

# MONTGOMERY COLLEGE

2016-2021 ACADEMIC MASTER PLAN IMPLEMENTATION UPDATE • FEBRUARY 2018



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*COVER: An engineering student uses a spectrometer to analyze the emission lines from a gas lamp under the watchful eye of Professor Mark Wilson, part-time faculty member*

# PARDON THE DISRUPTION



Dear Colleagues,

With the implementation of the six Academic Master Plan initiatives underway, I am very pleased to share updates on the ongoing work. Our master plan is a dynamic document shaped by our past, present, and anticipated future. It is comprehensive, grounded in our mission, vision, and values. We have implemented the plan with a sense of urgency and in this document, we hold ourselves accountable.

The Academic Affairs division has been on a journey for the last three and a half years. Our pathway reflects the changing environment in higher education – in the world. It is a pathway marked by milestones and measured against benchmarks. Responding to dynamic change and being held accountable are paradigm shifts that define a new normal. Accountability measures are defined internally as well as by many oversight and funding agencies.

The restructuring of the Academic Affairs Division, which was implemented July 1, 2014, occurred at a time when the College was responding to challenges at the local, state, and national levels. The College was moving forward under new leadership after a tenure marked by disruption and progress postponed; the College and Career Readiness and College Completion Act of 2013 mandated changes in academic programming; the Middle States Commission on Higher Education cited concerns with our General Studies program; and the enrollment decline that typically accompanies a recovering economy was underway. At the same time, globalization, rapid growth in transformative educational technology, and societal doubts about the quality and value of higher education, created a confluence of events and influences that resulted in a period of disruption for the division.

It was from this vantage point that an inspired team of faculty, staff, and administrators assessed where we were and what we needed to do to provide an academic environment of excellence, rigor, and success – student success. The Academic Master Plan 2016-2021 brought together people from across the College, as committee members, focus group members, feedback providers, and reviewers to define the focus and direction of our academic practices and programs for the next five years, and the stage for the following five years. This division milestone balances prescription and flexibility to meet students' needs today and in the future.

Work on the six initiatives (embed classroom support, offer alternative scheduling and delivery, implement alternative and customized assessment and placement, design alternative and customized credentials and guided pathways, enhance student pathways from MCPS and to USG, and expand global partnerships and international opportunities) is well underway. We have taken seriously the mandate to increase student success.

The progress we have made, highlighted in this update, is the story of *your* accomplishments that have made possible the accomplishments of our students. Embedded in this update is my gratitude to each and every member of the Academic Affairs Division for their commitment to our students and to each other.

Sanjay Rai, PhD  
Senior Vice President for Academic Affairs



*"Our job—this is the next level of work for higher education and community colleges specifically—is to ensure that everyone has the ability to be successful in college by redesigning our institutions to meet these outcomes."*

*—Dr. DeRionne P. Pollard, President of Montgomery College*

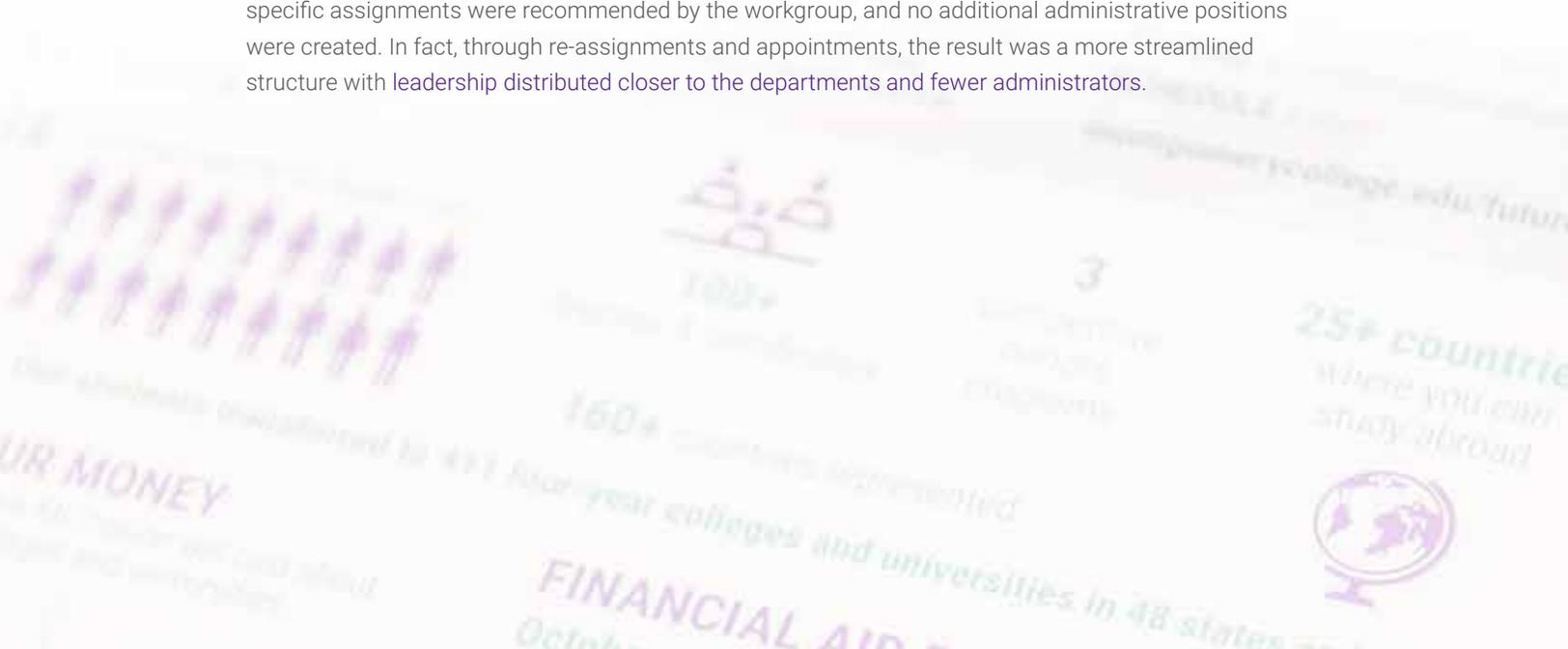
# IMPLEMENTING THE ACADEMIC MASTER PLAN

Throughout academic year 2013 / 2014, the Academic Affairs division underwent a transformation. Vice-presidents/provosts were charged with creating collegewide units with deans leading disciplines across the campuses. Department chairs were identified through a

nomination and feedback process that included faculty (both full-time and part-time) and staff, and their four-year contracts removed them temporarily from the faculty bargaining unit. Department chairs are now available to students full-time, 12 months a year, serving as a resource to department faculty and staff members. As discipline experts, deans and chairs across the college develop curricula and strategies to support student success. Vice-presidents /provosts lead collegewide units and maintain campus leadership responsibilities.

During the restructuring process, a workgroup focused particularly on the Office of the Senior Vice President for Academic Affairs, concluding that the office was insufficiently staffed to lead a collegewide division. Associate dean positions, which were campus-specific, were eliminated, and the positions were re-distributed to support the collegewide functions in the Office of the Senior Vice President, which were filled through appointments of academic administrators already employed by Montgomery College. The specific assignments were recommended by the workgroup, and no additional administrative positions were created. In fact, through re-assignments and appointments, the result was a more streamlined structure with leadership distributed closer to the departments and fewer administrators.

Building on the strong foundation of excellent programs, highly-qualified faculty and staff, and meaningful internal and external collaborations, the Academic Master Plan serves as a **BLUEPRINT** for the next five years of learning, growing, and improving as a division and an institution.



