

Academic Master Plan Implementation

Dual Enrollment
1000 students



Embedded
Coaches in
287 Sections

DFW
Grades
↓ **1%**



800
Bio-Trac
Enrollments



2,000 Students
placed into
college-level
courses
(Alternate Placement
Program)

Extended Winter
Sessions **2000+**
Students



Scholarship
for Excellence
in Teaching



6
New
Academic
Programs



4 Online
Degrees



Assessment
Training Event
for **200** Faculty



OER
23,000
Students



Part-Time
Faculty
Institute



MC



Academic
Affairs
Program
Review

Implement Alternative and
Customized Assessment
and Placement



Academic
Affairs
Highlights



Offer
Alternative
Scheduling
and
Delivery

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COVER:

Full-time Faculty of the Year

2018 – Deborah Grubb

2017 – Dr. Lorraine Kelman

2016 – Dr. Nathan Zook

Part-time Faculty of the Year

2018 – Dr. Kam Yee

2017 – Mitchell Tropin

2016 – Dr. Jeanita Pritchett



Embed
Classroom
Support

Design Alternative
Credentials and Guided
Pathways



Enhance
Student
Pathways
from MCPS
and to USG



Expand
Global
Partnerships
and
International
Opportunities

Dear Colleagues,

I am honored and excited to share the second Academic Master Plan Implementation update. This report reflects the great collaborative efforts of the Academic Affairs division - faculty, staff, deans, and provosts. It reflects the interactions of individuals and groups across the College. It reflects the intellect and energy of our division and our joint commitment to our students.

Annual AMP updates provide an opportunity for us to gauge our progress, quantitatively and qualitatively. In the AMP, we challenged ourselves: "In light of current realities in the world of higher education, a thoughtful, focused, and forward-thinking Academic Master Plan is crucial to meeting the needs of students and our community."

In today's dynamic environment, we must be responsive, agile, and proactive. Our approaches are multi-faceted: The use of OERs continues to expand; z-course and z-degree offerings are growing; a fifth online degree has been submitted for approval; a new certificate in Homeland Security is being added to other recently approved certificates in Cloud Computing and Data Science; a new AAS degree in Polysomnography Technology joins the recently approved Bioinformatics degree. English and Reading redesign and math redesign, as well as alternative placement, are responsible for significantly fewer students being trapped in the quicksand of developmental courses. ELAP meets the language and academic needs of a linguistically diverse student community. Demand for winter term courses continues to grow. The Scholarship for Excellence in Teaching has been implemented. These are only a sample.

You are, by now, well familiar with the six Division goals and the six AMP initiatives. In the following pages, you will see updates, highlighting the work that you and your colleagues are doing.

General education courses cultivate the foundation on which deep discipline and interdisciplinary learning can occur. Flipped classrooms, team-based experiences, embedded coaches and learning assistants are changing the classroom experience. Nowhere is this more evident than in the Early College Programs, which will be offered on all campuses next year. The International Economic Development Council suggests that "fundamental changes in the economy and nature of work require reimagining the workforce development system – ideally, as an ecosystem of institutions guided by a lifelong learning approach. . . Existing institutions – K – 12, community colleges, universities – will need to reframe their services to best serve learners." We are doing this. We are altering pathways from K-12 to career.

The 2014 restructuring of the Academic Affairs Division is proving to be a catalyst for the great work that is being done. Deans and VPPs with Collegewide responsibilities and content expertise, and 12-month department chairs coupled with phenomenal faculty and staff, are producing the kind of change that fosters student success and is so critical to our ability to ensure that students are well prepared for their next step. What impresses me, and is implicit in this document, is the talent we have assembled in the Division and the Collegewide collaboration and teamwork. We have welcomed a new provost, new deans and department chairs, and new faculty, adding to the momentum to achieve common objectives. The signature asset of the Academic Affairs division is our talented team. Your creativity and passion ignite the excitement for discovery and learning in students from their first encounter until they are engaged alumni. Together, your incredible performance, highlighted here, is reforming and transforming students' lives and Montgomery College.

Sanjay Rai, PhD
Senior Vice President for Academic Affairs

HIGHLIGHT

GENERAL EDUCATION ASSESSMENT WORKSHOP OCTOBER 12, 2018



Purpose:

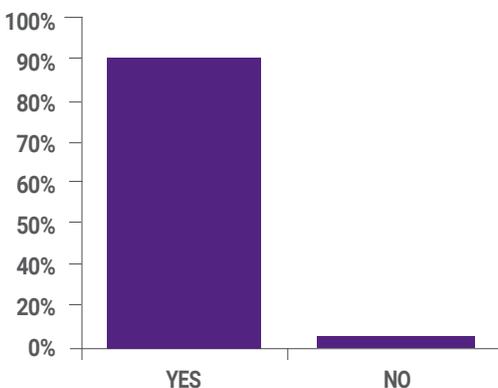
Faculty to review General Education Assessment results and discuss how well their students progressed with competencies. Other features of the event:

1. Each discipline had a faculty mentor to work with them from the Collegewide Assessment Team
2. This was also a time for faculty to develop additional questions or inquiries about their students using General Education Assessment data.

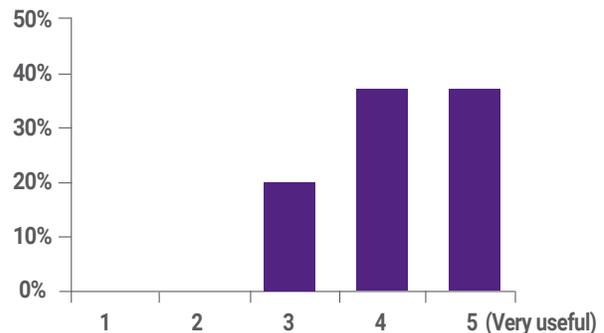
Evaluation:

Over fifty faculty participated and overwhelmingly indicated that they thought the workshop was worthwhile and should become an annual event.

Should we offer this workshop again?



Was this workshop useful?



Future Directions for Assessment

As a result of the Middle States visit, the College received the following recommendation: The Office of Assessment should streamline the assessment processes to make them meaningful and simpler to understand as well as provide better documentation of the use of these assessment data to improve teaching and learning.

As a result of this recommendation, there have been several focus groups with faculty, chairs, and deans to gather their opinions about how they experience our current system and suggestions for improvement. In the spring semester, the committees leading each of the different assessment processes will gather to review results from the focus groups and best practices from other colleges, and discuss how to create a more simplified approach to assessment. The three critical components that will be addressed with future changes in our assessment processes are:

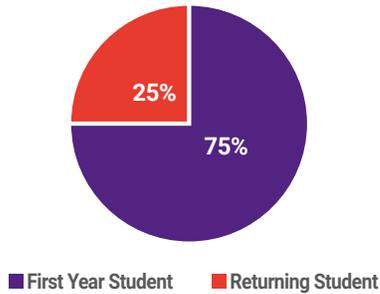
- 1. Integration** – How student learning outcomes assessment (Program Assessment and General Education Assessment) connects to evaluation activities such as College Area Review.
 - How can we integrate the processes?
 - What do we need to retain or delete from these processes?
 - Do we need to keep them as separate processes?
- 2. Timing** – What is the appropriate timing of assessment and evaluation for our current programs?
- 3. Communication and Training** – What are some of the communication and training needs of faculty so that they can benefit from the assessment and evaluation efforts at the college?

DUAL ENROLLMENT

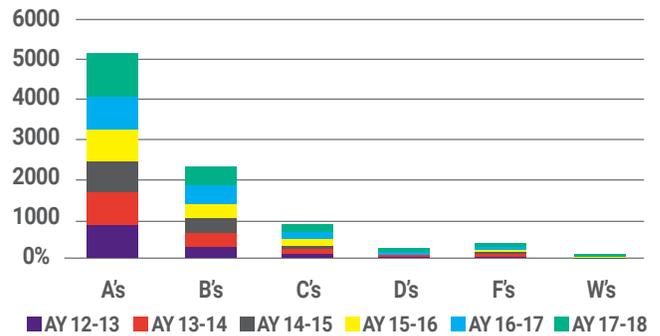
HIGHLIGHT

Montgomery College (MC) and Montgomery County Public Schools (MCPS) have a joint interest in producing citizens who have the interpersonal and intellectual skills to be competitive in the local and global economy. Allowing high school students to experience college-level courses while providing opportunities to earn college credit is a critical component in our comprehensive efforts to prepare students for postsecondary study and work. MC and MCPS worked together to develop successful pathways to college and career readiness for every MCPS student, and to increase access to college coursework through Dual Enrollment programs, while simultaneously decreasing institutional barriers for all students. Our partnership has been very successful. Enrollment is strong, and we have made dual enrollment available throughout the MCPS system, resulting in a very diverse student body that includes 75 percent first time students rather than returning students. With data for the nearly 9000 courses that have been taken in the last few years reflected below, it is clear that these engaged students are very successful here. Their DFW grade rates are only 8.73 percent compared with the Collegewide rate of 23.6 percent.

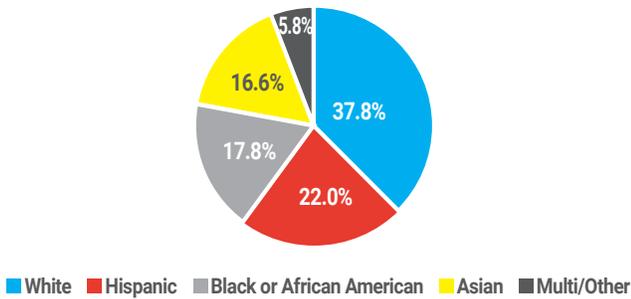
AY18 Dual Enrollments



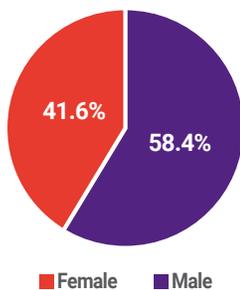
College Course Grades for Dually Enrolled Students



AY18 Dual Enrollment Student Demographics

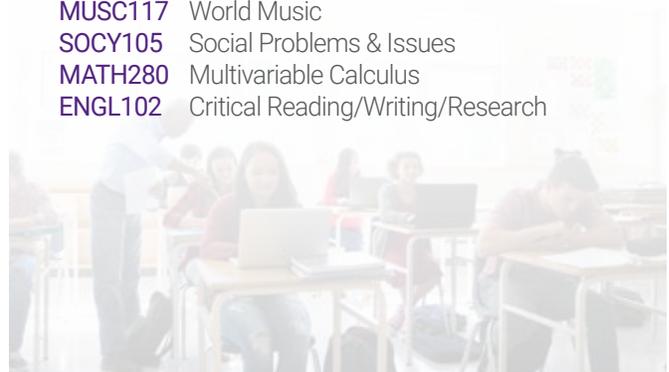


AY18 Dual Enrollment Student Demographics



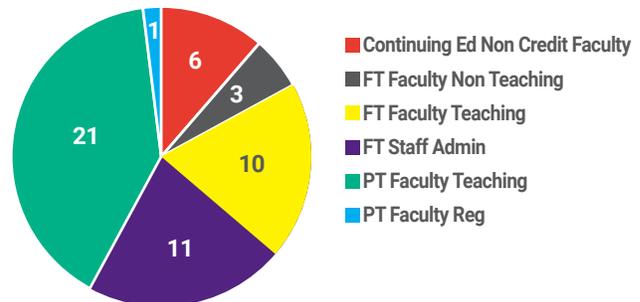
Top 10 College Courses Taken by Dually Enrolled Students

- COMM108 Foundations of Human Communication
- SOCY100 Introduction to Sociology
- BSAD101 Introduction to Business
- STSU100 First Year Seminar
- ENGL101 Introduction to College Writing
- PSYC102 General Psychology
- MUSC117 World Music
- SOCY105 Social Problems & Issues
- MATH280 Multivariable Calculus
- ENGL102 Critical Reading/Writing/Research





Participants Completing Bb Essentials



Professional Development Completions

- Academy for Teaching Excellence Summer 2017 (1 series) — **5**
- Fall 2017 (6 series) — **22**
- Spring 2018 (5 series) — **29**
- Blackboard (Bb) Essentials — **52**

Cohort Programs

- Leadership Development Institute (LDI) — **19**
- MC Management — **17**
- Developing the Skillful Supervisor — **25**
- Tapestry — **12**
- Learning Pathways — **7**
- Lynda.com — **132**

Online Teaching Training*

- 7-week course — **18**
- Accelerated independent study — **8**
- Tested out of training — **6**

Quality Matters

- QM Course Certifications — **3**
- QM Re-certifications — **7**

* 44% completed by accelerated options, either independent study or testing out

Successfully Completed

- Additional Z-Degrees
- Center for Teaching Excellence/MK relocation
- CPOD/ELITE merger
- OER Edcamp
- Maryland Online Leadership Institute
- Professional Development Master Plan

