



**Arts  
Business  
Education  
English & Reading  
Social Sciences**

2018

Annual Report

# Message from the Provost

Kimberly B. Kelley, PhD

Dear Faculty, Students, Staff, Alumni, and Friends,

With great pleasure, I present the Art, Business, Education, English, and Social Sciences (ABEESS) Annual Report for 2018. ABEESS's efforts this year, and every year, are about making a difference in the lives of our students. Our initiatives are intended to help our students by ensuring they have an exceptional educational experience while attaining a credential or a degree more easily and with less expense. We are also committed to enhancing the lives of our community members through multiple educational pathways that serve the needs of individuals from 18 to 99. Whether students are attaining credentials for a first career or a third career, Montgomery College (MC) and the ABEESS unit offer something for everyone. Toward our goal of enhancing the lives of our students and community, ABEESS specifically focused in 2017/18 on achieving MC's Collegewide Academic Master Plan (AMP) goals. We prioritized our initiatives this year to increase student success and reduce time and cost to achieving a degree. Highlights of our efforts included:

◆ *Implementing a completely redesigned, significantly shortened, approach to developmental English and reading. The Integrated Reading and Writing (IERW) initiative significantly reduces students' time in developmental courses by integrating the delivery of skills in English and reading to ensure students have the essential skills they need to succeed in college. Success rates in IERW are high and simultaneously reduce, significantly, the time students spend in developmental education. Through the IERW program, ABEESS is achieving one of its key goals for enhancing student success. Congratulations to our faculty for launching this program successfully.*



◆ *Helping students accelerate into their first college-level course is an ABEESS goal. To that end, we are excited by our English Department's efforts to provide alternative methods for placing students in their first class more easily. Based on students' prior academic success in high school, the Alternative Placement Program (APP) identifies high school courses that may be used to place students in college-level courses, thereby bypassing the need to take a placement test. Efforts this year included additional courses in the Montgomery County Public Schools (MCPS) that count toward student placement in Introduction to College Writing (English 101A). Further, we implemented the General Education Development (GED) assessment as an alternative placement tool and provided another pathway through the American College Testing (ACT) examination. ABEESS is committed to making onboarding easier and enhancing the student pathway from MCPS to MC.*

◆ *We are also very proud of the efforts of our Paralegal Program to achieve American Bar Association (ABA) accreditation. The first step in achieving this goal was submitting a proposal that was successfully approved by the ABA. The next step, a visit by the ABA, is planned for the fall, 2018. Congratulations to our faculty on achieving this key milestone in attaining ABA approval.*



## Provost's Message *(continued)*

◆ *Every student can use extra help at those times when the course material may seem extremely challenging or potentially overwhelming. This is especially true when successfully completing a difficult course opens doors to future academic success and increased opportunities. I am proud to share that all ABEESS areas actively participated in MC's embedded coaching initiative. The Achieving the Promise Academy (ATPA) coaching program places part-time faculty coaches within select courses to provide extra assistance for students. ABEESS had coaches in Accounting, Criminal Justice, English, and Psychology. We identified courses where a coach could really make a difference and help students succeed. We are very proud of the increased number of students in the coach-enhanced courses who have successfully completed these courses toward their degree success.*

◆ *One key aspect of improving student success is quality advising. The Education and Social Sciences area successfully obtained a Perkins grant this year that enhances advising to support student success. The addition of video advising and tutoring for online courses in early childhood education significantly increases the likelihood that students will complete these courses. For ABEESS, it's about the students, and the grant funding provided by Perkins makes it possible for us to continually improve our teaching practices and help students succeed.*

◆ *Two areas of development within ABEESS contribute directly to student achievement: online course and program offerings, and the development of Online Educational Resources (OER)s. ABEESS moved three programs to an online format: business, criminal justice, and early childhood education. With 65 percent of MC students attending part-time, online course and program offerings are key to student persistence and success. Further, in face-to-face and online courses, ABEESS has*

*enhanced the use of OERs, the no-cost alternative to purchasing expensive—and often cost-prohibitive—textbooks. OERs reduce students' costs substantially. ABEESS has courses in Psychology, Criminal Justice, Business, Education, and English that are OER-enhanced. ABEESS continues to innovate and create a 21st Century learning environment that reduces student costs and prepares them for a digital future.*