In July 2015, a restructured Academic Affairs division began the work to develop an [Academic Master Plan](#) through a steering committee of representatives appointed by governance councils including students, faculty, staff, and administrators. Through committee meetings, open forums, council visits, and focus groups, more than 200 members of the College community participated in the development of [Academic Affairs initiatives](#) that address the challenges of meeting these 6 division goals:

1. Increase the graduation rate for first-time, full-time students
2. Increase the transfer rate for first-time, full-time students
3. Reduce time to completion
4. Reduce cost of completion
5. Align programs with workforce needs
6. Align programs with transfer requirements

As the initiative workgroups focused on the implementation plans included in this publication, Academic Affairs leadership responded to external agencies' calls for curricular change. The [Maryland College and Career Readiness and College Completion Act of 2013 \(CCRCCA\)](#) contained several requirements for Maryland community colleges:

- Limiting the number of credit hours to 60 for most degree programs (some programs were granted state exemptions)
- making dual enrollment affordable for high school students
- addressing student advising needs early and often
- requiring students to develop a degree plan when they declare a major
- identifying academic program advisors to assist students implementing academic plans for program completion
- moving students quickly into college-level courses upon completion of developmental coursework
- developing opportunities for high school students to meet college-readiness markers prior to graduation

A collegewide structure streamlined the curriculum process, and the faculty-led Collegewide Curriculum Committee worked quickly to revise all Montgomery College programs to reduce program requirements in compliance with CCRCCA. A revised [General Studies program](#) also answered the challenges put forth by the [Middle States Commission on Higher Education's](#) assessment that the previous program lacked depth, coherence, and rigor. After a five-year lag in general education work, the faculty-led [General Education Transform and Restructure Committee](#) began an 18-month process to recreate a [General Education program](#) that would ensure flexibility, academic rigor, and transferability of credits to four-year institutions.

The Academic Master Plan recognized that Montgomery College is fortunate to be home to excellent faculty members, many of whom have been recognized for their teaching excellence as Maryland Professor of the Year by the [Carnegie Foundation for the Advancement of Teaching](#) and the [Council for the Advancement and Support of Education \(CASE\)](#), regional awards by the [Association of](#)

[Community College Trustees](#), and national awards from the [National Collegiate Honors Council](#). At the same time, faculty need professional support for continuous innovation. [ELITE \(E-Learning, Innovation, and Teaching Excellence\)](#) was developed as part of the Academic Affairs division restructuring, and a key function of the unit is providing faculty professional development, such as the development or use of [open educational resources \(OER\)](#) and sharing the [flipped classroom teaching strategy](#). ELITE provides opportunities for faculty to [share their excellent teaching and learning models](#) with others, through targeted workshops or extended cohort experiences like the [Scholarship of Excellence in Teaching](#) fellowship. Full-time faculty members are recognized annually with [13 Outstanding Full-time Faculty Awards of \\$2000 for Excellence in Teaching / Counseling and Academic Advising, Excellence in Scholarly or Professional Accomplishments, and Excellence in Service to the Institution and/or the Community](#), as well as [1 Award for Montgomery College Full-time Professor of the Year](#).

The [Institute for Part-Time Faculty Engagement and Support](#) integrates part-time faculty more fully into the Academic Affairs priorities and student success efforts. [Part-time faculty members are valued contributors to the College's mission](#), and their engagement is a vital component of the student success strategies. The Institute serves as a resource center where part-time faculty meet with students, check email, grade papers, and confer with colleagues. The Institute sponsors a part-time faculty mentoring program with the College's math and English departments. The [Passport to Student Success Conference](#) takes place before the start of each semester, organized to engage part-time faculty and reintroduce them to Academic Affairs priorities and student success initiatives. Part-time faculty members are recognized annually with [6 Outstanding Full-time Faculty Awards for Excellence in Teaching / Counseling, and Excellence in Scholarly or Professional Accomplishments](#), as well as [1 Award for Montgomery College Part-time Professor of the Year](#).

As part of a global community, Montgomery College continues to [expand its global footprint](#) with recent [Memoranda of Understanding \(MOUs\)](#) with universities in South Korea, China, and Great Britain. These MOUs allow for student exchanges of MC and international students and create a greater awareness of the global workforce. One of the MOUs, with the Daejeon Metropolitan Office of Education, has resulted in [Montgomery College providing pedagogical training to about 40 South Korean elementary and middle school teachers](#). Each fall, the Academic Affairs division hosts visiting college and university visitors as part of the [Fulbright-Nehru program](#), which focuses on providing information on various types of [credit and non-credit programming](#) that can lead to certification, apprenticeship related training, business training and contextual basic skills training.

The members of the Academic Affairs division – faculty (full- and part-time), staff, and administrators – have worked together over the past four years to focus on the division priorities and to take strategic action to serve students better and guide them to their goals. Many initiatives have taken root already.



*Chairs engage at this year's Academic Affairs Retreat held on February 8, 2018. While objective assessment of programs can be difficult, the Academic Affairs division's goals and initiatives demand that we prioritize resources and focus on results.*

## ACADEMIC AFFAIRS GOAL 1: INCREASE THE GRADUATION RATE FOR FIRST-TIME, FULL-TIME STUDENTS

**Program Success Strategies:** For the top 16 highly enrolled academic programs, the deans and chairs developed 2020 data-based benchmarks on enrollment, graduation, transfer, reduction of time and cost, alignment with four-year transfer institutions and alignment with business and industry. Each program has initiated student success strategies such as welcome sessions, advising in the classroom, and peer tutoring. Nearly 90 percent of all students are enrolled in these programs.

**DFW rate reduction strategies:** The highest priority for the spring 2016 semester was the DFW reduction initiative working with faculty, chairs, deans and vice presidents/provosts to develop strategies to reduce these rates. As a result of all of these efforts in the short-term, fall to spring retention increased by 10%, fall to fall retention increased by 6%, and course pass rates increased by ~ 1%. At the start of each semester, a **DFW report** for the most highly enrolled courses provides information about class-size, time of day, campus, and data to determine patterns and develop success strategies, such as extra review sessions or a requirement that a student head to the Learning Center for additional assistance.

**Achieving the Promise Academy (ATPA):** The ATPA began its work in 2015 by addressing the achievement gap in student success, particularly for Black and Latino males. Linking students with academic coaches, the Academy provides a steady presence

for students who meet regularly with their coaches to receive encouragement and advice for academic success. In fall 2017, the ATPA expanded its reach by providing **embedded coaches** in selected sections of courses with high DFW rates. Part-time faculty members with content expertise visit the assigned classrooms every two weeks, alerting students to their availability for extra help in the classes. The pilot has expanded to 123 class sections in spring 2018, serving 2,807 students.

**Academic Program Advising:** Students enter Montgomery College through the Counseling and Advising departments, where faculty counselors will assist them with establishing an initial academic plan and understanding program options. After students earn 12 credit hours, they are referred to their academic program advisor, who will assist them with course selection and sequencing, as well as specific program selection. During the 2017/2018 academic year, all programs are developing **program advising guides** with curriculum plans, advisor information, and transfer and career information. These guides will be posted on the department websites and connected to the **online catalog** for automated, continuous updates. Students in need of Disability Support Services, who are in developmental courses, or who need personal or career counseling will continue to see faculty counselors in the Counseling and Advising departments.

**Acalog Online Catalog:** Montgomery College's first online and interactive catalog was implemented for registration for the fall 2015 semester. The new system is more than an exhaustive list of courses, programs, and policies. It makes program and course



*TRANSFERmation: This enhanced process focuses on developing agreements that encourage degree completion, academic success, and improved access. 59.5% of credit-bearing students attend Montgomery College to obtain a transferable degree. The College continues to develop partnerships with four-year institutions that result in value-added benefits for students.*

information as well as admissions processes accessible on the web and on smartphones. The 'My Favorites' feature provides the added benefit of allowing students to create personal course portfolios, which they can save and share with advisors and others. The catalog's powerful search engine gives users all the information they need at their fingertips. Acalog also presents the College's curriculum and key academic policies, and it provides a means of connecting students directly to registration information and personnel.