Course Information

- Fall 2017 distance sections — **574**
- Spring 2018 distance sections — **509**
- Spring 2018 % faculty using Bb — **98%**
- Spring 2018 % students using Bb — **96%**
- Z-sections success rate is — **78%** (a 1% increase over non-z sections)
- * based on ABC grades

Upcoming Topics

- Badging/Microcredentials
- OER ATD Grant Completion
- United Nations Sustainable Development Goal - Open Pedagogy Fellowship (UN SDG)

Professional Development Year In Review

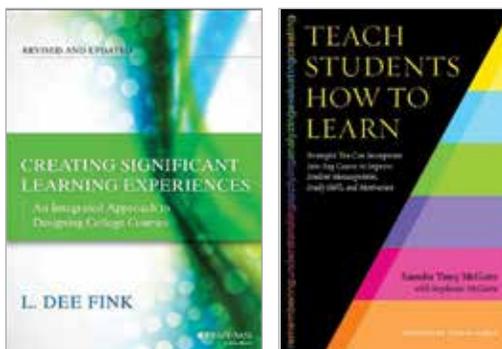
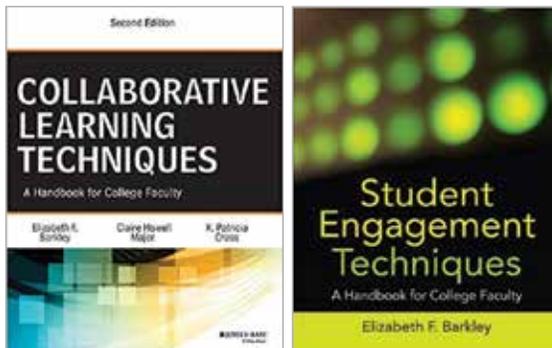
July 1, 2017 - June 30, 2018

- 766 total workshops
- 4,142 workshop completions
- 78 Multicultural/Diversity workshops
- 1,078 workshop completions

SCHOLARSHIP FOR EXCELLENCE IN TEACHING

HIGHLIGHT

The purpose for the Scholarship of Excellence in Teaching (SET) initiative is to enhance student success, student understanding, and student achievement. Selecting the top 12 faculty in the college via a rigorous application process, SET implemented many of the strategies found in *Taking College Teaching Seriously: Pedagogy Matters: Fostering Student Success Through Faculty-Centered Practice Improvement*. These strategies were implemented successfully at LaGuardia Community College and a consortium of thirty other colleges in the United States. However, the MC Scholarship of Excellence in Teaching has not only implemented these strategies but added major elements to create what many faculty have described as the equivalent to a graduate course in pedagogy for community college faculty. The framework of the Scholarship for Excellence in Teaching consists of five major elements: 1) weekly discussion boards, 2) monthly and individual meetings, 3) mentoring, 4) required reading of pedagogical textbooks for college faculty, and 5) the development, implementation, and assessment of the strategy they created to foster student understanding, achievement, and success.



Faculty Cohort 2018

- Leah Allen, Biology, Rockville
- Tracie Babb, Communications, Takoma Park/Silver Spring
- Joanne Carl, Broadcast Media, Rockville
- Thomas Chen, Chemistry, Rockville
- John Coliton, Business/Computer Applications, Rockville
- Zhou Dong, Mathematics, Germantown
- Rashi Jain, ELAP, Rockville
- Jennifer Lee, English, Takoma Park/Silver Spring
- Bruce Madariaga, Economics, Germantown
- Khandan Monshi, Computer Science, Rockville
- Carla Naranjo, Spanish – World Languages, Germantown
- Raluca Teodorescu, Physics, Takoma Park/Silver Spring

Faculty Cohort 2019

- Pallavi Bhale, Mathematics, Germantown
- Sarah Campbell, Spanish, Rockville
- Matt Colburn, English, Germantown
- Sean Cooney, Biology, Takoma Park/Silver Spring
- James Furgol, History, Germantown
- Art Grinath, Economics, Germantown
- Sara Kalifa, Biology, Rockville
- Amanda Lebleu, ELAP, Takoma Park/Silver Spring
- Melissa Lizmi, Media Arts & Tech, Rockville
- Andrea Steelman, Mathematics, Rockville
- Brandon Wallace, Education, Takoma Park/Silver Spring
- Helio Zwi, Physics, Rockville

HIGHLIGHT

A GREAT YEAR AT WORKFORCE DEVELOPMENT & CONTINUING EDUCATION

6 Program Areas, including:

-  Applied Technologies & the Gudelsky Institute for Technical Education
-  Business, Information Technology, and Safety
-  Adult ESOL and Basic Skills for College and Careers
-  Community Education & Extended Learning Services
-  Community Arts
-  Health Sciences Institute

46,129 Enrollments Each Year



2 in 5 Montgomery College students are enrolled in noncredit programs

4,367 Full-Time Equivalent Students (FTEs)

1,500 Students take both a noncredit and credit class during the same year



35 Average age of a noncredit student

25 Average age of a credit student

27% are age 50+

50+ Locations in Montgomery County

Courses offered on all 3 campuses, at two training centers, and in many community and business locations

Multiple Course Formats

39% Open Enrollment (found in the schedule of classes)

22% Customized contract training for businesses and government

39% Grant funded classes (\$4 million annually)

5,000 Students annually take WDCE Courses leading to licensure, certification and industry credentials

4,000 Nearly 4000 students over the last 2 years took a credit course after taking a non-credit course



Clinical Trial Project Management with Amarex

The 8th group of Clinical Trial Project Management (CTPM) students participated in a project presentation and graduation ceremony recently. The CTPM program, since its inception in 2012, has graduated 230 students and provided highly skilled workers for our thriving clinical trial industry in the region. MC offers this program once a year and usually has about 200 students wait listed for about 30 students for each class. These projects were based on real ongoing clinical trials that included cancer and schizophrenia drugs, diabetic foot ulcer and septic shock devices, flu vaccine and HIV Biologic. These projects were judged by Director FDA, CEO Amarex, Chair of Public Health at Morgan State and the VPP of Germantown Campus.

The CTPM Program was developed and is delivered in collaboration with Amarex. We did not use any new College resources, helped our region with talent development for an important industry, and generated revenue.

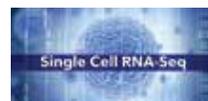
Bio-Trac

Projecting through the last workshop of 2018, 390 researchers will have attended one of the 24 Bio-Trac workshops conducted in BE in 2018. Bio-Trac introduced three new workshops in 2018 (Exosomes, Hepatocytes, and Single Cell RNA-Seq). Each workshop was offered twice a year along with a two-day workshop/symposium on Immuno Oncology Multiplexing that was co-sponsored by MedImmune. In 2019, Bio-Trac expects to conduct 30 workshops while introducing 4 new workshop offerings: Advance Gene Editing with CRISPR, Antibody Validation, 3D Cell Culture, as well as an Regenerative Medicine Manufacturing workshop. Since the summer of 2016, over 880 scientists have attended a Bio-Trac training program in BE.

Bio-Trac Courses



**Exosomes:
Principles, Methods
and Applications**
December 4-7, 2018



Single Cell RNA-Seq
December 10-13, 2018



**Generating The Neural
Lineage From iPSCs**
January 22-25, 2019



**R for Research
Scientists**
February 4-5, 2019



**Flow Cytometry:
Principles, Methods
and Applications**
February 26-29, 2019

Montgomery County Public Schools: Teacher Preparation

In October of 2017, MCPS issued an RFP to select Institutions of Higher Education (IHE) that would collaborate with MCPS to provide opportunities for MCPS support professionals (e.g., building and food service workers, paraeducators, security staff, and transportation employees) with varying educational backgrounds and experiences to become highly effective and committed classroom teachers. MCPS sought colleges that would provide programs for MCPS support professionals to obtain bachelors, masters, or other courses of completion so that they could gain Maryland State Department of Education (MSDE) certification and employment as MCPS teachers, specifically in high-need content areas. Research showed that the 9,600 support professionals that they employed were far more diverse than the current ranks of graduates from our nation's education schools, making this group of employees an ideal pool to target for talent development. The range of formal education levels for these 9,600 employees were also diverse, ranging from no high school diploma to earned doctoral degrees.

Applying a social justice lens to our response, we systematically outlined our ability to deliver a rigorous education preparation program. We included examples for previous successful partnership with MCPS, our ability to deliver course work in a multitude of platforms, our academic and social support structures, our willingness to look at alternative measures for placement, and most importantly, the quality of our faculty. We were thrilled to be awarded the RFP. We currently have 75 actively engaged MCPS Support professionals. Of the 75 participants, 38 attended an information session on October 24, 2018. We currently have 25 MCPS support professionals enrolled in our Associate of Arts in Teaching program. Many support professionals have degrees and have expressed interest in our ACET program, of which 13 have submitted applications.

ACHIEVING THE PROMISE ACADEMY ONE-TO-ONE PROGRAM



The Achieving the Promise Academy (ATPA) is responsible for providing two services. The Academy provides any student with academic support needs, who so desire, with a one-on-one coach, and the Academy also embeds coaches in the classroom to provide supplemental academic support to students (See Initiative 1). Accordingly, ATPA provides embedded classroom support to students in a limited number of course sections—the highest enrolled courses with the highest collegewide failure rates. This program is transitioning from its infancy. The program began in fall 2016, initially with one-on-one coaching service. In alignment with the Academic Master Plan goal of embedded classroom support, the embedded coaching service was implemented in fall 2017.

One-on-one students have access to their coach until graduation and/or transfer and receive academic support in all of their courses. They also enjoy perks such as an assessment to identify strengths and weaknesses, weekly coaching sessions, a personalized academic success plan each semester, two targeted workshops per semester, laptop loaners, and tuition-assistance regardless of their financial aid status.

All students benefit from academic progress monitoring, assignment and exam preparation, weekly study sessions, tutoring, financial aid and registration support, referrals to college and community resources (e.g. Learning Centers, advisors, counselors, and others), a Learning Community of peers with similar academic and professional interests, and development of academic and life skills.

Average GPA After ATPA One-on-One Coaching

	ATPF16 Cohort	ATPS17 Cohort	ATPF17 Cohort
Average Pre-ATPA GPA	2.05	2.5	2.21
Average GPA at End of Fall '17	2.74	2.74	2.84
GPA increase (Pre-ATPA to end of Fall '17)	+35.65%	+8.8%	+27.6%

ATPA One-on-One Coaching: holistic, individualized academic coaching every semester for all courses and other areas of need until graduation/transfer.

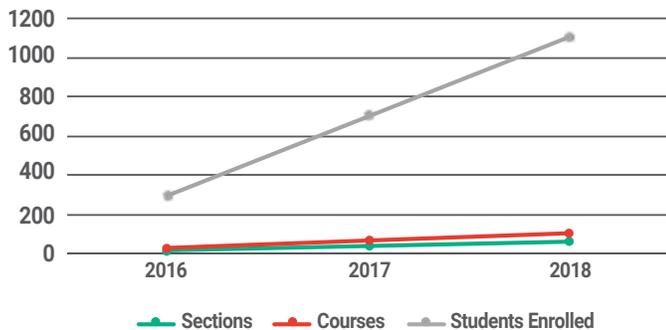
- 350+ students
- Weekly meetings with coach (or as needed)
- PT and FT students
- Credit and non-credit students
- 15 part-time faculty coaches
- Monitoring of academic progress through collaboration between faculty and coach
- Financial aid and registration support
- Workshops
- A Learning Community of peers with similar academic and professional interests



EXTENDED WINTER SESSION AND OPEN EDUCATIONAL RESOURCES

HIGHLIGHT

Extended Winter Session (EWS)



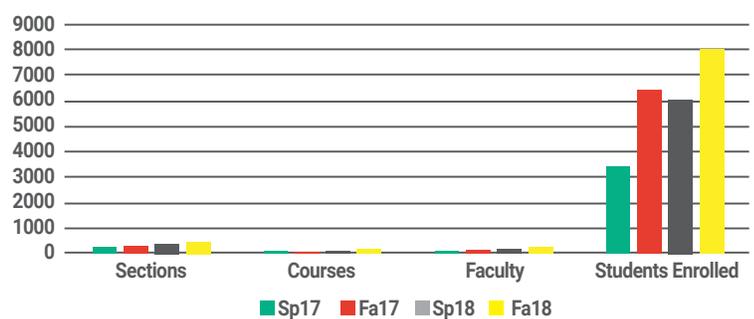
Extended Winter Session began as a solution to meet student needs. Traditional Winter Session is only three weeks, and while popular, many of our students prefer to have a five-week option which begins right after the fall semester ends and goes right through to the Friday before opening meeting. Retention to spring has consistently been 96% and the course pass rates have been as good or better than Traditional Winter Session. The offering has proven very popular with students, growing from enrollment of 267 in 2016 to nearly 1,000 prior to the start of Extended Winter Session in 2018. This option allows a student to take an additional class or have the option of spreading their credits out over the course of a year.