ABEESS conducts two planning sessions each year with the Academic Unit Leadership Team (AULT). These sessions provide an opportunity to review our successes, address areas where we need to improve, and identify opportunities to enhance student success for the upcoming academic year. ABEESS has achieved substantial success in meeting the AMP's 85 percent goal for seat capacity, exceeding the seat capacity goal in fall, 2017 and achieving the goal in spring, 2018. Initially, ABEESS had significant success in 2017 in reducing the number of students who withdrew or didn't achieve a passing grade in the course, known as the DFW rate. However, ABEESS did not meet its DFW goals consistently in 2018. In the upcoming academic year, ABEESS faculty and staff will focus on reducing the DFW rate to achieve the 2017 levels and continuing to reduce the rates as far as feasible. In 2018/19 ABEESS will continue its efforts to enhance students' success by examining its course schedules to maintain our gains in meeting the seat capacity goals while working to ensure all campuses have the courses students need to obtain their degrees. Further, ABEESS will work to enhance students' access to embedded coaching and continue to identify alternative course delivery options to make courses more accessible to part-time students.

ABEESS faculty and staff achieved many successes in the previous academic year. The upcoming academic year offers an exciting opportunity to exceed our successes and enhance student completion and transfer to serve our students, stakeholders, and community. ■

# Business Economics Accounting Computer Applications Hospitality Management Paralegal Studies

Kathy Michaelian – Dean

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*“... students were given expanded opportunities (scholarships, material, speakers, and field trips) to learn how to manage their personal and small business finances”.*

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The BEACAHMPS area had a banner year in its quest to provide opportunity for every student to be successful and make programs more relevant to student needs. New student success strategies were incorporated into introductory classes.

Students in Introduction to Business developed their own academic plans using the Student Academic Plan for Completion (SAPC) tool. Through Department Chair Andrea Foster's work with Guardian Life, students were given expanded opportunities (scholarships, material, speakers, and field trips) to learn how to manage their personal and small business finances. Business faculty began participating in the UN Sustainable Development Goals Fellowship. BEACAHMPS inducted students into its new chapter of Alpha Beta Gamma, a national honors society for business students, for the first time in fall 2017.

All Introduction to Computer Applications classes were offered as Z-courses for the first time beginning Fall 2017.

Embedded Achieving the Promise Academy (ATPA) coaches were in place in accounting courses.

The Paralegal Studies program had its extensive submission for American Bar Association (ABA) approval successfully reviewed by the ABA. This has been a multiyear effort and the final site visit is scheduled for September.

The Hospitality Management program began an extensive review to see how to make the program more relevant to students. Activities included an envisioning session with industry, a site visit to the University of Delaware, attendance at CHRIE (national conference for the Council on Hotel, Restaurant, and Institutional Education), a new grant from Marriott to support the program, and the hiring of a new faculty member who is already modernizing the program to meet the needs of today's hospitality industry.

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## What we are doing:

- ◆ Introduction to Business students developed their own academic plans using SAPC
- ◆ Guardian Life provided opportunities for learning personal and business finance
- ◆ Students inducted into Alpha Beta Gamma
- ◆ Business faculty in UN Sustainable Development Goals Fellowship
- ◆ Introduction to Computer Applications offered as a Z course
- ◆ Embedded coaching in accounting courses
- ◆ Paralegal Studies moved a step closer to American Bar Association approval
- ◆ Hospitality Management reviewed its program for relevancy, and has begun to update



Business  
Economics  
Accounting  
Computer  
Applications  
Hospitality  
Management  
Paralegal  
Studies

