1%
Jamaica	86	4	72	5	66	7	-20	-23.3%
India	75	6	63	6	64	8	-11	-14.7%
Haiti	64	8	52	9	59	9	-5	-7.8%
Kenya	33		47	10	48	10	15	45.5%
TOTAL--Top 10	1,078	19.1%	1,024	18.0%	1,108	19.5%	84	7.8%
TOTAL--Other Countries	1,135		1,182		936		-199	-17.5%
TOTAL--All Countries	2,213	34.4%	2,206	38.8%	2,044	33.2%	-169	-7.6%
	FALL 2005		FALL 2006		FALL 2007		3-YEAR TREND 2005 - 2007	
CURRICULUM	number	percent	number	percent	number	percent	number	percent
Transfer	2,608	46.2%	2,853	50.2%	3,077	49.9%	469	18.0%
Technical	1,112	19.7%	1,102	19.4%	1,299	21.1%	187	16.8%
Undecided/non-degree	1,921	34.1%	1,730	30.4%	1,787	29.0%	-134	-7.0%
TOTAL	5,641	100.0%	5,685	100.0%	6,163	100.0%	522	9.3%

Source: OIRA Student Profile, Fall 2007

Appendix A, Table 3

**Selected Employee Information
Administrators, Faculty, and Staff
Fall, 2006**

	ADMINISTRATORS				FACULTY				STAFF			
									(full-time and part-time)			
	Female		Male		Female		Male		Female		Male	
	number	pct.	number	pct.	number	pct.	number	pct.	number	pct.	number	pct.
RACE												
American Indian	0	0%	0	0%	1	0%	1	0%	0	0%	0	0%
Asian	0	0%	0	0%	7	2%	11	3%	7	5%	10	7%
Black	0	0%	1	13%	64	20%	24	8%	43	29%	40	27%
Hispanic	2	25%	1	13%	7	2%	6	2%	3	2%	9	6%
White	3	38%	1	13%	125	39%	74	23%	19	13%	18	12%
TOTAL	5	63%	3	38%	203	64%	115	36%	72	48%	77	52%
	8				318				149			

Source: OIRA Employee Data System report to MHEC, Nov.2006