**The General Studies Associate of Arts degree:** With over 9,000 students enrolled each year, the newly revised General Studies program has four clear core programs – Integrated Studies, HACL (Humanities, Arts, Communications and Languages), STEM and SSAH (Social Sciences, Administration, and Health) – with a requirement of 15 credits at the 200-level as well as pathways to completion for each core. The General Studies program has also been approved for a completely online degree, and it is being developed as a z-degree, with zero-cost to students for course materials.

## ACADEMIC AFFAIRS GOAL 2: INCREASE THE TRANSFER RATE FOR FIRST-TIME, FULL-TIME STUDENTS

**Transfer/reverse transfer agreements:** Montgomery College has agreements with Morgan State University, University of Maryland Baltimore County, and University of Maryland University College, as well as any undergraduate program offered at the Universities at Shady Grove (USG) location. Students interested in programs through the USG are encouraged to join a Transfer Access Program to receive early access to academic advising, application fee waivers, special orientations, and in some cases, scholarships. Similar programs exist with University of Maryland, University of Baltimore, and University of Maryland Eastern Shore.

**TRANSFERmation:** This enhanced process focuses on developing agreements that encourage degree completion, academic success, and improved access. 59.5% of credit-bearing students attend Montgomery College to obtain a transferable degree. The College continues to develop partnerships with four-year institutions that result in value-added benefits for students.

**Transfer Ambassadors:** Members of the College community have been engaged in learning about internal and external transfer resources for students, including the newly redesigned Transfer Planning homepage ([montgomerycollege.edu/transfer](http://montgomerycollege.edu/transfer)), highlighting various partnership programs (MTAP, TSA, Hawklane) and articulation agreements that the College has with four-year partner institutions. These volunteers also provide information about deadline dates, scholarship availability, transfer credit, choosing the right program of study, and career planning.

**Pre-transfer Advising:** Resource advisors from University of Maryland, University of Baltimore, University of Maryland Baltimore County, and University of Maryland University College hold regular office hours at each campus to assist students with transfer to these institutions.

## ACADEMIC AFFAIRS GOAL 3: REDUCE TIME TO COMPLETION

**Dual Enrollment:** Through the Montgomery College / Montgomery County Public Schools Partnership, Montgomery County Public Schools students who meet GPA requirements (2.75 for juniors and 2.50 for seniors) and course assessment requirements may enroll in Montgomery College courses. Through statewide agreements, MCPS students pay reduced cost for Montgomery College credit courses, which they can take online, on campus, or at their high school sites. About 600 students annually participate in the dual enrollment program, earning college credit while also fulfilling their high school graduation requirements.

**Alternate Placement Program (APP):** In order for community college students to register for college credit classes in Maryland, they must first demonstrate that they are college-ready. Students can do so by providing their college with their SAT, ACT or ACCUPLACER scores from high school that meet or exceed the college-ready score. Students who don't meet the college-ready standard, or who don't submit SAT, ACT or ACCUPLACER scores from high school, are required to take the ACCUPLACER, a national standardized test created by the College Board. Students who are not college-ready are required to take one or more developmental courses. At Montgomery College, nearly 7,000 students are enrolled in developmental education courses each semester. When evaluating incoming student transcripts for those who test into developmental education courses, an anomaly appeared – students who successfully completed specific coursework in high school (with a 'B' or better) were testing into developmental education courses. A pilot was conducted to allow students with demonstrated success in these courses during high school to enroll in college-level math and English courses. Students in the pilot population demonstrated success equal to or better than their peers placed through traditional methods. After the successful pilot, Montgomery College established the APP as an ongoing assessment and placement policy.

**Changes in Developmental Education curriculum:** Under the previous structure, developmental reading and writing courses belonged to different departments and disciplines, supervised by different chairs and deans. Students took two separate models of developmental curricula including 4 courses, which often left students unable to take college-level coursework for a full academic year. In the new structure, these disciplines were brought together under one department. A revised model, which completed curriculum review in fall 2016, integrates reading and writing into the same developmental course, reducing the credit load and cost for the students, and allowing students to complete the requirements in one semester.

Data show that the largest barrier to student completion is developmental math since completion of a college-level math course is required to complete an associate's degrees in Maryland. Some students never make it past this barrier, or they need to spend a

significant amount of time and money trying to move past it. The Collegewide math discipline has revised its developmental math sequences to differentiate paths for STEM majors from non-STEM majors. Instead of separate developmental coursework leading to credit-bearing classes, most students will enter credit courses and receive additional support through learning modules integrated into the course. The revised curriculum will remove the barriers to credit math courses for students while still providing academic support.

**English Language for Academic Purposes (ELAP):** For more than 20 years, students who identified as non-English speakers were placed in a 4-level course sequence with 9 separate reading, writing, and speech courses, according to their assessed skill. The new model, which completed curriculum review in fall 2016, condenses the levels to 3 and reduces the number of courses to 6 with a capstone integrated reading and writing course. Assessment scores have also been revised to accelerate student progress through the curriculum. The program was implemented in fall 2017, and it will be assessed through the normal program review process.

**Extended Winter Session:** Traditional Winter Session at MC begins after winter break, and ends three weeks later, before spring semester begins. MC students have taken advantage of this option for additional learning and catching up on their credits for many years. Some classes, however, were not appropriate for a three-week format. For Winter Session 2017, an extended five-week winter session was piloted immediately after the end of fall semester through the third week of January. The content sessions were offered in an online format. Knowing the College would be closed during part of the session, ELITE worked with faculty in advance to ensure that they had appropriate information to share with students on administrative issues, which could be handled when the College reopened, and worked with IT and Blackboard to confirm that there would be no planned outages over that period. On the first day enrollment was 258 students for 12 courses with 18 sections. By the third week the College had retained 96% of the students, and final grades showed an 81% success rate. During the time the College was closed, Blackboard registered 47,289 logins, almost 2,000 forum posts, and more than 108,000 course interactions. Both Academic Affairs and Student Affairs did an excellent job of identifying any possible issues in advance before the session started. Extended Winter Session for 2018 expanded the number of sections being offered to 35, for a maximum of 750 students.

**Online degrees:** Community college students lead complicated lives, and piecing together a course load of available classes with their schedules can extend time to completion considerably. Online course enrollments have increased 11.2 percent from 2014 to 2017 with more than 23,000 enrollments in online and blended classes. Before the new academic structure, Montgomery College offered no fully online degrees. However, with the revision of General Education, the College currently offers fully online

degrees in Business, Computer Science and Technologies, General Studies, and Criminal Justice. More online degrees are in development.

**Credit for Prior Learning (CPL):** Recognizing that learning happens outside the classroom, this initiative seeks to recognize and reward demonstration of learning from life, workplace, military, vocational, and other experiences through credit by exam, nationally recognized exams such as CLEP and AP, military credit, and portfolio assessment. The new Academic Master Plan has identified one of the first five-year initiatives as a review and update of Credit for Prior Learning practices and procedures, to improve access to CPL, and to increase the number of students using this alternative method of completing credit.