- 1 ATPA coaches in ACCT 221 and ACCT 222 • ACCT 221 faculty offer a retest after the first exam • All Business majors have been assigned a full-time faculty advisor • All business students do a comprehensive online orientation in gateway courses • BSAD 101 will have students creating an Academic Plan using SAPC • Scholarships and textbook reimbursement for BSAD 111 students.
- 2 Daytime, evening, and online advising all year • Sections of BSAD 101 and BSAD 210 are offered using OER • Business program offered fully online • Information Technology and Database Applications certificates offered fully online • CMAP 120 is offered only as a Z-course • ECON 201 and 202 are offered using OER • LGST program can be completed evenings and online • MGMT 101 and MGMT 201 are offered using OER
- 3 Collaborating with ELAP Department for alternative ELAI placement
- 4 Developing General Studies Pathways • Disciplines offer multiple courses in the Dual Enrollment Program in several MCPS high schools • Developing articulation with MCPS between Paralegal Studies and Law, Justice and Society program
- 5 Faculty at RV, TP/SS, GT, and DL are offering Z and OER-courses that align with the Business degree at USG • Pathway for students to the Hospitality Program at USG
- 6 Participation by faculty in the UN Sustainable Development Goals Fellowship

## DFW Reduction Efforts

- ◆ Embedded support using the ATPA coaches in as many sections of ACCT 221 and ACCT 222, as coaches can be identified
- ◆ All ACCT 221 and ACCT 222 sections assign work in an online program practicing multiple choice accounting questions
- ◆ Some ACCT 221 faculty offer a retest after the first exam (with conditions)
- ◆ All Business majors have been assigned a full-time faculty advisor
- ◆ All business students do a comprehensive online orientation in gateway courses BSAD 101 and CMAP 120
- ◆ Business Buddies program links new business students with successful business majors
- ◆ Using GroupME (group communications) and SQ3R (text reading and understanding activity)
- ◆ All students in ECON 201 write a reflective paper on their preparation and success in the first exam to help prepare them better for the next exam

## Results

- ◆ Students in Computer Applications saved money by not having to purchase textbooks
- ◆ Students in Introduction to Business more actively involved in academic planning
- ◆ Students in accounting had greater support
- ◆ Students more motivated and identified with goals after honors induction

## Measure of Success

*"My favorite courses were Principles of Economics I and II. I believe they are a key foundation for everyone, regardless of major, to understand the reasoning behind our markets and political decisions. They encouraged "out of the box" critical thinking that allowed me to create educated decisions using concepts such as opportunity cost for daily challenges. The courses also established a general understanding of markets and how to allocate resources effectively to maximize profits."*

*Marina Stolbovaia – Business Major*

# Education and Social Sciences

Eric Benjamin – Interim Dean

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*"Through college and county supported scholarships and financial aid, the School of Education has secured financial support for 200 more educators."*

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Drawing on a Perkins Grant, Early Childhood faculty are embedding synchronous video advising support and tutoring in their courses. This allows students with limited digital proficiency who work demanding childcare industry schedules to complete online courses, decreasing their time to completion. These students are engaging with the Business Department and Workforce Development & Continuing Education to develop management skills and practices that will increase their ability to operate successful businesses. Such businesses will ensure

access to high-quality education for county children—regardless of physical ability, cultural background, or socioeconomic status. To address universal pre-K as a possibility in Maryland, the School of Education faculty have increased their community engagement. This has resulted in a new partnership with MCPS to train paraeducators as classroom teachers. Through college and county supported scholarships and financial aid, the School of Education has secured financial support for 200 more educators.

While the College's Criminal Justice program has seen decreases in enrollment and increases in time to completion, faculty members are integrating student support services—such as embedded advising and Achieving the Promise Academy (ATPA) coaches—into their gateway classes to support completion. Criminal Justice (CJ) faculty are analyzing areas for collaborative improvement and revamping their efforts to support student success. Additionally, CJ faculty are developing zero-cost instructional materials for required courses. In other social science courses and programs, this approach has lowered DFW rates and time to completion. CJ faculty, working with General Studies, have identified over 100 students taking coursework consistent with criminology curricula offered at local four-year institutions. Faculty can engage these students to develop advising plans for completing degrees and transferring. They are also discussing a transferable Criminology AA degree, which will decrease the number of students enrolled in General Studies while sustaining a social sciences basis to the Criminal Justice AAS.