Open Educational Resources (OERs)

Growth in the number of students enrolled in Z-courses at Montgomery College, courses that have zero costs for instructional materials, continues. In the fall 2018 semester, we offered 413 sections of Z-courses with enrollments of more than 8,400. Last fall we offered about 320 sections of Z-courses with about 6,400 enrollments.

In the four semesters that we have been tracking Z-courses, it is estimated that we have saved students an estimated \$2.4 million, money that can be reinvested into education, thus reducing the time to completion and adding to the economic spending within the county. While it's exciting to talk about savings, we've moved the narrative toward learning outcomes and social justice. Using OER and other free material is an equity issue. Students have access to course materials the first day of the semester, putting them on a level academic success playing field since they don't have to wait to gather necessary funds to buy expensive books. This results in success for at-risk populations.

Open Educational Resources



Tracking the use of Z-courses at Montgomery College, we have found that underserved populations have been as successful or more successful than students in non Z-courses. Below is a fall to fall comparison of success in Z-courses by ethnicity and gender compared to success in all courses.

Z Courses and All Courses (Course Pass Rates)

		Z Courses		All Courses	
		Fall 2017	Spring 2018	Fall 2017	Spring 2018
Black/African American	Male	73.6%	69.1%	69.6%	69.2%
	Female	73.2	74.6	76.8	77.3
Hispanic	Male	73.6	91.7	75.3	80.1
	Female	76.9	77.4	83.4	83.2
Asian	Male	77.3	80.8	76.7	76.3
	Female	83.3	88.3	85.3	86.1
White	Male	74.2	78.8	75.0	75.4
	Female	81.0	82.3	82.1	82.7



INITIATIVE KEY

The Academic Affairs division pathway is marked by milestones and measured against benchmarks.

The key at the right helps define initiative accountability measures.

INITIATIVES*

- (1) Embed Classroom Support
- (2) Offer Alternative Scheduling and Delivery
- (3) Implement Alternative and Customized Assessment and Placement
- (4) Design Alternative and Customized Credentials and Guided Pathways
- (5) Enhance Student Pathway from MCPS and to USG
- (6) Expand Global Partnerships and International Opportunities

** The 2016–2021 initiative updates were developed in October 2018.*



CHARGE TO THE COMMITTEE—
ADDRESSING STUDENT SUCCESS



OVERVIEW



FEATURES OF THE IMPLEMENTATION PLAN



NEW INITIATIVES



IMPLEMENTATION TIMELINE



CHALLENGES TO THE IMPLEMENTATION
OF INITIATIVES



RESOURCE REQUIREMENTS AND IMPACT



ASSESSMENT OF INITIATIVES



BENCHMARKS

SIX INITIATIVES



ACADEMIC PROGRAM REVIEW



CHARGE TO THE COMMITTEE

The College Area Review Committee has been charged to provide an objective, cross-sectional review of the academic programs and to design and implement the program viability review process. The committee members include the vice presidents/provosts, 3 deans, 6 faculty members, a staff council representative, a student council representative, a research office representative, an Office of Information Technology representative, an Administrative and Fiscal Services representative, the College Area Review coordinator, and the director of assessment. This committee will examine issues and data metrics within the College objectively, with consideration for how best to use College resources to support student success.

The specific charge of the committee is to:

- review academic areas (including degree programs, disciplines, and special programs), student affairs, and administrative unit reports
- make substantive comments on the recommendations reports
- define program viability process and identify key indicators
- recommend programs for program viability review based on selected key indicators
- participate in the viability review process and make recommendations to the Senior Vice President for Academic Affairs.



OVERVIEW

The academic program review completed its initial cycle at the end of the 2017-2018 academic year. Starting in 2018-2019 review cycle, the academic program review process has been automated with the Tk20 software application to track reports and recommendations about programs and certificates. Academic program review reports have been modified to better align with Academic Affairs division goals. Collaboration between the curriculum process and academic program review through the *Curriculog* database identifies which curricular actions resulted from the program review process. In the second review cycle of program viability, some program leaders have initiated program deletions before review, and other programs are working on program improvements to address the needs of our students.

2018-2019 COLLEGE AREA REVIEW COMMITTEE MEMBERSHIP

Committee Chairs:

Cassandra Jones and Clevette Ridguard

Administrators:

Donna Schena, George Payne, Brad Stewart, Margaret Latimer, Kimberly Kelley, Jane Ellen Miller

Deans:

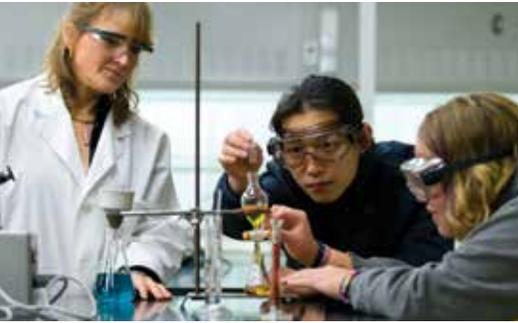
Tonya Mason, Monique Davis, Frank Trezza

Faculty:

Alla Webb, Leah Allen, Sonia Pruneda-Hernandez, Auksuole Rubavichute, Michael Harding, Maria Helen Dias

Staff:

Debbie Morris and Diana Benson



Outcomes and Updates

ID	Title	Effective Semester	CAR Recommendation
Deletion of Certificates			
145A	Management Certificate	Spring 2019	✓
224	Advanced Interior Design Certificate	Fall 2018	✓
225	Design Industry Partnership Certificate	Fall 2018	✓
Deletion of Programs			
011	Theatre Performance Track, Arts and Sciences AA	Spring 2019	✓
014	Theatre Technical Track, Arts and Sciences AA	Spring 2019	✓
128	Dance Track, Arts and Sciences AA	Spring 2019	✓
Revised Certificates			
156	Paralegal Studies Certificate	Spring 2019	✓
240	Fire and Emergency Services Management Certificate	Spring 2019	✓
249	Emergency Preparedness Management Certificate	Spring 2019	✓
251	Women's and Gender Studies Certificate	Spring 2019	✓
252	Advanced Network Security Certificate	Spring 2018	✓
226	Introductory Interior Design Certificate	Fall 2018	✓
232A	Computer Gaming and Simulation Certificate	Fall 2018	✓
Revised Programs			
315	Early Childhood Education Technology AAS	Spring 2019	✓
360	Computer Gaming and Simulation AAS	Fall 2018	✓
412E	Environmental Science and Policy, Science AS	Spring 2019	✓
414	Emergency Preparedness Management AS	Spring 2019	✓
611A	General Studies AA: Studies in HACL Core	Fall 2018	✓
107	Computer Science Track, Computer Science and Technologies AA	Spring 2018	✓



Process Implementation Timeline, 2018–2019

	Program or Certificate	Fall 2018	Spring 2019	Summer 2019
2018	Landscape Technology (AAS) Landscape Technology Certificate American Sign Language Certificate Women's Studies Certificate	Program viability reports reviewed by CARC and SVPAA. Request for additional data and action plan implementation for each program.	Update reports and data findings are due February 2019. CARC reviews reporting information and makes recommendation to SVPAA.	SVPAA makes final decision about program/Certificate.
	Advanced Interior Design Certificate	Certificate Deleted		
	Design Industry Partnership Certificate Introductory Interior Design Certificate	Certificate Deleted Curriculum modification		
2019	Broadcast Media Productions AAS Ethic Social Studies Certificate Photography Certificates	Meet with dean and chair to discuss process, expectations, and reporting deadlines.	Programs and certificates submit reports and data. CARC and SVPAA reviews. Request for additional data and action plan implementation for each program or certificate.	Program/certificate has one year to implement action plan.

INITIATIVE 1: EMBED CLASSROOM SUPPORT



CHARGE TO THE COMMITTEE—ADDRESSING STUDENT SUCCESS VIA EMBEDDED SUPPORT

Montgomery College’s 2016-2021 Academic Master Plan identifies embedded classroom support as one of the initiatives to be implemented within the next five years, using the strategies noted:

Strategy 1: Pilot embedded academic support strategies in selected gateway courses.

[Benchmark: Decrease by 10% the number of students receiving DFW grades in selected gateway courses by 2021.]

Strategy 2: Pilot embedded academic support in at least one course per program or discipline.

[Benchmark: Decrease by 10% the number of students receiving DFW grades in selected program or discipline courses by 2021.]

Based on success of pilots and reduction in DFW rates, academic programs would institutionalize and scale up embedded support as possible in the second five-year period. (Academic Master Plan 2016-2021, p.23).



OVERVIEW

Montgomery College students lead busy lives. Almost all of our students work. Many work full-time or hold more than one part-time job. Many also have substantial family obligations including caring for children, parents, and extended family members. Some face housing and food challenges and depend on public transportation to get to our campuses and to work and back home. And while Montgomery College has an extensive array of academic support centers and programs, too many of our students are too busy to take full advantage of these support services. Their schedules preclude them from accessing the support provided by these programs and centers. One way to provide academic support, especially just when students need it the most, is to embed these services in the classroom.

COMMITTEE MEMBERSHIP

Chairs:

Brad Stewart

Sharon Fechter

Jessame Ferguson

Beatrice Lauman

Brian Ault

Gloria Barron

Clary Brown

Tom Cantu

Charles Harried

Jenny Hatleberg

Ja’Bette Lozupone

Miriam Laufer

Tonya Mason

Eurae Muhn

Rodney Redmond

Carolyn Schick

Tracy Smith Bryant

Jim Sniezek

Chris Verdak

Tanner Wray



NEW FEATURES OF IMPLEMENTATION PLAN FOR NEW AND EXPANDED EMBEDDED CLASSROOM SUPPORT

Current efforts to expand and scale embedded support programs have coalesced around the following areas:

- Expansion and increased support for, and collaboration with, the ATPA Embedded Coaches Program
- Expansion of Library Embedded Support initiatives
- Construction of infrastructure support for the Learning Assistants Program
- Building stronger connections with the PACE Program in the English and Reading disciplines
- Expansion of embedded support workshops and other initiatives from the Writing, Reading, and Learning Centers
- Establishment of assigned coordinators for embedded support in each of the college Academic Support Centers

EMBEDDED SUPPORT IMPLEMENTATION EFFORTS BY PROGRAM

Achieving the Promise Embedded Coaches Program

In accordance with Initiative 1 of the College's Academic Master Plan, the Achieving the Promise Academy created and is currently implementing an embedded support program, which was piloted in the fall of 2017. During the pilot, students in 63 sections of courses within highly-enrolled disciplines with high DFW rates received additional academic support from embedded support coaches. The embedded support coaches, selected from part-time faculty members who also teach at the College, visited classes to connect with students and offered study sessions weekly outside of class. Embedded coaches tutored students in course-specific skills and provided support in study skills, self-advocacy skills, and time management, among others. Further, coaches referred students to critical resources on campus, including financial aid resources, counseling resources, food pantries, academic workshops, and others. Between Fall 2017 and Fall 2018, the ATPA embedded support program served 280 class sections. Data from the first academic year of implementation demonstrates lower DFW rates and growth in GPAs in most of the disciplines that worked with embedded coaches.

ATPA Embedded Coaching: targeted academic coaching in relevant coursework for the semester. Courses offering ATPA embedded support are identified in the course schedule.

- Highly enrolled courses with high DFW rates
- 50 part-time faculty coaches
- Weekly study sessions, class visits every other week
- Academic and non-academic support
- Sections Served: 63 (Fall '17), 124 (Spring '18), 95 (Fall '18)
- Data from both semesters of the 2017-2018 academic year also demonstrate that students who engaged with their coaches in and outside of class earned higher final grades than their counterparts, and that, on average, students who were in embedded support classes saw an increase in their GPA at the end of the semester in comparison to their start-of-semester GPA.
- 7 out of the 11 disciplines that received ATPA embedded support had lower DFW rates than the non-ATPA courses in the same disciplines (Spring '18).

Montgomery College Library Embedded Support Services FY19 Update



FEATURES

AY 17-18: The Academic Master Plan workgroup identified several courses in need of embedded support, based on DFW rates. Of those courses, the MC Library identified candidates based on course outcomes and content alignment

- PSYC 102: General Education assessment addresses information literacy
- BIOL 150: Lab report/signature assignment requires information literacy skills

The Library collaborated with faculty to develop support that best fit courses and student needs. Building on earlier collaboration with ENGL 102, the Library developed the concept of library-created, collegewide course-specific Research Toolkits to support course information literacy outcomes and signature assignments. Toolkits include tutorials, access to library databases and research tools, and possible links to select non-library embedded support tools.