## ACADEMIC AFFAIRS GOAL 4: REDUCE COST OF COMPLETION

**Open Educational Resources /Z-Courses:** Textbook costs have long been an issue for many students, resulting in students not purchasing the books and then not doing well in classes. Although textbooks may be placed in the library or have availability elsewhere, no effort has been more impactful than the development and/or use of open educational resources (OERs). Montgomery College faculty have been at the forefront of the (OER) movement. Many OERs were already available online, and faculty were able to use and adapt them for their courses. Faculty have also been offered the opportunity and training through ELITE to develop their own. Using OER does not decrease the rigor of coursework; it should elevate it through increased learning opportunities and student engagement. Faculty members are not required to use OER, and indeed, in some courses it would not be appropriate; instead, the decision to stop using a publisher-created text in favor of OER is one left up to the faculty. Under the initiative MC Open, the College offered more than 200 sections in the spring 2017 semester identified in Banner as Z-courses. These course sections do not have any costs associated with the textbook, potentially saving students hundreds of dollars each semester. For fall 2017, there were more than 300 such course sections offered with enrollments of 6,200 students. The College is on target to deliver Z-degrees in 2019.

**Seat Utilization:** Building a schedule that fosters program completion must take into consideration the complex lives that many students lead, as well as the cost to provide courses throughout the day. Keeping student tuition and fees as low as possible requires that the College strike a balance between structure and options to optimize College resources. Smart, data-informed scheduling will reduce class cancellations, making it easier for students and faculty to plan. One scheduling effort is to increase the seat utilization rate to 85%, on average. Fall 2016 seat utilization was 82.5% and fall 2017 exceeded 85%. Setting a goal that is an average for the College will maintain the flexibility to balance resources, structure, and options – to meet the needs of full-time and part-time students, daytime and evening students, and the many other parameters that define Montgomery College students.

## ACADEMIC AFFAIRS GOAL 5: ALIGN PROGRAMS WITH WORKFORCE NEEDS

**Career Pathways:** MC2020 established a goal developing career pathways so students can see how their education and work experiences can lead to further learning and job opportunities. A key component of these career pathways is the smooth transition between non-credit (primarily Workforce Development and Continuing Education (WD&CE) and credit (certificate or associate degree) programs. The goal of this articulation is to eliminate redundancy, thereby giving students the opportunity and tools to obtain multiple, stackable credentials regardless of how or where the content is learned. Students in the Health Sciences field are finding employment after receiving a single healthcare credential; should they want to continue, they can enroll in AAS degree programs. Students who enroll in the Residential Apartment Technician Training can find work after an 8-week course; that training will provide them the foundation to pursue the AAS Building Trades program.

**Department of Labor grants:** Since 2014, Montgomery College has received \$25 million in Department of Labor grants. TechHire and America's Promise grants are centered around non-credit and credit career pathway models that allow students to enter, exit, and return as their time and resources allow, and as changes in technology demand. The College's Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant established the Cyber-Technology Pathways Across Maryland (CPAM) program, which provides various points of entry, movement through non-credit programs, transitions to degree programs, and typical employment opportunities. Over 400 students have already benefitted from this program.

**Capital One Foundation:** The College has also been awarded a grant to support the development of an articulation model to move students from programs offered through WD&CE to accredited programs that lead to a credential.

**Infosys:** One of the largest IT companies in the world, Infosys has established a headquarters in Rockville. In 2015, MC's Workforce Development and Continuing Education signed a contract with InfoSys to provide an 8-week, 240-hour training program for each cohort of new hires. InfoSys hires first, and MC trains as part of the employees' first-step preparation for the job. The training has taken place at the Gaithersburg Business Training Center and Rockville campuses.

**Clinical Trial Project Management:** This is a 13-week, 39-hour open enrollment Saturday class that Workforce Development and Continuing Education runs once a year. Amarex Clinical Research sought out a partnership with MC to grow a vital pipeline of clinical trial project managers in a unique collaboration for which Amarex co-teaches and co-develops the curriculum while sharing in net revenue. Amarex has hired approximately 20 students as

a result of the class, some who have come from as far away as Texas, Pennsylvania, and India.

**BioTrac:** In partnership with Montgomery College, BioTrac offers customized graduate/post-graduate training in up-to-the-minute, biotechnology training workshops on current research methodologies for academic, private industry and government institutions. Courses are team taught by active research scientists and innovators from leading research institutes including JHU, Georgetown Lombardi Cancer, USDA, NIH and the FDA.

**Tech Leap:** Students in this program are primarily career changers who have bachelor's degrees and come for gaining current skills in programming, web, or networking tracks. About 40 students a year enroll in Tech Leap, and the program has a 100% placement rate, having placed hundreds of students. Tech Leap has benefited from WorkSource Montgomery county funding for scholarships, and from MC Foundation scholarships.

#### **EARN Grant (Employment & Advancement Right Now) –**

**BIOTrain:** This partnership allows for the implementation of the plan formulated by the BIOTrain team of industry, government and training partners. As the lead applicant, MC orchestrates the development of training modules by BIOTrain industry and academic leaders that close skills gaps to enable entry into the industry and advancement for those already in the industry. MC works with Montgomery Works One Stop Centers, MdBio, BioMaryland, and the Maryland Tech Connection to provide training, mentorship and guidance to the unemployed or underemployed.

#### **MI-BEST (Maryland Integrated Basic Education and Skills**

**Training:** This program trains certified apartment maintenance technicians and geriatric nursing assistants, and features two instructors who co-teach each class, one for content, and the other for English language, mathematics, reading comprehension, digital literacy and other basic skills. The MI-BEST program targets low-income adults, particularly immigrants, or people living in poverty. The seven-week course, offered twice a year, is free for qualifying students. These programs allow individuals to move from unemployment or earning minimum wage to an \$18-hour wage that includes benefits. The MI-BEST program is funded by the Community Foundation of the National Capital Region's Greater Washington Workforce Development Collaborative (apartment maintenance technician) and the Department of Labor (the geriatric nursing assistant).

#### **EARN Grant (Employment & Advancement Right Now)**

**– Transportation:** A regional partnership led by Montgomery College with Hagerstown Community College called MOVE – Moving Operators-Valuing Employers collaborates with WMATA-Metro, Ride-On, and Montgomery County Public Schools. EARN provides Commercial Driver's License training and job readiness "soft skills" as defined by the industry. EARN has formed a business and community advisory board including WorkSource Montgomery, the county Housing Opportunity Commission, and industry partners.

*"Teaching is the greatest joy that there is, so to be recognized for doing something that you love is amazing."*

*—Tammy Peery, Assistant Professor, English and Reading*

*Montgomery College is fortunate to be home to excellent faculty members, many of whom have been recognized for their teaching excellence as Maryland Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education (CASE), regional awards by the Association of Community College Trustees, and national awards from the National Collegiate Honors Council.*



The Montgomery College Writing, Reading, and Language (WRL) Center (TP/SS) offers peer-tutoring support for students enrolled in ENGL 102 and higher.

Student referrals provide instructors the opportunity to refer struggling students to the WRL Center during the first half of the semester. Faculty referred students usually meet with their tutors once a week over the course of the semester.



**Cybersecurity and Cloud Computing:** The new academic structure created a focused computer science and technology department, led by discipline specialists who have responded to the explosive demand for workers trained in these fields. Montgomery College now offers a **Cloud Computing Certificate**, which, as part of the **Associate of Applied Science in Network and Wireless Technologies** degree, may find entry-level technician opportunities under job titles such as Cloud Support Technician, Field IT Technician, Systems Technician, and Cloud Engineer Associate. Courses in **digital forensics** and **network forensics** provide students with current tools and strategies to conduct cybersecurity investigations. In partnership with **Splunk Enterprise**, students use software to capture and analyze data, real-time, and generate reports to visualize and understand big data. **SPLUNK** provides students access to their **E-Learning site**, which faculty and staff use to work with students in the cyber center/lab. After students complete the content and labs, they have access to the certification exams, which are highly valued in the industry.

**Data Science Certificate:** Data Science is an in-demand field that leverages technology to **analyze massive amounts of data** to enable businesses, governments, and academic institutions to make better decisions. Industry, science, and government are seeking people with computer, statistical, analytical and communication skills who can turn data into knowledge and solutions. In response to the growing demand for people in all fields throughout academia and industry, MC created a certificate that provides students with **a foundation in this emerging field**, providing them with experience in areas such as data management, data analysis, data collection, and data visualization.