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## What we are doing:

- ◆ Embedded advising in gateway courses
- ◆ Achieving the Promise coaches in gateway courses
- ◆ Zero-cost instructional materials for required courses
- ◆ Students taking courses consistent with curricula at local four-year institutions
- ◆ Discussing transferable Criminology AA degree
- ◆ Embedded synchronous video advising and tutoring
- ◆ Students engaging with other departments to develop management skills and practices
- ◆ Greater community engagement among faculty
- ◆ Partnering with MCPS to train paraeducators as classroom teachers
- ◆ Additional financial support secured for educators



# Education and Social Sciences



- 1 Six CCJS 110 courses at RV, TP/SS, and DL have ATPA embedded coaches • All education students do an online orientation in gateway courses • Checkpoints for SAPC are designed as assignments in Education courses • All fulltime faculty in the SOE are level 4 advisors • Education developed a video and a Success Strategies Reflection • ATPA coaches in Psychology 102 courses • General Studies SAPC as an embedded classroom support activity
- 2 AAS degree in Criminal Justice entirely online • CCJS will offer z-cost options • Education is offering daytime, evening, and weekend advising all year • Approval sought for online Early Childhood AAT Degree • Early Childhood Education will offer a z-cost option • The CREATE Teacher Cohort program will offer an evening/weekend Program with a combination of blended, distance, and accelerated seven-week courses • PSYC will offer z-cost options in 23 sections, SOCY will offer 17 sections of z-cost option
- 3 Psychology offers learning opportunities that pair English 101A with Psychology 101 • Collaborating with ELAP for alternative ELAI placement
- 4 Anthropology and Sociology represented in the Ethnic Social Studies Certificate and Letter of Recognition • Early Childhood Education Program offers Prior Learning Experience • Education offers an Alternative Certification program (ACET) • Education offers Secondary Math Education in Early College
- 5 Psychology and Sociology are offering Z-courses that align with the Psychology and Social Work degree at USG
- 6 MC students will join students from the University of Binghampton (NY) to study abroad to conduct archaeological excavations and analysis • Collaborating with Early Childhood Education consortium in India to align curricular objectives with industry standards • Student and faculty participation in UN World Bicycle Day



# English and Reading

Rodney Redmond – Dean

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***“Our data led us to make minor changes to engage students more, improving their critical analysis/reading and writing skills. As a result of the redesigned curriculum, DFW rates in developmental English and reading have been reduced.”***

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This academic year the English and Reading area implemented Integrated Reading and Writing (IERW), our redesigned developmental English and reading program. Before redesign, the program featured two stand-alone disciplines, each holding two levels of developmental courses, for a total of four developmental classes that equaled up to 18 developmental English and reading credits. The redesign reduced that number to a maximum of two courses, where students who needed both levels would spend up to 11 credits in developmental. In the first year we

analyzed the effectiveness of this change by holding student focus groups, conducting faculty surveys, and talking with faculty who teach the courses. Our data led us to make minor changes to engage students more, improving their critical analysis/reading and writing skills. As a result of the redesigned curriculum, DFW rates in developmental English and reading have been reduced. Future plans involve a more formalized curriculum assessment, including student feedback as a key element, and adding embedded support for enhanced student success.

In addition to implementing the IERW curriculum, English and Reading expanded students' access to college-level courses and reduced the number of developmental placements by fully implementing an Alternative Placement Program (APP). With the APP, recent Montgomery County Public School graduates who earned a “B” or higher in AP Language and Composition, Honors English 12, or Modern World History may bypass developmental coursework and enroll in ENGL 101A. English and Reading continues to focus on implementing student success strategies and removing barriers. Some examples include expanding access to ENGL 101A PACE, implementing the ATPA Embedded Coach program in ENGL 102, and removing the additional writing sample for high scoring ACT students. As we continue to focus on student success, we will continue to balance it with working towards equitable access and success for all students.

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## What we are doing:

- ◆ Implemented Integrated Reading and Writing (IERW), reducing the developmental English and reading course load to two courses that spend up to no more than 11 credits
- ◆ Obtained feedback on IERW through student focus groups, faculty surveys, and conversations
- ◆ Fully implemented an Alternative Placement Program that enable MCPS students to enroll in English 101A
- ◆ Expanded access to English 101A PACE
- ◆ Implemented the Achieving the Promise Academy's Embedded Coach program in English 102