NEW INITIATIVES

- Expand embedded library support to CCJS 110 in AY18-19
- Expand Blackboard integration and program assessment
- Identify additional high DFW gateway courses to expand to in AY19-20



EMBEDDED SUPPORT IMPLEMENTATION TIMELINE

Spring 2018

- PSYC 102: Jan 2018 Trained faculty and all partner units; Research Toolkit made available collegewide and embedded in Blackboard; Preliminary assessment approaches deployed
- BIOL 150: Developed and marketed Research Toolkit to faculty and students; Engaged dean and course coordinators to plan for embedded library services deployment

Summer 2018

- Library-hosted training session for PSYC 102 and BIOL 150 faculty and Achieving the Promise Academy coaches, with presentations from partners in the Embedded Support Initiative (ATPA, Learning Centers, Library, and STEM Learning Assistants)

Fall 2018

- PSYC 102: Continue support for all sections, Collegewide
- BIOL 150: Expand support to all sections, Collegewide
- Begin Blackboard integration pilot with BIOL 150, ENGL 102/103, and PSYC 102 faculty; Test integration of Research Toolkits and online information literacy tutorials. Continue with Library Course Reserves module integration

AY 2018-2019 Goals and Activities

- Expand embedded library support, including CCJS 110
- Plan AY19-20 expansion to scale and implement faculty outreach and communication plan



ASSESSMENT OF EMBEDDED SUPPORT INITIATIVES

AY17-18 Data

- PSYC 102: Usage of Resource Toolkit increased from 670 views in Fall 2017 (pilot semester) to 7,575 views in Spring 2018. Provided in-person and online library instruction to 18 sections and 339 students (AY17-18)
- BIOL 150: Usage of Resource Toolkit increased from 617 views in Fall 2017 (pilot semester) to 1,054 views in Spring 2018. Provided eight drop-in sessions to 98 students (AY17-18)



IMPACT ON STUDENT SUCCESS (FUTURE)

- Review longitudinal Spring DFW information for PSYC 102 to understand how embedded support generally correlates with DFW rates; expand to additional courses as library embedded support develops
- Explore possibility of longitudinal review of signature assignment grades
- Review General Education assessment data on information literacy competency from prior and current assessment cycles
- Assess student learning when engaged with Research Toolkits, information literacy tutorials, instructional support and other library support, through qualitative and direct assessment methods

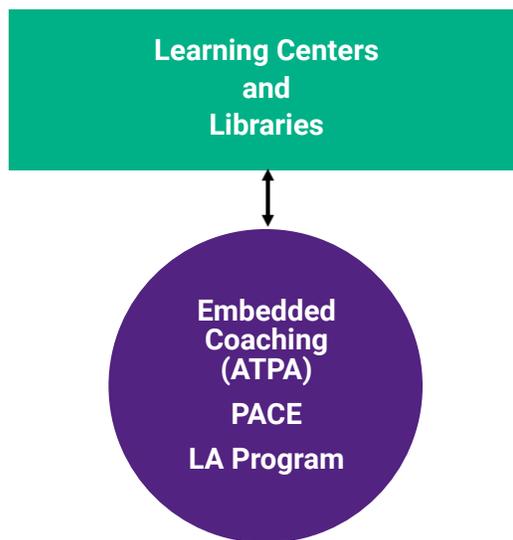
Writing, Reading and Learning Center Embedded Support Services Update (FY19)

- Continue embedded librarian and WRL center support for BIOL150 (referring to lab report workshops, which we've been doing the past two years, and, previously, without librarians)
- Continue embedded librarian and WRL support for PSYC102 (continue use of referral sheet used during the past year)
- Develop outcomes for embedded learning center workshops including measures of student learning and student and faculty engagement

Academic Support Centers Embedded Support Services Update (FY19)

Creation of Assigned Coordinators for each college learning center. These coordinators would link a specific number of students in an embedded class with a learning center employee (staff or student) to provide unique embedded services to students in these course sections. The table below identifies possible areas for embedded support efforts by academic support centers.

The Embedded Support Model incorporates an array of educational services that are offered to all students in addition to specialized services only available to embedded support students.



Learning Assistant Program Embedded Support Services Update (FY19)



FEATURES OF THE IMPLEMENTATION PLAN FOR EMBEDDED CLASSROOM SUPPORT

The STEM Learning Assistant program, begun at Montgomery College in Fall 2013, already has embedded support structure in many STEM gateway courses, notably BIOL 150, CHEM 131, CHEM 132, MATH 165, MATH 181, and MATH 182. The STEM Learning Assistant program uses highly trained students who have recently been successful in their appointed course to support students currently enrolled in these courses. Learning Assistants (LAs) are paired one-on-one to work with a faculty mentor assisting in a STEM classroom for six hours/week. The LAs serve as peer-models and work to increase student success and engagement in these classes. The LAs attend every class and have an active, integrated role as they work with students to enhance collaborative learning in the classroom throughout each class session. The LAs guide students to a deeper understanding of the course material, assist them when they need extra content support, and motivate and encourage the students along the way. As they “try on teaching,” LAs also lead weekly study and review sessions for the students outside of class. The LAs themselves are supported by pedagogical training and cohort building while being part of the LA program. They meet weekly with their faculty mentors for both content preparation and mentoring. As student employees of the college, LAs receive a stipend for their 90 hours of work each semester. Typically, each LA is hired for a one-semester appointment, which allows for a new group of interested students to benefit as LAs the following semester. Evaluation data (DFW rates combined with student attitudes to learning surveys) show that students enrolled in STEM courses with Learning Assistants are successful, have appreciation for the course material, feel supported, and highly value the learning guidance provided by their Learning Assistants.



LA PROGRAM - EMBEDDED SUPPORT IMPLEMENTATION TIMELINE

AY2018

80 LAs supported approximately 1,800 STEM students in classrooms and laboratories for AY2017-2018 (40 LAs each semester). Lower DFW rates (26.2% vs 29.2% for Fall 2017 and 30.2% vs 36.2% for Spring 2018) were observed for students in LA-supported sections vs. students in comparable course sections without LA support.

Comprehensive program evaluations were done each semester, focusing on the three participant roles in the LA program (the students, the LAs, and the LA faculty mentors).

- The students in LA-supported classes reported positive attitudes toward LA support and toward learning as a result of having an LA embedded in their STEM class. The students reported the areas where LAs helped them (learning content, preparing for an exam, developing study skills, etc.) and the students stated that the LAs helped them succeed in the class.
- The LAs reported that they gained deeper content knowledge in both the class where they served and in their other STEM classes. They also reported marked growth in confidence, increased skills in interacting with others, increased personal study skills, and a greater interest in a career that involves some type of teaching in their STEM field.
- The LA faculty mentors recommended the LA program to their STEM colleagues and requested more LAs in their classes, with pronounced agreement that the voluntary time and effort required to mentor and incorporate an LA in their classroom was worthwhile.

Multiple conference presentations on the Montgomery College STEM Learning Assistant program resulted in increased national awareness of the positive impact for transforming the traditional four-year national Learning Assistant model to the two-year college setting. One Learning Assistant was chosen to attend a national conference, presenting her experience as an LA for both CHEM 131 and BIOL 150 in both oral and poster presentation formats. The LA presented her poster at other regional conferences during the academic year as well.

A 28-page book chapter, "Trying on Teaching: Transforming STEM Classrooms with a Learning Assistant Program" has been published in the American Chemical Society symposium series, *Strategies Promoting Success of Two-Year College Students*.

Both advocacy and the submission of a grant proposal seeking institutional and external funding for the LA program continued throughout the year.

AY2019 Goals and Activities

Fall 2018

- Hire 20 LAs to assist in STEM gateway courses. Embed these LAs in BIOL 101, BIOL 150, CHEM 131, MATH 165, MATH 181 and MATH 182 on all three campuses
- Offer pedagogical training and weekly mentorship for LAs
- Collect comprehensive program evaluations from students, LAs, and LA faculty mentors to study and document impacts that the STEM LA program has on learning, student success, and interest in teaching
- Analyze the performance of students as a result of being in an LA-supported STEM class
- Enroll one veteran LA in SCIR 297HM (Scientific Research) to investigate and research various components of the LA program. Have the LA present research outcomes at national and regional conferences (oral and poster presentations)

- Present the Montgomery College STEM Learning Assistant Program at national and regional conferences
- Continue advocacy, partnership, and grant writing/submission with the Montgomery College Foundation and/or other sources to secure both institutional and external corporate support for the LA program for the future

Spring 2019

- Hire at least 30 LAs (funding dependent) to assist in STEM courses on all three campuses
- Offer pedagogical training and weekly mentorship for LAs
- Collect comprehensive program evaluations from students, LAs, and LA faculty mentors to study and document impacts that the STEM LA program has on learning, student success and interest in teaching
- Analyze the performance of students as a result of being in an LA-supported STEM class
- Enroll one veteran LA in SCIR 297HM (Scientific Research) to investigate and research various components of the LA program. Have the LA present research outcomes at national and regional conferences (oral and poster presentations)
- Present the Montgomery College STEM Learning Assistant Program at national and regional conferences
- Continue advocacy, partnership, and grant writing/submission with the Montgomery College Foundation to secure both institutional and external corporate support for the LA program for the future



OVERALL ASSESSMENT OF EMBEDDED SUPPORT INITIATIVES

In addition to program specific assessment strategies, each embedded support initiative will be evaluated in terms of DFW reduction rates; faculty, staff, and student engagement levels; and student and faculty perceptions of program effectiveness. A common survey instrument will be employed to gather this data.

INITIATIVE 2: OFFER ALTERNATIVE SCHEDULING AND DELIVERY





CHARGE TO THE COMMITTEE—OFFER ALTERNATIVE SCHEDULING AND DELIVERY

The Academic Master Plan Initiative 2 work group will recommend actions to the senior vice presidents of academic affairs and student affairs to effect alternative scheduling and delivery and guidelines for efficient and effective scheduling that enhance student retention and completion rates and are financially sustainable. This multi-year effort will be based on a data-driven audit of existing practices and informed by best practices. Implementation will parallel approval/acceptance of recommendations.

Scheduling Committees and Membership

ATD Scheduling Core Team	Scheduling Review Committee	Ad Astra Scheduling Team	Ad Astra Analytics Team
<p>Margaret Latimer (project lead) <i>VP & Provost, Germantown Campus and Collegewide STEM Unit</i></p> <p>John Hamman <i>ATD and Dean of Mathematics and Statistics</i></p> <p>Ayanna Burney <i>Course Scheduling Manager</i></p> <p>Mohamed El Muwaqqat <i>SIS Manager</i></p>	<p>Carolyn Terry <i>Associate SVP for Academic Affairs</i></p> <p>John Hamman <i>ATD and Dean of Mathematics and Statistics</i></p> <p>Bess Vincent <i>Assistant Administrative Dean, Germantown</i></p> <p>Ernest Cartledge <i>Director of Enrollment Services and College Registrar</i></p> <p>Frank Trezza <i>Dean of Visual and Performing Arts</i></p> <p>Marvin Mills <i>VP of Facilities and Security</i></p> <p>Ayanna Burney <i>Course Scheduling Manager</i></p> <p>Deborah Crutchfield <i>WD&CE Registrar/Customer Service Supervisor</i></p> <p>Beatrice Lauman <i>Academic Operations and Special Projects Director</i></p>	<p>Ayanna Burney <i>Course Scheduling Manager</i></p> <p>Jennifer Gottwald <i>Student Information Systems Specialist</i></p> <p>John Hamman <i>ATD and Dean of Mathematics and Statistics</i></p> <p>Sanjiv Prakash <i>Report & Data Warehouse Manager</i></p> <p>Bess Vincent <i>Assistant Administrative Dean, Germantown</i></p> <p>Phong Banh <i>Director of IT Application and Web Services</i></p> <p>Mohamed El Muwaqqat <i>SIS Manager</i></p> <p>Beatrice Lauman <i>Academic Operations and Special Projects Director</i></p> <p>Ernest Cartledge <i>Director of Enrollment Services and College Registrar</i></p> <p>Jessica Zelt <i>Quality Assurance Analyst</i></p> <p>Dong-Min Kim <i>Space Planning Analyst</i></p>	<p>John Hamman <i>ATD and Dean of Mathematics and Statistics</i></p> <p>Phong Banh <i>Director of IT Application and Web Services</i></p> <p>Beatrice Lauman <i>Academic Operations and Special Projects Director</i></p> <p>Bess Vincent <i>Assistant Administrative Dean, Germantown</i></p> <p>Jessica Zelt <i>Quality Assurance Analyst</i></p>



WHAT THE INITIATIVE IS DESIGNED TO ADDRESS

- **Post multi-semester (multi-year) schedules showing 80% of courses**
- **Guarantee that program requirements posted in the multi semester schedule will run**
 - Recommend software that uses institutional data to create effective Collegewide scheduling
- **Use two or three year rolling enrollment data to predict demand and schedule high demand courses at optimal times**
- **Minimize class cancellations**
 - Achieve average 85% seat utilization rates during fall and spring terms
 - Reduce the nine parts of term which define the blocks of time (days/weeks) during which courses may be offered, thereby limiting the number of standard start and end dates for terms
- **Standardize year-round terms (flex terms) (7-week, 14-week, etc.) and market courses and degrees (programs) built around flex-term scheduling**
- **Reduce the number of distinct meeting patterns (currently over 400), and class start times (currently over 100), to maximize flexibility while minimizing confusion**
 - Define and use standard start and end times for classes
- **Rotate low-enrolled courses by campus, semester, and time-of-day**
- **Ensure ratio of course offerings by campus reflects appropriate campus balance unless specialized facilities necessitate otherwise**
- **Couple scheduling and academic program advising**
- **Develop and market evening and weekend courses and programs**



IMPACT ON STUDENT SUCCESS, FACULTY, RESOURCES

- **Reduce the nine parts of term**

As of Fall 2018, 9 parts of term have been reduced to 5: full term, first half, second half, week-2 start and week-3 start. Week-3 start (POT 8) has been maintained at this time.