## ACADEMIC AFFAIRS GOAL 6: ALIGN PROGRAMS WITH TRANSFER REQUIREMENTS

**The General Education program:** Approved in spring 2015 with a 61% vote of the full faculty. The revised program removes barriers to completion, **streamlines requirements**, promotes rigor and program coherence, and allows for varying requirements for different degrees to encourage **seamless transfer to four-year state partners**. All General Education courses have been reviewed and certified to reflect the latest, most exciting and effective qualities of general education as well as nationwide trends and research incorporating integrative learning, life skills, and awareness of the role and value of leadership and civic engagement. Additionally, each course features a **signature assignment** to challenge students to apply course content in rigorous ways that require creative and critical problem-solving as well as an interdisciplinary vision.

**Translation Life Science Technology (TLST):** A new degree program developed jointly by UMBC and Montgomery College creates opportunities for students to pursue careers in the biotechnology industry. Faculty from MC and UMBC collaborated to develop **the 4-year curriculum**, leveraging MC's partnerships with the biotech industry. The four-year Translational Life Science Technology (TLST) program, which leads to a bachelor of science degree from UMBC, will train students in the fundamentals – both theory and applied skills - of biochemistry, cell biology, epidemiology, statistics, lab instrumentation, and biochemical engineering.

**Bioinformatics Degree:** Bioinformatics is an interdisciplinary field that combines the life sciences and computer science with information technology, using computers to analyze, organize, and visualize biological data in ways that increase the understanding of these data and lead to new discoveries. This new degree is the first A.S. degree in Bioinformatics in the state, and it will allow students the opportunity to transition seamlessly into the B.S. in Health Science program at the George Washington University, where they may later pursue an M.S. in Bioinformatics or a Ph.D. in Bioinformatics.

**Transfer Partners:** The ability for students to transfer seamlessly from Montgomery College to a four-year university and for those students to be equally successful is one of the hallmarks of a strong academic program. Strengthening curricula such as the General Studies program, General Education program, and Computer Science is the first step in developing partnerships with four-year institutions that continue to benefit students, even when they graduate from MC. Some examples follow.

- MC's A.A.S. in Biotechnology to the UMBC Transitional Life Science Technology program
- A.S. Nursing degree to the B.S.N. in Nursing at Trinity Washington University; this program allows students to take 90 credits at MC and the remaining 30 at Trinity;
- UMBC Raptor to Retriever (R2R) program is a pre-enrollment program for students transferring to UMBC at Shady Grove, and offers priority registration, pre-transfer advising, and social and academic preparation. This program is unique to MC;
- An Enrollment Agreement with Notre Dame of Maryland University; students are able to take advantage of dual enrollment, study abroad, and tuition discounting upon transfer;
- Multiple disciplinary advising pathways have been established between MC degrees and programs at UMUC; students who transfer to UMUC with an associate degree are guaranteed a scholarship;
- The MC Health and Allied Sciences Associate degrees to the University of Baltimore's B.S. in Health Systems Management (Main Campus and Shady Grove); this agreement guarantees admission and the block transfer of 63 credits between certain MC degrees and the HSM program;
- The Honors Programs to the Honors program at Goucher College; this program affords students in any of the honors programs the chance to transfer with a scholarship and meet the requirements for graduating with honors from MC and from Goucher;
- MC's A.A. Business degree to the University of Maryland Smith School of Business programs at the Universities at Shady Grove; these agreements articulate coursework to one of the largest and most in demand transfer programs for MC students;

The members of the  
**ACADEMIC  
AFFAIRS** division  
hold ourselves to a  
standard of access,  
success, and excellence  
by establishing these six  
Academic Affairs division  
Goals that are both  
descriptive and prescriptive,  
serving as guiding principles  
for our work with students  
and identifying specific  
strategies and projects  
that must be undertaken  
in order to accomplish  
our goals.

- MC's A.A.S. in Computer Gaming to University of Baltimore's B.S. in Simulation and Digital Entertainment (Main Campus and Shady Grove); this program articulates 63 credits for students between the two programs;
- The Business Associate's degree to Rochester Institute of Technology's B.S. in Business Administration; this is the first agreement in an anticipated series of scholarship-supported STEM-related articulations between the two institutions;
- UMBC's Transfer Student Alliance agreement has been updated to include more students; this guaranteed admission program is now eligible to students with a 3.0 GPA (lowered from a 3.2GPA).

# 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

Rising costs and decreased financial resources mean that higher education institutions face increased scrutiny from federal, state, and local governments as well as accreditation boards, employers, parents, and students about the “return on investment” (Eckel, 2009). In addition, declining student enrollments require colleges to evaluate their funding formulas and academic program offerings. Traditionally, community colleges, with their open access mission, have provided extensive course and program offerings to support a variety of students’ educational goals. Montgomery College offers 96 programs (including AA, AAS, AFA) and 63 certificates; however, current research indicates that offering too many program choices can impede student completion and increase cost and time to degree (Jenkins & Woo Cho, 2014).

## COMMITTEE MEMBERSHIP

**Chair:** Dr. Clevette Ridguard

Leah Allen  
 Jamin Bartolomeo  
 Maria Helen Dias  
 Michael Harding  
 Kim Kelley  
 Margaret Latimer  
 Debbie Morris  
 George Payne  
 Ellen Terry  
 Tracie Witte  
 Tanner Wray

Angie Pickwick  
 Sonia Pruneda-Hernandez  
 Ed Riggs  
 Auksole Rubavichute  
 Donna Schena  
 Brad Stewart  
 Alla Webb  
 Carl Whitman  
 Donna Wilson

**Student Member:**  
 Christian Gbewordo or  
 Cabrel Nkamdjeu



*“College is not just a place to learn theories and facts: It is where we learn to see the world in new ways, where we can find our passion for learning. It is a place of transformation, and my mission is to facilitate positive change in my students’ lives.”*

*– Deborah Stearns, Psychology Professor, CASE Professor of the Year*

While the community college has provided more students access to higher education, students are more successful when given clear pathways to completion of credentials, transfer to baccalaureate institutions, or placement in the labor market (Bailey, Jaggars, & Jenkins, 2015). Academic program review defines the academic tracks that will save student time and cost to completion. Since 2003, Montgomery College has been engaged in academic program review with the following objectives:

- to provide critical Collegewide information for strategic and academic planning,
- to establish priorities for resource allocation,
- to measure overall institutional effectiveness as each unit evaluates its academic offerings and their alignment to the broader College mission of student success, retention, and completion.

The process involves all College stakeholders: administrators, vice presidents and provosts, deans, chairs, faculty (full-time and part-time), staff, and students. In the review process, units are asked to examine program vision and overview, complete curriculum mapping that informs student learning outcomes, teaching delivery strategies, benchmarking of best practices with peer institutions, review current composition of advisory board, transferability, articulation agreements, student input, data analysis, SWOT analysis, and external peer reviewer recommendations. From this extensive review, recommendations for instructional and institutional improvements are to be approved and implemented within a given five-year review cycle.

## PROGRAM VIABILITY REVIEW PROCESS:

A goal of academic program review as outlined in the Montgomery College Academic Master Plan is to identify metrics for program continuance, program discontinuance, and new program creation. The program viability review process will ensure that all programs effectively use the College's instructional resources, support the College's mission, and serve the needs of students and the College community. As part of the academic program review process, programs will be identified for a viability review at the request of the dean, vice president/provost, the College Area Review Committee (CARC), or the senior vice president for academic affairs. The review can occur at the end of regular academic program review cycle or during other designated times. Triggers for program viability review include both quantitative and qualitative data metrics.