## DFW Reduction Efforts

- ◆ Six CCJS 110 courses at RV, TP/SS, and DL have ATPA embedded coaches
- ◆ 23 sections of PSYC102 (F2F and DL) have ATPA embedded coaches
- ◆ CCJS will offer z-cost options in CCJ6110 by Spring 2019
- ◆ PSYC will offer z-cost options in 20 sections of PSYC102 by Fall 2018
- ◆ PSYC offers learning opportunities that pair English 101A with Psychology 101
- ◆ PSYC is collaborating with ELAP Department for alternative ELAI placement
- ◆ All education students do an online orientation in gateway courses (EDUC 101, EDUC 119, and EDUC 135)
- ◆ The School of Education developed a video and a Success Strategies Reflection
- ◆ Education faculty are completing a grant-supported project of embedding online real-time video support in all ECE courses
- ◆ All courses in Early Childhood Education will offer a z-cost option by Fall 2019
- ◆ CREATE EDUC AAT Cohort is now collegewide

## Results

- ◆ Lower DFW rates and time to completion in some social science courses
- ◆ More students who have demanding childcare industry schedules completing online courses
- ◆ Childcare workers developing skills to operate successful businesses
- ◆ Paraeducators becoming classroom teachers
- ◆ More educators can continue because of financial support

## Measure of Success

*"I am majoring in Elementary Education, and one of my favorite classes was Field Experience in Education. This is because I got to volunteer in a Montgomery County Public School, where I observed the real-life teaching styles and classroom management of my mentor teacher. I also got to implement the teaching techniques that I learned with individual students or small groups. Another favorite class was Introduction to Special Education. I enjoyed this class a lot because I learned about the Individuals with Disabilities Education Act, and I learned the significance of inclusion in classrooms."*

*Dil Hanspal – Education Major*

# English and Reading



- 1 At-Risk students meet with department chair (or chair designee) to identify at least two strategies for success in the course • **Strengthen logistics and communication of Alternative Placement Program**
- 2 Pilot weekend sections of high demand English courses • **Offer courses in Winter/Extended Winter session** • Offer literature courses in the HACL core of the General Studies program as part of the Z-degree option • **Build capacity for inclusion of SAPC initiative into English composition** • Technical Writing Certificate Program can be completed online, with the exception of one course • **Some Sections of ENGL 101, ENGL 102 and ENGL 103 are offered Using OER**
- 3 Strengthen the IERW curriculum based on feedback from students and faculty
- 4 English discipline offers courses in the Dual Enrollment Program in several MCPS high schools • **Review ENGL 101A placement of students using SAT and ACT for expansion of ENGL 101A PACE**

## DFW Reduction Efforts

- ◆ Embedded ATPA coaches in ENGL 102 courses
- ◆ Alternate Placement Program to get students into the appropriate college-level courses
- ◆ Essential Chair Conference: Chairs meet with at-risk students to help students develop strategies for success in the course based on student need, conduct advising, provide directions to other support resources
- ◆ Embedded tutoring in ENGL 101A PACE
- ◆ Embedded Tutoring Pilot in ENGL 001/002; READ 095/099 using Writing Center tutors
- ◆ Implement Integrated English, Reading and Writing course, replacing stand-alone developmental courses in English and Reading
- ◆ Increase use of OER and low-cost instructional materials

## Results

- ◆ DFW rates in English and reading are stable or have been reduced
- ◆ Expanded access to college-level courses by increasing access to ENGL 101A PACE and implementing Alternative Placement Program
- ◆ Alternative Placement Program students in ENGL 101A are performing as well as non-APP students in ENGL 101A
- ◆ More students placing into highest level integrated developmental course, spending less time in developmental courses
- ◆ Decreasing cost of instructional materials for students
- ◆ Essential Chair Conference students complete the course and return for advice on next course

## Measure of Success

*I loved my class in Critical Reading, Writing and Research because of Professor Genevieve Carminati's wonderful instruction. She allowed us a lot of freedom to explore our interests. A book we read in that class, **The Defining Decade: Why Your Twenties Matter--and How to Make the Most of Them Now**, by Meg Jay, has really stayed with me and guided me through some rough experiences.*

*Simren Singh – General Studies Major*



# Visual Performing and Media Arts

Frank Trezza – Dean

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***“During the past year, plans have been initiated to improve student advising, reduce DFW rates, review major plans, and revise course scheduling.”***

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The Visual/Performing/Media Arts (VPMA) area holds an important place in Montgomery College's academic and cultural life. During the past year, more than 16,000 students enrolled in arts courses across three departments: Visual Arts, Performing Arts, and Media Arts and Technology. Students take

courses in the various arts departments to fulfill their General Education Arts and Humanities requirements. Many arts majors are completing their programs and transferring to four-year schools, often with full scholarships. In addition, this year arts faculty and students produced eight theatre and dance performances, over 40 music events, and over 25 exhibitions, which enhanced the student experience at the College, brought audiences to the College, and contributed significantly to community engagement.