- **Develop and market evening and weekend courses and programs**

Each VPP has identified one or more evening/weekend programs for which Pathways are being developed. In addition to program course requirements, general education courses will be specified. This lays the groundwork for developing a subset of gen ed courses that will be guaranteed in the evening/weekend schedule. Students will be permitted to deviate from recommended Pathway courses.

Identified Programs

1. Early Childhood Education AAS ParaEducator
2. Community Health AA
3. Biological Sciences AS
4. Chemistry AS
5. General Engineering/Engineering Science AS
6. Computer Science AA

Pathways are being developed in Fall 2018 to advise evening/weekend students regarding Spring 2019 course registration. Deans and chairs will confirm that recommended courses are scheduled in Spring 2019, permitting students to take the recommended Pathway courses. Faculty, including counselling faculty, learning centers, and message boards Collegewide will be used to inform and market these opportunities.

- **Online Courses**

Almost 6,000 students (Fall count) enroll in distance classes. As program Pathways are developed and marketed, online options will play a role in reducing the time to completion.

Four online degree programs offer Business, Computer Science and Technologies, Criminal Justice, and General Studies majors the flexibility to complete their degree without the restrictions of on-campus classes. Early Childhood Education is in the online pipeline.

- **Recommend software that uses institutional data to create effective Collegewide scheduling**
Implementation of Ad Astra Information Systems scheduling software package has begun. See timeline for more details

- Astra Schedule™ creates optimized space usage schedules.
- Platinum Analytics™ analyzes Montgomery College data on past course enrollment practices, enrollment numbers, and classroom usage to generate recommendations for future scheduling practices, particularly to reduce class cancellations

- **Rotate low-enrolled courses by campus, semester, and time-of-day**

This is currently being done on a limited basis. For example, PHYS 010, required in the Diagnostic Medical Sonography (DMS) program, is offered each semester at TPSS, where some of the required DMS courses must be taken due to lab/equipment at TPSS. One section is now offered at Germantown in the fall and will be offered at Rockville in the spring, giving students the option to plan to take it at the campus of their choice.

- **Define and use standard start and end times for classes**

In AY 2018 there were 6741 CRNs for which a start time was assigned. Of these, 6111 (90.7%) started on the hour or half hour. Of the remaining 630, 310 were discussion or lab sections, and an additional 48 were held off campus. Finally, of the 272 on-campus non-lab/discussion CRNs, 95 were early morning/late evening and 177 (2.6%) were held between 9 a.m. and 5 pm. During the two academic years (201620-201730) 89.6% of CRNs started on the hour or half hour, and 3.7% of odd-starting time classes were on campus starting between 9 a.m. and 5 p.m.

- **Couple scheduling and academic program advising**

Four – semester Program Advising Guides for most programs have been posted www.montgomerycollege.edu/academics/program-advising/advising-guides.html

Six – semester Guides have been created for some programs and will be created for the top 16 enrolled programs. These Guides provide a pathway for part-time students who comprise approximately two thirds of our credit students.

Program Advising Guides with Pathways for evening/weekend students are being developed. As noted above, these will be quite prescriptive, permitting guaranteed course schedules to be developed.

Program advisors, chairs, and deans will follow the communication benchmarking described in the Program Advising Plans or develop new communication plans to reach out to students at 15, 30, and 45 credit hours (or other as deemed appropriate for the program.) Collaboration with counseling faculty will occur at the program level as well as through the Achieving the Dream Core team since students are undecided, change majors, and seek the advice of both program faculty and counselling faculty when life issues interfere with their current plan.

- **Achieve average 85% seat utilization rates during fall and spring terms**

This benchmark is being met, consistently, at the beginning of the fall and spring semesters. This goal has achieved significant cost savings and resulted in fewer classes being canceled. Fewer cancellations provide faculty and students with greater assurance that their planning and efforts to prepare for a semester will be rewarded. Spring semesters exhibit some slippage by the third week. The table shows Collegewide seat utilization for all CRNs.

Term	Average Seat Utilization
Spring 2016	82.6%
Fall 2017	85.7%
Spring 2018	82.8%

It should be noted that in Fall 2017 and Spring 2018, 66% and 61%, respectively, of CRNs had seat utilization rates greater than or equal to 85%. The remaining 34% and 39%, respectively, had seat utilization rates less than 85%. The 85% average seat utilization rate was established as fiscally sustainable target that did not overly constrain the ability to provide scheduling choices that meet the needs of students' demanding lives.

- **Multi-year scheduling permits students to plan for multiple semesters and faculty to project their teaching schedules**



SCHEDULING AND DELIVERY IMPLEMENTATION TIMELINE

Semester-by-semester timeline

- Reduce Number of Class Cancellations (Fall 17)
- Achieve average seat utilization rate of 85% (Fall 17)
- Reduce Parts of Term (Spring 18)
- Standardize Start Times (Spring 18)
- Begin to utilize Schedule Building Software (AY 18-19) (See more detailed timeline below.)
- Confirm evening, weekend, and DL Programs (AY 18-19)
- Establish Collegewide Scheduling Protocol (AY 18-19)

In January 2018, through approval by the Board of Trustees, Montgomery College purchased Ad Astra Information Systems' software scheduling packages *Astra Schedule™*, and *Platinum Analytics™*. The products will help the College optimize classroom space usage and course section offerings, reducing section cancellation rates.

Astra Schedule™ is a scheduling platform that integrates with campus student information systems (SIS) to optimize classroom space usage. The Office of Information Technology completed the technical setup, including establishing connectivity with MC's SIS so that MC data can be utilized by *Astra Schedule™*, for analysis. The MC Astra Schedule team comprising members from Academic Affairs, OIT, and Student Affairs has developed room and course information files that *Astra Schedule™* will utilize to provide optimized schedule proposals.

The data analytics package, *Platinum Analytics™*, utilizes Montgomery College data on past course enrollment practices, enrollment numbers, and classroom usage as well as utilizing peer institution data to generate recommendations for future scheduling practices to attain key performance indicator benchmarks. The kickoff presentation was May 22, 2018. The College receives weekly interim reports, holds bi-weekly analysis sessions with *Platinum Analytics™*, representatives, and will conduct a full analysis of the Spring 2019 schedule. The historical and predictive analysis will be refreshed on an ongoing basis to provide longitudinal tracking and insights for improving scheduling practices.

The Ad Astra Information Systems' software packages are expected to be fully utilized for the creation and analysis of the Fall 2019 schedule.



IDENTIFY POSSIBLE CONFLICTS/CHALLENGES

While there is sensitivity to overhauling the longstanding campus-based schedules, the adoption of Ad Astra as the college's scheduling software will help the committee to form a new scheduling process, which must be communicated clearly to all constituents. While the old process emphasized physical spaces and the kinds of courses that had historically been offered in them, the new approach emphasizes courses and the physical resources they require to facilitate learning. This is a powerful approach because it aligns pedagogical needs with available space, while identifying room features that are in the highest demand. In addition, it encourages fiscal stewardship because the software will identify which resources are most critical for instructional spaces and where resources may be used to alleviate scheduling bottlenecks. While deans and chairs support this approach, it requires everyone to suspend current scheduling practices, which are often too focused on specific rooms or regions and individual instructor preferences. This also requires everyone to place student schedules at the center of this work, scheduling courses based on student demand and then staffing them accordingly, rather than adjusting course offerings based on staff availability or preference. As implementation continues, a clear, Collegewide scheduling policy that supports student success will need to be established, communicated, and followed.

Maximizing the utility of the Ad Astra software packages involves integrating the Ad Astra system with our internal student management system. This has been addressed to a large degree, but additional issues may arise. Additionally to gain the maximum benefit from the software package, a detailed list of rooms and room features with consistent labeling nomenclature is required. This is being addressed as well but construction, relocation, and reconfiguration will be ongoing challenging factors. The Ad Astra software also requires documentation of course-based space needs so that it can sort courses into the appropriate spaces. This has been involved and will continue to require considerable work from deans and chairs to generate these lists and coordinate across campuses to ensure Collegewide consistency.



ASSESSMENT

It is critical to this initiative that a clear evaluation is in place to measure the effectiveness of the changes we are implementing. The evaluation has begun already but will be ongoing as additional parts of the initiative are implemented and operationalized.

The broad areas of measurement are:

- Fall-to-Spring Retention
- Fall-to-Fall Retention
- Time to degree
- Graduation

While there are many initiatives throughout the college that will impact each of these areas of measurement, the increased efficiency of the schedule as well as offering of alternative schedules will undoubtedly positively impact each of those areas.

Additionally, there are areas of measure that are specific to scheduling.

The scheduling specific areas of measurement are:

- Seat utilization rates
- Course cancellation rates
- Number of unique meeting patterns
- Number of unique start times
- Number of parts of term
- Standard week classroom utilization
- Off-grid waste
- Student satisfaction with scheduling

INITIATIVE 3: IMPLEMENT ALTERNATIVE AND
AND CUSTOMIZED ASSESSMENT AND
PLACEMENT

INITIATIVE 4: DESIGN ALTERNATIVE CREDENTIALS
AND GUIDED PATHWAYS





OVERVIEW

The Montgomery College (MC) Academic Master Plan includes two areas that focus on integrating alternative pathways into academic pathways. Alternative pathways are defined as an alternative means of obtaining educational qualifications, other than the traditional means of gaining access to or completing the required study to obtain the educational qualifications. The two areas that are the focus of alternative credentialing in the Academic Master Plan (AMP) are:

- Implement Alternative and Customized Assessment and Placement: Assessment of Prior Learning, multiple measures for developmental placement, expanded credit by exam and,
- Design Alternative and Customized Credentialing and Pathways: Competency Based Education, stackable credentials, badges, Technical Professional Skills (TPS) degrees, and multiple exit points from developmental studies.

The AMP includes these goals because alternative pathways have a positive impact on student retention, transfer, time-to-degree, cost-to-degree, and graduation. Further, these options address the changing educational and business landscape where industry-recognized credentials are considered legitimate alternatives to a degree and lead to successful career paths that may or may not include either a two- or four-year degree. In addition, offering students alternative pathways provides evidence of career readiness and helps to prepare students for the workforce by including coursework achievements and demonstrable competencies, which will help differentiate them in a competitive job marketplace.

The pursuit of a consistent, systematic, and readily understandable approach to awarding credit for prior learning is another goal of the Plan. The College has always had prior learning; however, the complex process is not well understood by or publicized to students, faculty or staff. Montgomery College has plans to develop clear access to information on prior learning, and expanding the options to obtain prior learning credit such as awarding credit for military experience, and credentials as industry certifications.

Guided Pathways, originally explained in *Redesigning America's Community Colleges*, are another success initiative being implemented at the College. The pathways formulate a college-wide approach to helping students enter, understand, and complete degree pathways that help them maximize their time and cost. MC is exploring current and future college programs that, when reformulated, will demonstrate that the college is already well on its way to implementing Guided Pathways. A significant part of Guided Pathways is the use of meta-majors, a social construct that links similar academic programs together for purposes of onboarding, advising, career planning, and social interactions.