The impact on student success, faculty, and resources will vary from program to program. Streamlined program options will provide students with clearer pathways to completion and transfer. Program viability decisions will ensure a better use of resources so that the College offers programs that meet students' educational goals and local workforce needs. Students who are currently enrolled in a program marked for deletion will work closely with academic program advisors to develop a plan for completing the program. Specialized non-credit courses and programs will continue through the Workforce Development and Continuing Education unit.

A challenge will be the timely, thoughtful, and comprehensive review of all key data metrics, including the uniqueness of each program engaged in program viability review. Individuals also have long-held attachments to programs in which students no longer enroll or complete, and the discontinuation of these programs will need to be managed by the leadership in each unit. Communication about this process will need to be consistent; an effective communication plan to inform the College community about the review process is scheduled for the coming academic year.

## PROGRAM VIABILITY REVIEW METRICS

The committee has identified three key metrics: 1) quantitative metrics, 2) qualitative metrics, and 3) key questions that address the unique characteristics of a given program to determine viability. Dickeson (2010), Eckel (2003), and Makel (2017) all identify these metrics as the essential factors of consideration for academic programming.

### 1. Key Quantitative Metrics:

- enrollment trends
- graduation and transfer numbers
- fall-to-fall retention numbers
- economic and employment projections
- program costs
- program articulations to four-year institutions

### 2. Key Qualitative Metrics:

- connectivity to Montgomery College mission
- program-specific accreditation
- signature programs and program uniqueness
- community needs and contribution to the local industry
- impact on student financial aid



### 3. Key Questions:

- What is the program design for transferability?
- How have program assessment results been used to improve the performance of this program?
- What retention strategies have been employed to help students succeed in this program?
- What marketing efforts have been effective?
- What are the critical connections of this program to other programs and / or courses offered?
- What are the unique features of this program? Are there any legislative implications to this program? Is this program the only one in the state?
- How does this program align with Montgomery College's mission?
- What are the implication for existing students, faculty, and resources in this program related to the viability review?
- What would be the impact of co-listing this program with non-credit offerings?

Other questions may be added depending on the individual program being reviewed. Questions may be added by the College Area Review Committee, the program's leadership (dean and chair), faculty, or the senior vice president for academic affairs. One-on-one meetings with faculty, chairs, and deans for each affected program will occur for additional clarification of process and expectations.

Additionally, the committee has defined mission centrality and signature programs at Montgomery College:

**Mission Centrality:** A program that is central to the mission of Montgomery College is one that responds to state, county, community, social, economic, and strategic needs. A mission-central program demonstrates the following characteristics:

- designs its curriculum for degree completion, direct transfer, job advancement and/or job preparedness
- meets state, national, and industry requirements
- reflects high standards of academic rigor
- possesses a relevant curriculum using innovative teaching and learning practices
- connects to or reinforces the core competencies as defined in the General Education program.

**Signature Program:** A signature program demonstrates the characteristics that define Montgomery College's value and role in Montgomery County and Maryland:

- recognition of excellence through external awards and commendations
- significant direct transfer of students into four-year programs in local or state colleges and universities
- significant employment of graduates to meet local or statewide workforce demands



| Program Viability Review Timeline (1 academic year cycle)  |  |   |  |
|--|--|---|--|
| 1. Spring Review by CARC   | 2. Summer after review by CARC   | 3. Fall Semester After Review   | 4. Spring Semester Next Academic Year  |
| College Area Review Committee recommends to the Senior Vice President of Academic Affairs that a program needs to complete a program viability review. | Senior Vice President for Academic Affairs reviews the recommendations for viability review. The Office of the Senior Vice President of Academic Affairs informs the program of the need for viability review and provides instructions on how to proceed. | Programs are given a report template and instructions to complete the program viability review and how to address the key metrics.<br><br>Office of Academic Affairs will meet with the program to address questions and discuss the particulars of each program. | Programs turn in their completed viability review to the CARC.<br><br>CARC meets to review and give recommendations to SVPAA.<br><br>SVPAA makes final decision before the end of spring semester. |

## PROCESS IMPLEMENTATION STRATEGIES AND OUTCOMES

For Fall 2017, the College has identified seven programs or certificates to participate in a program viability review process:

- Landscape Technology (AAS)
- Landscape Technology (certificate)
- American Sign Language (certificate)
- Advanced Interior Design (certificate)
- Design Industry Partnership (certificate)
- Introductory Interior Design (certificate)
- Women's Studies Certificate (certificate)

After careful consideration of the key metrics, the College Area Review committee will recommend whether the program should continue, make modifications, or be discontinued. Options include maintaining the program, merging the program with another program, eliminating the program but maintaining the courses, co-listing courses as credit and non-credit course offerings, or eliminating the program as well as associated courses. The senior vice president of academic affairs will make the final decision.

Based upon institutional research data, all low-producing (low enrollments and awards) programs will participate in this program viability review process within the next three years on a schedule agreed upon by the senior vice president of academic affairs and with the input from the College Area Review Committee. This program prioritization will allow MC to determine which programs will best use College resources and create clearly defined pathways for student success and completion.

## REFERENCES

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# ACADEMIC AFFAIRS: SIX INITIATIVES



# 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 2017.*



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

# 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

Chair: Dr. Brad Stewart, VPP TP/SS  
Miriam Laufer  
Beatrice Lauman  
Ja'Bette Lozupone  
Carol Moore  
Stacey Peterson  
Eurae Primosch  
Rodney Redmond  
Tonya Seed  
Ellen Terry  
Tracie Witte  
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Jim Snizek  
Chris Verdak



## FEATURES OF THE IMPLEMENTATION PLAN FOR EMBEDDED CLASSROOM SUPPORT

Embedded support infrastructure already existed in two gateway courses at MC: English 101A and Biology 150. The PACE program provides students with writing tutoring by full-and part-time English faculty. The STEM Learning Assistant Program uses highly trained students to provide tutoring and other forms of academic support in a number of courses including Biology 150. Evaluation data from both programs show that students enrolled in courses where embedded support is provided are more successful than those in other sections of the course where such support is not available. Plans are in place to provide additional resources to expand and sustain both of these programs for Fall 2017.

In addition, work is underway in MC Libraries to provide embedded support in a number of gateway courses including BIOL 150, CHEM 099, ENGL 101A, and MATH 165. Efforts are also underway to develop ways to provide additional embedded support for students in CCJS 110 and PSYC 102 via the embedded librarian program.



## NEW EMBEDDED SUPPORT INITIATIVES

The Embedded Support Implementation Team has begun coordinating efforts with the Achieving the Promise Academy's new embedded coaches program. Gateway courses with ATPA coaches include ENGL 102, BIOL 150, PSYC 102, CCJS 110, CHEM 099, and several others. For Fall 2017, the ATPA provided embedded coaches in 64 sections that enrolled 1,456 students. For Spring 2018, 2,807 students were enrolled in 123 embedded coaches sections.



## EMBEDDED SUPPORT IMPLEMENTATION TIMELINE

### 2017-18 Academic Year Goals and Activities:

- Conduct literature review of embedded support programs
- Pilot embedded classroom support in ENGL101A and BIO 150 via existing PACE and LA Programs
- Develop and measure student and course outcomes for ENGL101A and BIOL150 and courses supported by LA Program
- Develop and implement embedded librarian support for PSYC 102 and CCJS 110.

### Spring 2017

- 1) Conduct literature review of embedded support
- 2) Plan for implementation of pilot embedded classroom support in ENGL101A and BIOL150 (limited number of sections per course)
- 3) Implement pilot embedded classroom support in ENGL101A and BIOL150 (limited number of sections per course)
- 4) Develop outcome measures for ENGL101A and BIOL150
- 5) Measure outcomes for ENGL101A and BIOL150
- 6) Begin long-term planning for embedded classroom support for courses for Fall 2019 and beyond
  - a. Develop logic model and outcome measures
  - b. Draft outcome measures (e.g. surveys etc.)
  - c. Plan training of embedded classroom support personnel.