During the past year, plans have been initiated to improve student advising, reduce DFW rates, review major plans, and revise course scheduling, all with the goal of increasing student success in the arts programs. Comprehensive College Area Review (CAR) reports were completed for the Art Department and many disciplines within Media Arts and Technology, including Graphic Design, Photography, Animation, and Gaming. In addition, the Art Department has taken the first steps to pursue national accreditation by the National Association of Schools of Art and Design (NASAD).

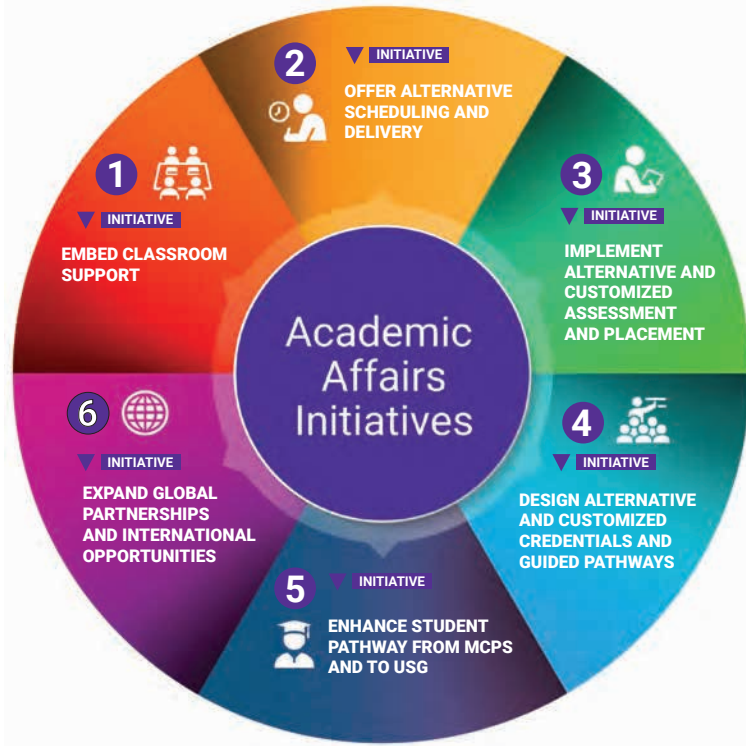
On our campuses and throughout the region, innovative artistic projects and exciting performances raised student and community awareness about the arts.

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## What we are doing:

- ◆ Plans to improve student advising, reduce DFW rates, review major plans, revise course scheduling
- ◆ CAR reports completed for the Art Department and disciplines within Media Arts and Technology
- ◆ Art Department pursuing accreditation by the National Association of Schools of Art and Design
- ◆ MC Jazztet performance for the Smithsonian National Museum of American History's Jazz Appreciation month
- ◆ ART2STEM exhibit emphasizing the importance of an exposure to the technical side of art and the artistic side of the technical
- ◆ 12 student animations ran as "trailers" at the DC South Asian Film Festival
- ◆ Animation students created a logo for World Bike Day
- ◆ Numerous student successes including internships, employment, transfer, and scholarships

# Visual Performing and Media Arts



- 1 All current students given program advisors' current contact info • *Students assigned and required to meet with advisors* • Each course syllabus contains information highlighting advising opportunities • *Revised initial assignments in gateway courses* • Recorded and archived class sessions for student review • *Implemented "early intervention" initiatives to identify and support students struggling in gateway courses*
- 2 New synchronous online course • *Exploring technology required to expand online course offerings* • Multi-campus and multi-disciplinary collaboration for schedule development
- 4 Met with performing arts departments from Towson, UM College Park, and others to create seamless transfers • *Developing e-portfolios for use in major courses*
- 5 Two semesters of an MCPS program articulate seamlessly as 7 MC credits in Graphic Design • Proficiency Credit is being explored for courses in GDES and TECH