Prior Learning Assessment Update:

The team leading the achievement of the goal to increase access to prior learning and proficiency credit established the joint credit/non-credit workgroup for the College. This workshop recommends steps to expand student access to assessment for prior learning and proficiency credit. During AY18, the group assisted the early childhood education (ECE) faculty and Workforce Development and Continuing Education (WDCE) staff in launching the child-care certification pathway and developing the recognition of the industry credential for incumbent workers. Further, WDCE and the ECE faculty submitted a joint EARN-Maryland grant to add MI-BEST classes that will allow adult education students in WDCE to access this new pathway more easily. We now have an English

for Speakers of Other Languages (ESOL) for Childcare Professionals class that will segue into the jobs skills training and basic education program, MI-BEST, with a version of the Child Development Associate (noncredit). In this educational pathway, students can earn six credits once they complete the class and obtain their national credential. The Maryland Department of Labor, Licensing, and Regulation (DLLR) is giving Montgomery College \$50,000 for the coursework and for a person in the for-credit ECE program to help build the employer advisory group.

One key element of expanding credit for prior learning (CPL) is to develop marketing materials that explain what CPL is and help prospective and current students to take advantage of these

Duplicated, Student Usage of CPL, 2012–2017

Test/Alternate Credit Type	2012	2013	2014	2015	2016	2017
A-Level	3	7	3	2	1	4
Advanced Placement	977	918	792	801	756	822
American Council on Education	1	1	1	3	1	2
Assessment of Prior Learning	0	1	0	0	0	6
College-Level Examination Prog	118	70	90	80	138	144
Credit by Examination	6	6	3	5	13	23
DANTES	3	0	0	0	1	3
Department Exam	0	18	17	16	0	9
MC-MCPS Articulation	16	75	11	4	7	13
U.S. Air Force	6	0	0	0	2	0
U.S. Army	49	20	32	27	78	67
U.S. Coast Guard	1	0	0	1	0	1
U.S. Marine Corp	17	10	15	11	26	16
U.S. Navy	30	32	34	36	58	54
Total	1227	1158	998	986	1081	1164
Total without AP	250	240	206	185	325	342

credits to accelerate their degree completion. Work is currently underway to develop a brochure and it is scheduled to be launched in spring semester 2019, which will be helpful for recruitment and registration for fall 2019. In addition, the College will host a College-wide CPL conference to teach faculty how to evaluate coursework, how to use CPL for recruitment purposes, and how to advise students to take advantage of the CPL options available at the College.

Another significant area of focus is credit by exam (CBE), which offers prospective and current students a mechanism to demonstrate their knowledge and receive credit toward their degree. The review of the various CBE options, including Advanced Placement (AP), International Baccalaureate (IB), DSST (formerly Dantes Subject Standardized tests) and the College Level Examination Program (CLEP) exams began in fall 2018. The review is about one-third completed. The goal for this upcoming academic year is to complete the faculty review of all AP, IB, DSST and CLEP exams to make these options available to prospective and current students across the College. MC moved into the **top 100 CLEP provider tier this month!** New outreach initiatives to promote CLEP, the College Level Equivalency Program exams, as a way to demonstrate knowledge and acquire academic credit, has resulted in a 25 percent increase in testing at Montgomery College, providing another way to expeditiously, and at a lower costs, move students towards goal and degree/certificate completion. (250 students tested in FY 17 and 314 tested in FY 18 at MC.) Further, the faculty are examining the top-level military credits to begin evaluation of these credits for the fall 2019 semester. The table to the left provides the current number of students who have received an alternate credit to accelerate their achievement of an associate's degree at Montgomery College. The goal for the Academic Master Plan is to increase the usage of CPL by 50% within five years.

ALTERNATIVE PLACEMENT PROGRAM UPDATE:

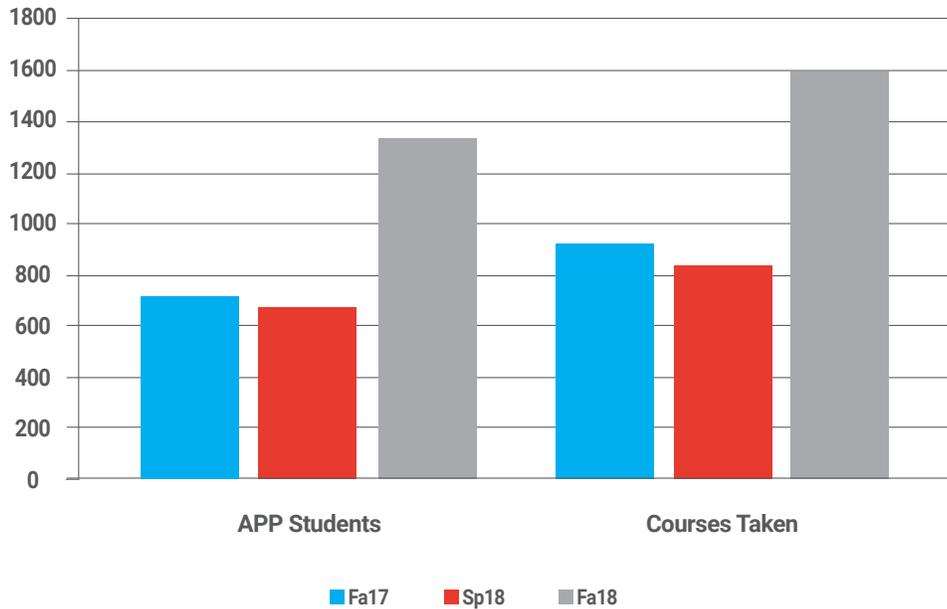
Alternative placement continues to expand at the College. These alternative placement mechanisms provide additional entry pathways to a degree. Prospective and current students who participate in alternative placement are able to immediately begin college-level coursework, which reduces both time and cost to achieving a degree.

Since fall 2017, Alternative Placement Program (APP) in English (E) and Math (M) were launched with full-scale implementation. With the APPE and APPM programs, recent Montgomery County Public High School graduates who earn the grade of "B" or higher in requisite courses are given a college-level placement at Montgomery College. These students are not required to take any of the standard placement tests; their high school grades qualify them for college-level placement. Since the launch of APP, a significant number of students who would have enrolled in developmental courses have been able to enroll in college-level courses, without having to take a developmental course. This year alone 2,094 students have enrolled in college level courses with APP codes. Of the 2,094 students, 64 percent (1,332 students) have enrolled in college-level courses using the APP code as their primary placement measure. The remaining 36 percent (762 students) enrolled in college-level courses using another placement measure.

In addition to the successes achieved with APP initiatives at the College, the AMP implementation team is preparing for the newest alternative placement program: A grade point average (GPA) of 3.0 or higher for high school students in Maryland, which will be used as an alternative to taking a placement test to enter college-level math and English. Over the upcoming academic year, College Assessment Placement and Developmental Issues (CAPDI), will lead the process to implement procedures to place incoming students in college-level courses based on their GPA.

During the upcoming academic year, the team leading the implementation of Initiatives 3 and 4 for the AMP are expanding prior learning opportunities for prospective and current students. For the fall and spring semesters, the team will lead the process of amending the current prior learning-related academic regulations with the College's Academic Regulations Committee. Once these changes are approved by the Committee, they will expand prior learning options at the College.

Alternate Placement Program



NONCREDIT CREDIT PATHWAYS

Stackable Credentials

Funded by a grant from Capital One, the stackable credentials workgroup continued its work throughout the year. A stackable credential is “part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them move along a career pathway or up a career ladder to different and potentially higher-paying jobs.” (TEGL 15-19, USDOL). A goal of the project is to define and clarify processes for designing and implementing a stackable credential. One way that a stackable credential can be developed is through the use of the Corporation for a Skilled Workforce (CSW) Connecting Credentials Framework. At the recommendation of a CSW technical assistance provider, MC faculty and administrators visited Columbus State College (CSC) to learn about their use of the Connecting Credentials Framework, meeting with CSC faculty from early childhood education and healthcare. These discussions helped to underpin the work of ECE faculty and WDCE staff as they developed their pipeline from noncredit to credit and the EARN grant from DLLR. Workgroup members, seeking ways to expand the use of stackable credentials, worked with institutional assessment staff to modify the College Area Review questions. The questions now ask programs to formally reflect on their use of stackable credentials, their links to WDCE programs, and their relationship with employer advisory groups. Beginning in fall 2018, programs participating in the CAR are addressing these questions, with the workgroup members ready to provide technical support as needed. Plans for the coming year include marketing the concept of stackable credentials to a wider College audience, providing additional technical support to areas seeking to include stackable credentials, and documenting processes for implementing a stackable system.

NONCREDIT TO CREDIT ARTICULATED PATHWAYS

Many students in Montgomery College's Early Childhood AAS program earn the Child Development Associate (CDA) Certificate as part their preparatory work. Working with the Council for Professional Recognition, MC's WDCE and credit program faculty developed a crosswalk of competencies and class objectives that were reviewed to match competencies to the College's credit objectives. The goal was to create a clear pathway from noncredit to credit, thereby reducing the number of years it takes a Child Care Provider to complete the CDA, the Early Childhood Certificate, and the AAS degree. Due to this work, students who complete the CDA will receive 3 credits for EDUC119, Intro to Early Childhood Education, and 3 credits for EDUC115, Health, Safety, and Nutrition for Young Children.

Since being approved in February of 2018, 27 students have received credit for this certificate. One such student is Tigit M., a single mother and childcare provider, who is saving both time and money towards her AAS degree because of the CDA certificate. Tigit was awarded a Child Care Career and Professional Development Fund scholarship this fall, a second cost savings because of the CDA credential. She will receive the Early Childhood one-year Certificate this December and continue into the AAS degree.

Along with Tigit, 16 other students have received full tuition funding from the Child Care Career and Professional Development Fund.

Faculty and Staff Involved:

- Nelida Andres, WDCE Interim Program Director
- Sonia Pruneda-Hernandez, Early Childhood Program Coordinator
- Dr. Jeannie Ho, MC Professor
- Dr. Marsha McLean, MC Professor
- Barbara Marshall, MC Professor and Department Chair
- Dr. Eric Benjamin, Interim Dean
- Dr. Kim Kelley, Vice President and Provost, Rockville Campus
- Phouc Dang, Transcript Evaluator Manager

Microcredentials

In 2017, the College established a work group to develop the framework to launch microcredentials at the College (also known as "badges"). Microcredentials are awarded for job-related skills that students acquire during classroom instruction or as part of their life experience. These can be valuable supplements to labor-market recognized credentials and degrees as a means to document student achievements. During AY18, the group worked on developing a framework, policies, and procedures for developing badges at the College. As part of developing the framework, the group, leveraging funding from the Capital One grant, issued a bid for a microcredential virtual platform where the College's badges could be awarded and managed. This led to the purchase of the Credly credentialing system. Further, the group designed the microcredential for the College.

Microcredential Badges



The work group determined that it would be beneficial to pilot one or two microcredentials to develop expertise in the management of these credentials at the College. In fall 2018, the first two microcredentials were launched, one in leadership and a second in communication. The faculty leading the Macklin Business Institute (MBI) developed the rubric to measure student attainment of the competencies necessary to achieve these two microcredentials. Additional microcredentials are under development, including microcredentials for professional development workshops at the College and in noncredit pathways through WDCE. Future efforts will include identifying pathways from a badge to a noncredit or credit certificate or degree at the College.

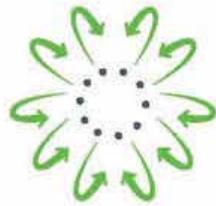
GUIDED PATHWAYS AND META MAJORS UPDATES

The College agreed on a Meta Major model in spring 2018. Meta Majors are academic groups of majors based on career or area of interest; at MC, we will be using Meta Majors as a recruitment and marketing, onboarding, advising, retention, and academic planning tool. All majors, certificates, and WDCE programs were assigned to ten different Meta Majors. The model was developed by a group of faculty and staff, and shared with the College community for feedback. An implementation team will work during AY19 to launch the program.

The College is working with other community colleges in the state to develop a Guided Pathways implementation white paper, which will help identify next steps in establishing a Guided Pathways model at the college. In the interim, a small working group is participating in American Association of Community College workshops on Guided Pathways.

The College participated in the Adult Learner 360 survey, administered by the Council on Adult and Experiential Learning (CAEL). The survey assesses student perceptions on how well the College meets the needs of adult students, and measures those against similar perceptions of faculty and staff at the College. There is moderate agreement on MC's strengths and weaknesses for serving adults between surveyed students and staff. Both groups agree that transitions, and the teaching-learning process, are strengths at MC and both groups agree that adaptivity, and life and career planning are areas for improvement. The greatest areas of disagreement between students and staff surveyed included assessment of learning outcomes, strategic partnerships, and financing.