**Summer 2017**

- 1) Conduct literature review of embedded support
- 2) Plan for implementation of pilot embedded classroom support in ENGL101A and BIO150 (limited number of sections per course)
- 3) Develop outcome measures for ENGL101A and BIO150
- 4) Begin long-term planning for embedded classroom support for courses for Fall 2019 and beyond
  - a. Develop logic model and outcome measures
  - b. Draft outcome measures (e.g. surveys etc.)
  - c. Plan training of embedded classroom support personnel

**Fall 2017**

- 1) Implement pilot embedded classroom support in ENGL101A and BIO150 (?) (limited number of sections per course)
- 2) Measure outcomes for ENGL101A and BIO150 (?)
- 3) Continue long-term planning for embedded classroom support for courses for Fall 2019 and beyond
  - a. Develop logic model and outcome measures
  - b. Draft outcome measures (e.g. surveys etc.)
  - c. Plan training of embedded classroom support personnel.

**2018-19 Academic Year Goals and Activities:**

- Continue with implementation activities listed for AY 2017-18
- Expand embedded support in ENGL 101A by increasing the number of sections in PACE Program
- Sustain funding for and expand STEM Learning Assistant Program to provide embedded support in BIOL 150, CHEM 099, MATH 165, and other gateway STEM courses.
- Work with Vice Presidents and Provosts, Deans and Department Chairs to identify opportunities for further expansion of embedded support activities.



## CHALLENGES TO THE IMPLEMENTATION OF EMBEDDED SUPPORT INITIATIVES

Embedding academic support in Montgomery College courses raised several implementation considerations. First, we needed to think carefully about the role of the faculty and staff members providing support in the classroom setting. Especially important was the relationship between the faculty members teaching the courses and the faculty and staff providing embedded support services. The committee determined a list of possible concerns and issues:

- Those providing support are not “instead of” but “in addition to” the instructor. Support activities should not take time away from instructor’s instructional time and need to cover the material.
- Embedded support activities should not distract other students.
- Embedded support might include not only course content, but also time management/ study skill coaching and creating in students an attitude of being active participants in an academic community.
- Those providing support will need to manage group dynamics during small group work so that all students have an opportunity to contribute.

Second, we needed to develop mechanisms for providing support when students need it. Study skills and time management coaching too early in the semester might be ignored. Teaching students when to ask for support would be important as well as helping faculty members understand when it would be most effective to refer students to those providing support. Some possibilities might be:

- During “difficult” topics?
- During group project times?
- During times when individualized instruction helpful e.g. choosing research paper topics?

Third, we considered how to effectively provide support based on individual student needs. For example, once students fall behind, they can become exponentially more discouraged and it becomes more difficult for them to “catch up”.

Fourth, we considered the advantages of virtual embedded support including accessibility, specificity, and customization. The Academic Support Center at TP/SS already offers virtual tutoring in a number of disciplines. Could these offerings be expanded?



## RESOURCE REQUIREMENTS AND IMPACT

The efforts described are predicted to provide embedded support services to approximately 3000 students annually once all initiatives are fully implemented.

- PACE model tutoring in 24 sections of Gateway courses (BIOL, CHEM, MATH, ENGL, PSYC) can be accomplished via ATPA embedded coaches.
- Sustainability of STEM Learning Assistant Program requires an additional \$60,000 annually for student salaries for 80 student learning assistants. Salary for program coordinator (23.5 ESH for academic year plus 10 ESH during the summer).
- Embedded Librarian Program--30 hours a week temporary librarian for each campus for the 32 weeks that classes are in session during the academic year (2,880 hours total across the libraries, across the year). This need is based on an assumption that we embed in 2 sessions per course per campus for the pilot (60 sessions), and build out a program. Temporary Librarian IIs without benefits through the College HRSTM, the hourly rate (in FY17) is \$30.97, or \$89,200 x 3 (one for each campus) = \$267,000. Libraries also have a competitively bid temporary services contract with LAC that will still be in place in FY18. The hourly rate for a Librarian via that contract is \$54.81 in FY18, or \$157,900 x 3 = \$473,700. Efforts to reallocate positions within MC Libraries is currently underway to support embedded librarians.



## ASSESSMENT OF EMBEDDED SUPPORT INITIATIVES

Multiple indicators of student academic success (including DFW rates) will be used to measure the impact of embedded support initiatives. Efforts will also be made to measure students’ mastery of knowledge and skills resulting from embedded support activities. Surveys will be used to measure both students’ and faculty members’ perceptions of the effectiveness of embedded support activities. Data from these sources will be used to improve delivery of embedded current and future support initiatives.

## 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.



## OVERVIEW

When students cannot register for the courses they need to earn their degree or transfer, their ability to complete is threatened (Complete College America, 2014). Nationally, 20% of community college students have reported that they were unable to get the classes they need for their degree (CCA, 2014). At Montgomery College, students who must balance their jobs, transportation, school and family priorities have expressed frustration about their inability to register for the courses they need.

Effective scheduling fosters student success and completion for full and part-time students by scheduling at the intersection of demands of curriculum pathways and students' availability. The College's 78% retention rate for full-time students drops to 57% for part-time students. For part-time students with the capacity to take more courses, effective scheduling coupled with advising can make this possible. Traditional day and evening, face-to-face, semester-long classes will continue to meet the needs of and be preferred by some students. However, for a growing number of students, the path to completion is dependent upon, or may be accelerated by, clearly articulated alternative scheduling and delivery.

## COMMITTEE MEMBERSHIP

Chair: Margaret Latimer, VPP  
Monica Parrish Trent\*  
Beatrice Lauman \*  
Ellen Olmstead  
Scot Magnotta

Beth Ridings  
Harry Zarin  
Sharon Fechter  
John Hamman  
Kathy Michaelian

Phong Banh  
Ernest Cartledge  
Deborah Morris  
Ayanna Burney  
Tonya Baker

\* Co-chairs



## FEATURES OF THE NEW PRACTICE/POLICY

Data-driven academic scheduling is an institutional priority, as expressed in the Academic Master Plan 2016-2021, which calls for “intentional decisions to vary our terms, class times, pathway options, and delivery methods” to facilitate completion and better serve our students. New practices, including the use of predictive analytics, Collegewide coordination, and multi-year schedules built to foster completion (required course sequences in multiple disciplines scheduled conveniently) of full-time, part-time, day, evening, and online students will increase retention and completion.



## WHAT THE INITIATIVE IS DESIGNED TO ADDRESS (DATA FROM MC)

- 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.
- Currently, many programs can be completed in an evening format, but students who need this option are not aware of this. They cannot see the pathway.
- 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.
- Post multi-semester (multi-year) schedules showing 80% of courses.
- Guarantee that program requirements posted in the multi semester schedule will run.
- Rotate low-enrolled courses by campus, semester, and time-of-day.
- Define and use standard start and end times for classes.
- Couple scheduling and academic program advising;
- Ensure ratio of course offerings by campus reflects appropriate campus balance unless specialized facilities necessitate otherwise;
- Achieve average 85% seat utilization rates during fall and spring terms.
- Make recommendation(s) regarding Collegewide oversight of schedule development. Currently, over 40 chairs and coordinators develop schedules with a campus based process.
- Develop and/or identify alternative scheduling that allows students to complete programs entirely in evening/weekend and/or online enrollment.