## DFW Reduction Efforts

- ◆ Early intervention when students demonstrate a lack of success after an early assignment, a second absence, or late submission of work
- ◆ One-on-one meetings with students that emphasize academic performance
- ◆ Letters and postcards to students with the names of program advisors and a suggestion that they speak to advisors
- ◆ Amended initial assignments in multiple courses with high “W” rates
- ◆ Increased emphasis on intrusive and embedded advising
- ◆ Additional classes to begin recording class sessions, and archive MP4 recordings for students to review
- ◆ In-house professional development targeting methods of delivery and DFW reduction

## Results

- ◆ DFW rates are stable or are improving
- ◆ More students are being advised appropriately
- ◆ Time and cost to complete are being reduced
- ◆ Most of the VPMA discipline conducted advisory committee meetings during the academic year
- ◆ Multiple outreach events were held for MCPS students
- ◆ Multiple curriculum actions were initiated to increase alignment with transfer institutions, as well as business and industry

## Measure of Success

*“My favorite classes were Figure Drawing, Sculpture, Lithography, Painting, and Professional Practice for the Visual Artist. What I liked about them was their attentiveness to strong form and strong design... Painting was an excellent class, covering all the fundamentals as well as prodding students to play with more contemporary themes. Professor Sumita Kim was a joy to have as an instructor and mentor. Her advice was always incisive, and it pushed my work farther than I could have alone. In Professional Practice for the Visual Artist, I learned a great deal about personal marketing, portfolio building, and networking... With the techniques from the class, I ended with a confident and strong final presentation. Since then I have used every tool I learned in that class. My biggest takeaway was the artistic philosophy that flows throughout the ethos of the college, which is integrity to one's self and to one's work.”*

*Isaac Feld – Studio Art Major (4.0 GPA)*

## Did You Know?

- ◆ Despite the decrease in overall MC enrollment, programs in the ABEESS unit experienced an overall increase in program majors.
- ◆ There were \*47,780 ABEESS seats filled in AY 2018.
- ◆ When comparing fall to fall and spring to spring, ABEESS seat capacity is trending upward, reaching \*90.53 percent in fall 2017.
- ◆ There were 414 OER/Z sections offered in AY 2018, which was a significant increase from AY 2017.
- ◆ There were 338 online sections offered in AY 2018, which was an increase from AY 2017.
- ◆ Business AA, Paralegal AAS, Paralegal Certificate, Computer Applications Certificate, Technical Writing Certificate, and Criminal Justice AAS can all be completed online, or evenings and weekends.
- ◆ Two ABEESS programs (Elementary Education and Graphic Design) have already exceeded their 2020 goals for enrollment and graduation.
- ◆ The Parilla Performing Arts Center was awarded a grant from the Maryland State Arts Council to support artistic programs for \$46,000.
- ◆ Two faculty in English participated in a faculty exchange program with Macau Millenium College (MMC). The faculty went to Macau to teach English to students at Millenium College.
- ◆ WRLC-RV Instructional Associate Mark Keats attended and presented at Martha's Vineyard Institute of Creative Writing, supported by a partial scholarship for his work.
- ◆ Dr. Tracey Smith-Bryant received the Montgomery College Outstanding Faculty Award.
- ◆ Professor Deborah Grubb, in Criminal Justice, was awarded the Outstanding Faculty Award for Excellence in Teaching.
- ◆ Rockville's Writing Center Director, Angela Rhoe, attended the International Writing Center Association Conference, and presented as a representative of the 2-year college special interest group.
- ◆ Interim Dean for Education and Social Sciences, Dr. Eric Benjamin, won a team effort award for his leadership of the College's decennial accreditation review. Montgomery College was officially reaccredited by the Middle States Association of Colleges and Schools in June, 2018.
- ◆ The Vice President and Provost (VPP) gave nine student scholarships to the members of the Vice President and Provost's Student Advisory Council. These students support the events on the Rockville campus and attend County and State legislative events with the VPP to demonstrate the value of the College and the quality of the students who attend MC.

\* based on enrollment in the first week of classes (*source datamart*)