A work group will make suggestions on improving these standards during the upcoming academic year.



Adult Learner 360 CATALYST FOR SUCCESS

Ten Principles for Effectively Serving Adults



Adaptivity

Adjusts to shifting external market forces and is able to adapt to the changing expectations of internal stakeholders, students, and employers – understanding the needs of those they serve by developing creative academic solutions.



Strategic Partnerships

Engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.



Assessment of Learning Outcomes

Defines and assesses the knowledge, skills, and competencies acquired by adult learners – both from the curriculum and from life and work experience – in order to assign credit and confer degrees with rigor.



Student Support Systems

Assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.



Financing

Promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.



Teaching Learning Process

Faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.



Life & Career Planning

Addresses adult learners' life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.



Technology

Uses technology to provide relevant and timely information and to enhance the learning experience.



Outreach

Conducts its outreach to adult learners by overcoming barriers in time, place, and tradition in order to create lifelong access to educational opportunities.



Transitions

Supports guided pathways that lead into and from the institution's programs and services in order to ensure that students' learning will apply usefully to achieving their educational and career goals.

©The Council for Adult & Experiential Learning

CHANGES IN THE DEVELOPMENTAL EDUCATION CURRICULUM

Since the implementation of the revised developmental English and Reading curriculum into integrated English and reading courses, students in the integrated courses have seen increased levels of success. Figure 1 shows the decline in the DFW rate after one year of implementation. The discipline will continue to review the success rates and the curriculum, making adjustments as needed for student success. A complete assessment of the redesigned program is underway this year. Starting fall 2018, the math discipline faculty members are implementing a new math curriculum with “just in time” support for students who would have enrolled in developmental math courses. In the math redesign, students are placed into an introductory, college-level math course that is needed for their program of study with the appropriate supports for the course. The math discipline faculty members have redesigned their curriculum to offer a one semester or two semester option to students, whether they need a general education math foundation course and require developmental coursework or whether the student plans to enter STEM or education and requires developmental coursework.

DFW RATES REDUCING

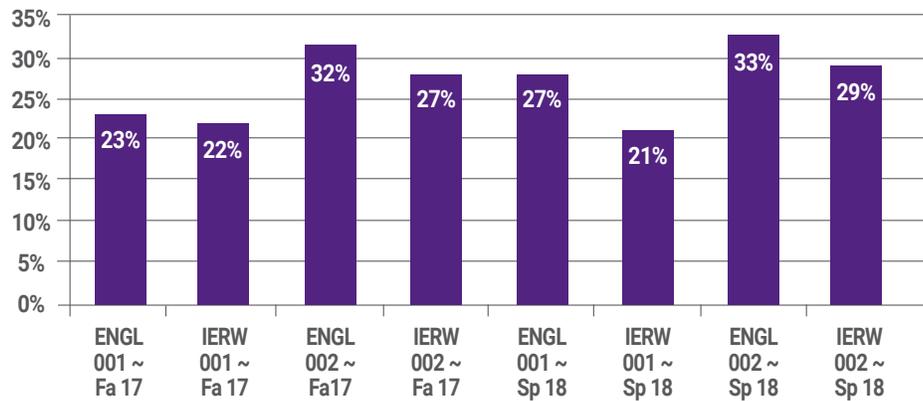


Figure 1: DFW Rates Reducing (ENGL001 vs IERW001 and ENGL002 vs IERW002)

ENGLISH LANGUAGE FOR ACADEMIC PURPOSES (ELAP):

International credit evaluations at MC will be sourced not only in World Education Services (WES), but also in Educational Credential Evaluators (ECE) and Josef Sliny & Associates. Because ECE and Sliny are the only evaluators from which the University of Maryland is accepting international credit evaluations, MC students who rely on one of them will not have to pay for a second evaluation if they transfer to Maryland. If students have to go through this more than once, it becomes both expensive and traumatic.

Following the complete redesign of the English Language for Academic purposes program, non-native speakers of English placed in ELAP capstone course have increased opportunities to co-enroll in credit courses and have demonstrated significant success in the credit courses. ELAP students outperformed the general student cohort in ABC rates as well as in average GPA. Other student success assessments are ongoing.

SUCCESS METRICS FOR ELAI 990 STUDENTS CO-ENROLLED IN PSYC 102: AY18

	PSYC102 AY18 - Overall	PSYC102 Co-Enrolled with ELAI990
Enrollments	392	128
GPA	2.67	2.90
DFW	24.7%	21.9%

EXTENDED WINTER SESSION UPDATE:

The College continues to offer students opportunities to decrease the time to degree completion by offering a five-week online extended winter session. This session begins immediately following the end of the fall semester and runs through the holiday season, concluding the week before the spring semester begins.

The 2017-2018 extended winter session consisted of 42 sections of courses being offered; enrollments were just under 630. This increased from the first year of extended winter when there were 267 enrollments in 18 sections. The upcoming extended winter session will offer about 60 sections of courses and enrollments exceed 1,000!

INITIATIVE 5: ENHANCE STUDENT PATHWAYS FROM MCPS AND TO USG



CHARGE TO THE COMMITTEE

The Academic Master Plan Initiative 5 work group recommended actions to the Senior Vice President of Academic Affairs on changes needed to advance the completion agenda and to deepen and expand the Montgomery County Public Schools (MCPS) partnership programs particularly in dual enrollment and middle college. A three-year plan has been developed to guide the work. This multi-year effort will result in meeting and exceeding the benchmarks required by the Academic Master Plan.



OVERVIEW

Initiative 5 has put into action the recommendations of the Academic Master Plan that advances the completion agenda, deepens, and expands the MCPS Partnership. Specifically, the Early College Initiative launched in the fall of 2018. The Early College program effectively advances the completion agenda by provide a diverse population with the opportunity for every student in Montgomery County to complete their high school graduation requirements and simultaneously earn an Associate of Arts or Science degree. The direct result is reduced cost to a degree and reduced time to a degree.

Selection of program specifically align the workforce needs of the county. The need for mathematics teachers informed the decision to offer the Associate of Arts Degree in Teaching Secondary Mathematics and the Associate of Science Degree in Mathematics as the kickoff programs. Notably, almost 50% of the inaugural class are students of color. This program has the potential of making significant inroads in addressing the need for people of color in STEM related careers in Montgomery County.

COMMITTEE MEMBERSHIP:

Co-Chair: Dr. Elena Saenz

Co-chair: Ms. Amy Crowley

Dr. Nawal Benmouna

Mr. Fred Evans

Dr. Genevieve Floyd

Ms. Yolandra Johnson

Mr. Guillermo Laya

Mr. Joshua Messite

Mr. Michael Sullivan

Mr. Akima Rogers*

Professor Samantha Veneruso

Professor Chantal Vilmar

Ms. Angela Wright



Over 1500 students and parents attending recent information sessions learned about the additional 11 Early College degree programs that will launch in fall 2019.

The Middle College open houses also hosted record numbers of participants. In addition to the current General Studies degree option at Northwood HS and the General Engineering degree option at Northwest HS, this year we expanded the Northwest program to include General Studies and opened the program to students in the surrounding high schools.

The number of interest forms submitted for these programs far exceed the current capacity. As a result, MC and MCPS will also launch the Jump Start to College Pathway. This will provide those students interested in earning 30+ college credits while still attending their home high school. Although Jump Start will not result in an associate degree, it will get students halfway to that goal before graduating from high school.

It is time for bold and innovative ways to address the ways in which we move the needle on completion rates, the cost of college, and make inroads in closing the achievement gap. Early College, Middle College, and Jump Start to College address those goals in a new and innovative format. Using a social justice lens, Initiative 5 will look forward to continuing to explore ways to expanding the intellectual capital of all students.

OUTCOMES FOR FY18:

For FY18, MCPS and MC achieved the following milestones for each of our key areas of partnership:

Revise current practices related to high school/college credit/course offerings

- Revise MCPS REG to change credit awarded for 3 credit college course from .5 to 1.0 credits
- Increase/promote opportunities for students to earn dual credit (giving high school credit for college courses)
- Allow college course offerings on high school campuses that may have a high school curriculum counterpart
- Identify high school courses for review by MC faculty that may qualify for college credit
- Identify college courses for review by MCPS faculty that may qualify for high school credit
- Ask MCPS CTE supervisors to identify additional college course offerings for Career and Technology Education (CTE) pathways
- Determine which MCPS practices may be revised for spring '18 implementation
- Review communication plans to include revising and sending letter as early as the fall to parents regarding new DE options and benefits of DE
- Ask superintendent to communicate with principals changes related to college course offerings and credit for MCPS students
- Communicate changes related to college course credit with counselors

Develop MC pathways towards degree/certification attainment

- Seek direction from MC and MCPS leaders regarding specific programs to begin FY19
- Develop budget associated with Early College model and average cost for students to take a college course at MC
- Develop new pathways to be promoted for Early College options at each MC campus
- Begin development of multiple MC pathways to include CTE and general education

- Collaborate on the development and promotion of extended World Language and Fine Arts college courses
- Use grant funds to collaborate on dual enrollment planning of P-TECH program at Clarksburg High School

Exploration of Best Practices and Communication

- Identify options that promote a shared balance of financial responsibility between MC and MCPS to reduce cost to students
- Benchmark school districts in the state and their agreements related to high school teachers teaching college courses
- Work with communication officers to develop website and PR campaign for dual enrollment options
- Develop and implement Early/Middle College website by MC
- Work with MCPS's Office of School Support and Improvement and MCPS's Office of Student and Family Support and Engagement to inform principals and counselors of dual enrollment changes
- Collaborate with MCPS's Office of Shared Accountability and MC's Office of Institutional Research to develop a process to identify and collect data points on effectiveness of efforts

EARLY COLLEGE PROGRAM:

The Early College Program is a collaboration between MCPS and MC, which provides the opportunity for every student in Montgomery County to complete their high school graduation requirements and simultaneously earn an Associate of Arts or Science degree. Students enter the program as juniors and complete their junior and senior year of high school by taking college courses exclusively on an MC campus. Although we have other successful dual enrollment programs, this program directly addresses capacity issues. By hosting students on the College campus, the College is able to provide greater numbers of students a college experience that it cannot provide at an individual high school location.

When deciding the academic programs that would be offered as part of the Early College initiative, special consideration was given to the workforce needs of the county. The need for mathematics teachers informed the decision to offer the Associate of Arts Degree in Teaching Secondary Mathematics and the Associate of Science Degree in Mathematics as the kickoff programs. In the fall of 2018, 49 students began taking classes on the Rockville campus in one of these two degree offerings. Special supports have been put in place to ensure the success of each students. In cooperation with student services, a summer bridge program was developed to address issues of transition to the college environment. Individualized math support was also provided. Notably, almost 50% of the inaugural class is African American, Black, or Latino. This program has the potential of making significant inroads in addressing the need for people of color in STEM related careers in Montgomery County.

The expansion plan for early college is underway with the addition of the following degree programs for the fall 2019 semester:

- 1) Associate of Arts in Teaching Secondary Education, Mathematics
- 2) Associate of Science, Mathematics Track
- 3) Associate of Arts, Business
- 4) Associate of Arts, Computer Science and Technologies
- 5) Associate of Applied Science, Cybersecurity

- 6) Health Science Degree Options
 - a. Associate of Applied Science, Diagnostic Medical Sonography
 - b. Associate of Applied Science, Physical Therapist Assistant
 - c. Associate of Applied Science, Surgical Technology
 - d. Associate of Applied Science, Radiologic Technology
 - e. Associate of Science, Nursing
- 7) Associate of Science, Biological Science

We anticipate upwards of 300 students participating in early college in the fall 2019 semester and over 600 students by the fall of 2020. We anticipate these enrollments coupled with other partnership efforts such as middle college will result in over 1,000 new full time students by fall of 2020.

Objective	Measure	Progress
Provide a diverse population with the opportunity to access college while still in high school. These students will reduce the time and cost to a degree or certificate.	Increase by 10% the number of African American and Latino students who participate in dual enrollment. Goal: 45.8% by AY20-21	Benchmark: 41.6% (AY16-17) 38.8% (AY17-18)
Increase the number of students enrolled in dual enrollment by 20% by 2020. These students will reduce the time and cost to a degree or certificate.	20% increase in student enrollment. Goal: 787 DE students enrolled by AY20-21	Benchmark: 656 (AY16-17) 868 (AY17-18)
Provide a diverse population with the opportunity to earn an Associate of Arts or Science degree while still in high school. These students will reduce the time and cost to a degree.	Increase by 10% the overall number of African American and Latino students who participate in dual enrollment at select high schools. Goal: 40% at Northwest HS, 56% at Northwood HS by AY20-21.	NWHS Benchmark: 36% (AY16-17) 35% (AY17-18) NWHS Benchmark: 51% (AY16-17) 56% (AY17-18)
Increase the number of students enrolled in the middle college program by 20% by 2020. These students will reduce the time and cost to a degree.	20% increase in student enrollment at select high schools. Goal: 320 students enrolled in MC2 by AY20-21	Benchmark: 267 (AY16-17) 188 (AY17-18)
Create Early College Program	Implementation plan created in AY 16-17	Early College welcomed its first cohort of 49 students in Fall 2018. Degrees being offered include the Associate of Arts in Teaching, Secondary Mathematics and Associate of Science in Mathematics 38.8% (AY17-18)
Meet the objectives set forth by the Dual Enrollment three-year plan.	Look at each objective for each of the identified three years. Have those objectives been complete?	Every objective of the three-year plan to date has been met.

Implementation Timeline FY19

- Revise and update as needed any current MCPS Dual Enrollment Practices
- Diversifying available degrees in the Early College Program
- Explore Best Practices
- Develop structured guided pathway for high school students who are not participating in Early College or Middle College, that decrease the time and cost of degree.

INITIATIVE 6: EXPAND GLOBAL PARTNERSHIPS AND INTERNATIONAL OPPORTUNITIES



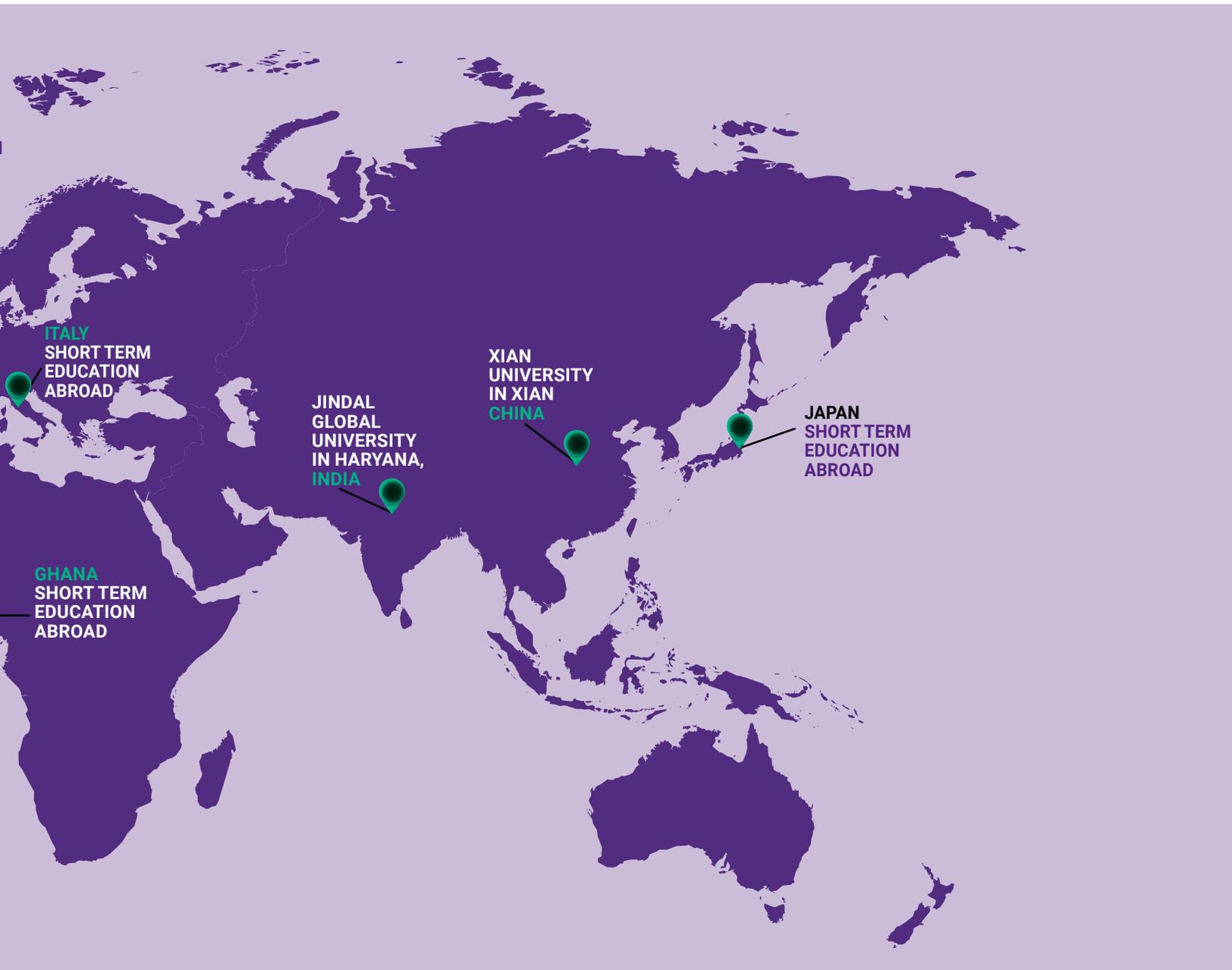


CHARGE TO THE COMMITTEE

The Academic Master Plan has two strategies aimed at providing a 21st century global education for students, faculty, and staff:

Strategy 1: Expand opportunities for students, faculty, and staff to study abroad through exchanges, short and long-term programs, and service learning. [Benchmark: Increase number of students and faculty participating in MC-sponsored international opportunity by 200% by 2021; Increase number of courses globalized through GHI to 60 by 2021.]

Strategy 2: Establish new global partnerships for entrepreneurial, educational, and/or community outreach purposes. [Benchmark: Increase the number of global partnerships/ contracts/ memoranda of understanding (MOUs) to 20 by 2021.]





Montgomery College continues to expand its international footprint through agreements with other colleges and universities, study abroad programs, and globalization of the curriculum that involve teaching and learning collaborations.

The College has new Memoranda of Understanding with entities in Dubai and Ecuador and continues its relationships in countries such as India, South Korea, El Salvador, and China. Students, staff and faculty had opportunities to study abroad in Iceland, London, Italy, Japan and Mexico.

The Global Humanities Institutes continues to offer the College community a number of different international academic partnerships:



XIAN UNIVERSITY IN XIAN, CHINA

- We had one faculty member, Dan Jenkins [Philosophy, TPSS] do a short-term “Sabbaticals Abroad” stay at XU, where he taught some class sessions, gave a public lecture, and led student discussion groups.
- We have an upcoming virtual meeting next week, during which we will arrange for XU arts faculty to connect with MC arts faculty via the Global Classrooms program.
- We continue to pursue teaching and research collaborations with the Humanities faculty we met with in seminars while on grant-sponsored “Seminars Abroad” in 2016.



JINDAL GLOBAL UNIVERSITY IN HARYANA, INDIA

- Global Classrooms are being arranged right now.
- MC faculty “Sabbaticals Abroad” agreements in place.
- We continue to pursue teaching and research collaborations with the Humanities faculty we met with in seminars while on grant-sponsored “Seminars Abroad” in 2017.
- Pursuing Service Learning opportunities in India.



THE UNIVERSITY OF EL SALVADOR

- Global Classrooms have been in effect for 4 years
- MC faculty "Sabbaticals Abroad" being explored
- Teaching and research collaborations with the Humanities and Arts faculty we met with in seminars while on grant-sponsored "Seminars Abroad" in 2018
- Pursuing Service Learning opportunities in El Salvador [am creating "Global Service Learning Guide" with SL staff]
- Will create lecture and seminar/webinar series for faculty and communities in each country



UNIVERSITY OF CENTRAL AMERICA, EL SALVADOR

- New partner as of Spring 2018, a private, Jesuit university in San Salvador
- Interest in collaborations to strengthen the humanities in both countries
- Interest in Global Classrooms
- MC faculty "Sabbaticals Abroad" being explored
- Interest in Service Learning opportunities at both institutions and countries
- Teaching and research collaborations with the Humanities and Arts faculty we met with in seminars while on grant-sponsored "Seminars Abroad" in 2018.

The College's Study Abroad program offers both short-term and long-term programs for students, staff and faculty:



ICELAND SHORT-TERM EDUCATION ABROAD

- Post program meetings and submitted projects (October 4 and October 18, 2017)
- Post program college-wide student scholar and professional development recipients "Presentation Program" (October 24, 2017) of projects and outcomes from overseas program



LONDON SHORT-TERM EDUCATION ABROAD

- College-wide "Information Sessions" on the coming program (3 total = 1 per campus)
- Student scholarship and professional development selections with Selection Committee
- Organizing of program with travel agency; personally advertising the program to the college and community
- Training faculty program leaders
- Pre-departure orientation classes through Workforce Development (October 7, November 18, December 16, 2017)
- Study abroad program from January 6 – 14, 2018 in London
- Post program orientation
- Post program college-wide student scholar and professional development recipients "Presentation Program" of projects and outcomes from overseas program



MARYLAND COMMUNITY COLLEGE INTERNATIONAL EDUCATION CONSORTIUM (MCCIEC) 2018 CONFERENCE IN ENGLAND AND WALES, JANUARY 6 – 13, 2018

- Served as conference leader (prior to departure, for the overseas conference, and post-conference).
- Headed Professional Development Proposal Selection Committee in which candidates were selected from community colleges throughout the state
- Pre-departure, overseas, and post-conference leadership: Assisted in planning and organization of the conference, partnering with overseas travel agent, scheduling the conference and presentations, leading a pre-departure orientation session, directing the conference and its activities in England and Wales, and conducting a post-program update on the success of the conference with a formal meeting among State consortium members



ITALY SHORT TERM EDUCATION ABROAD

- College-wide Information Sessions on the coming program (3 total = 1 per campus)
- Student scholarship and professional development selections with Selection Committee
- Organizing of program with travel agency; personally advertising the program to the college and community
- Training faculty program leaders
- Pre-departure orientation classes through Workforce Development, February 24, March 24, and April 21, 2018
- Study abroad program June 10 – 19, 2018 in Italy
- Post program orientation
- Post program College wide student scholar and professional development recipients “Presentation Program” of projects and outcomes from overseas program





JAPAN SHORT TERM EDUCATION ABROAD

- College wide Information Sessions on the coming program (3 total = 1 per campus)
- Student scholarship and professional development selections with Selection Committee
- Organizing of program with travel agency; personally advertising the program to the college and community
- Training faculty program leaders
- Pre-departure orientation classes through Workforce Development, February 10, March 3, and April 7, 2018
- Study abroad program from May 15 – 26, 2018 in Japan
- Post program orientation
- Post program college-wide student scholar and professional development recipients “Presentation Program” of projects and outcomes from overseas program
- “2 + 2 Agreement” Established between MCCIEC and Swansea University, May, 2018
- Background: The “2+2 program” is a growing trend in community colleges and higher education (Chen, 2017). With this type of program, a student begins in a community college with a two-year associate degree, and the coursework taken at the community college then transfers to a four year program, allowing the student to complete a bachelor’s degree in the same amount of time it would have taken if they had gone to the four-year institution right out of high school. With this partnership, the community college and four-year school work together to ensure all of the courses they offer complement each other for an overall, comprehensive degree program; and the seamless transition process ensures students do not waste any time or money on classes that will not be a good fit for their final goals.
- Successfully engineered a “2 + 2 Agreement” between MCCIEC member institutions and Swansea University in South Wales; the university has a wide array of course and discipline offerings, and a well-established history of successful 2+2 programs already in place with dozens of American institutions, including one from our own state of Maryland; we have now joined in this educational opportunity.



MEXICO SHORT-TERM EDUCATION ABROAD

- College-wide Information Sessions on the coming program (3 total = 1 per campus)
- Student scholarship and professional development selections with Selection Committee
- Organizing of program with travel agency; personally advertising the program to the college and community
- Training faculty program leaders



GHANA SHORT-TERM EDUCATION ABROAD

- College-wide Information Sessions on the coming program (3 total = 1 per campus)
- Student scholarship and professional development selections with Selection Committee
- Organizing of program with travel agency; personally advertising the program to the college and community
- Training faculty program leaders
- Long term (semester or year) study abroad for students
- Advise and place students, and occasionally, out of college students, for long term study abroad programs through the College Consortium of International Studies (CCIS)
- Work with campus groups, including Counseling and Advising, Procurement, and Financial Aid, to assist MC students in the study abroad application process, assistance for overseas students, and transfer of credits upon completion of study abroad

Increase the expanse and influence of Montgomery College Study Abroad and International Education throughout the state and nation:

- Serving on the Board of Governors for the College Consortium for International Studies
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Produced by The Office of the Senior Vice President for Academic Affairs, 12/2018

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