## IMPACT ON STUDENT SUCCESS, FACULTY, RESOURCES (DETAILED)

- Already, meeting the 85% seat utilization goal has achieved significant cost savings and resulted in fewer classes being canceled.
- The average number of credits that students take has fallen slightly. A degree seeking student who successfully completes 9 credits per semester and does not take summer or

winter term courses, will complete in 7 semesters. If a combination of better scheduling and advising increased the average per semester credit completion by just 1 credit to 10 credits per semester, the student completes in 6 semesters. The student gains all of the opportunity costs associated with that.

- Fewer cancellations provide faculty and students with greater assurance that their planning and efforts to prepare for a semester will be rewarded.
- Multi-year scheduling permits faculty to project and coordinate their teaching schedules and other responsibilities (committees, grant writing, etc.)
- Students who are to see the impact of successful course completion and plan for multiple semesters.



## SCHEDULING AND DELIVERY IMPLEMENTATION TIMELINE

Meetings with Faculty Council, campus-based chairs groups, and a student survey were held in Fall 2016 and Spring 2017 to inform and seek input. Support for the initiative was overwhelming.

An AMP committee was formed and charged in Spring 2017 following the decision by the ATD team that scheduling was also an ATD priority. This allowed for coordination from the outset.

Efforts to increase average seat utilization to 85% were already underway with significant results: increased seat utilization, decreased course cancellations.

| Term        | Number of CRNs | Seats Available | Seats Filled (Final) | % Seats Filled |
|-------------|----------------|-----------------|----------------------|----------------|
| Spring 2016 | 3,816          | 81,007          | 63,246               | 78.1           |
| Spring 2017 | 3,434          | 72,663          | 59,819               | 82.3           |

Reducing parts of term by one third, from 9 to 6, was established as an achievable goal that could be implemented in Spring 2018. Based on data showing the number of sections (CRNs) offered in each part of term, a recommendation was forwarded to the SVPs for Academic Affairs and Student Affairs in August 2017. Additional parts of term (POTs) will be eliminated in Fall 2018.

Data on start times has been provided that will inform decisions regarding standardized start times.

Data on evening and weekend students has been provided that will inform recommendations regarding that population of students pursuing programs through alternative scheduling.

Fall 2017, an RFP was created to being the software procurement process. Company demonstrations occurred in November 2017. A recommendation to the SVPs will be made following the demonstrations. If approved, it will be submitted to the Board of Trustees.

### 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)
- Recommend Schedule Building Software (AY 17-18)
- Confirm evening, weekend, and DL Programs (AY 17-18)
- Establish Collegewide Scheduling Protocol (AY 17-18)



## IDENTIFY POSSIBLE CONFLICTS/CHALLENGES

There is sensitivity to overhauling the longstanding campus-based schedules. The committee members will represent their constituents and communicate the goals and priorities and seek input on all decisions and recommendations made by the committee. Data will support changes. Collegewide scheduling policy changes that support student success will need to be established and followed. This will require joint leadership and enforcement from the senior vice presidents for academic and student affairs.

Perhaps one of the biggest challenges will be coordination with IT to guarantee full integration with a student success management system or scheduling software company or building our own system. Close collaboration with IT to determine which approach is best for institution is critical.

Faculty courseload expectations will have to be managed, as it will take time for the college culture to adjust to one where the student schedule is guaranteed based upon enrollment trends and program completion. Currently, faculty schedules are “guaranteed” without much regard for student demand. Scheduling for student success may necessitate scheduling some classes at times that have not been the traditional and expected meeting time for some classes.

Fewer sections of some courses will mean fewer part-time faculty are hired.

Ongoing communication and collaboration with Student Affairs, as well as the Collegewide community, will be critical.



## ASSESSMENT

Retention will be assessed with awareness that multiple efforts are underway to increase retention and completion. In alignment with the College’s Student Success Goals and Academic Affairs Key Priorities, particularly increasing graduation and transfer rates and decreasing cost and time to degree, the Scheduling Initiative will utilize several specific outcome measures to assess its effectiveness. These include, but are not limited to measuring changes in:

- Student assessment of ability to take the courses needed
- Student assessment of ease of registering for required courses
- Rate at which students are completing degree certificate requirements and/or completing their academic plans

Attainment of fiscal accountability and Spending for Student Success goals, will be evaluated through measures of:

- Seat utilization rates
- Course cancellation rates



### **Benchmarks under consideration include, but are not limited to:**

- Reduce the number of start times and meeting patterns by 25%
- Achieve 85% average seat utilization at 3 weeks
- Reduce the number of cancelled sections to no more than 3% of sections originally scheduled
- Reduce number of parts of term by at least 25%
- Build a desired course schedule that supports full and part-time students’ programs
- Recommend scheduling software for purchase and use
- Actively market and increase enrollment in evening and weekend programs
- Identify students with capacity to take additional courses (i.e. those at 12-credit hours per semester)

INITIATIVE 3: IMPLEMENT ALTERNATIVE AND  
AND  
CUSTOMIZED ASSESSMENT AND  
PLACEMENT

INITIATIVE 4: DESIGN ALTERNATIVE CREDENTIALS  
AND GUIDED PATHWAYS





### Prior Learning:

The Prior Learning Implementation Committee launched in fall, 2017. For its first year, the Committee is charged with expanding access to prior learning and investigating MC's current success in serving non-traditional students through the administration and analysis of the Adult Learner 3600 survey. The timeline that includes a semester-by-semester presentation of the goals for the Prior Learning Implementation Committee is provided in Table 2.

### Alternative Credentialing:

During the first year of the project, a steering committee and core team, made up of deans and leaders from the discipline areas and Academic Affairs, reviewed relevant literature, models, and practices on an ongoing basis. The committee issued a bid and procured the technical assistance services from the Corporation for a Skilled

Workforce (CSW) and organized two on-site trainings for core team members. Over the summer, the core team, composed of credit and workforce faculty members from target disciplines, received training on identifying and writing course competencies based on course outcomes. With ongoing support from CSW, they have begun to map these competencies to the framework. During the end of the summer and beginning of fall, faculty will begin to map entry-level job descriptions that align to their disciplines to the framework; these will be then be aligned to the course competencies. Faculty will share their work with their discipline colleagues during the fall and continue to meet jointly to analyze their findings and plan for next steps.

At the same time, the steering committee members have participated in College groups and meetings that clearly inform and support this project. These activities include reviewing student management system tools that will help collect data on transitions from noncredit to credit, and participating on a workgroup on badging, one of the alternative credentials that the Capitol One project group will incorporate. At the recommendation of CSW, the committee is planning a grant-funded trip to Columbus Community College in Ohio, a Right Signals project participant, Achieving the Dream school, and power user of the CSW Credentials Framework, to learn how they are using the Framework.

### Guided Pathways and Meta Majors

The College began the discussion of Guided Pathways and Meta Majors in the summer of 2016; however, multiple student success initiatives and fluid changes to curriculum limited the amount of work that could be done. With these in place, a college wide conversation about Guided Pathways and Meta Majors can begin. This conversation was re-introduced at the Summer Academic Affairs retreat, and during the Fall 2017 opening meeting.



*"As a Political Scientist, my efforts at radical inclusion mean that I encourage students to air their views even when they do not fit within the one or two dominant paradigms for a particular discussion topic. In my classroom, students realize there are rarely just two sides to an issue, and their presentation of multiple perspectives will be respected."*

—Nathan Zook, Full-time Professor of the Year, 2016



*The Montgomery College Scholarship of Excellence in Teaching program was structured in 2017 to be a supportive environment of reflection to enhance teaching and to promote student success.*

*CASE and outstanding faculty award winners serve as mentors in the program.*

For the nontraditional student obtaining an academic credential is a significant challenge. The retention, transfer, and graduation rates at community colleges nationally, and at MC locally, reflect the difficulty of balancing work, personal responsibilities, and successfully pursuing an academic credential or degree. According to Patricia Steele and Wendy Erisman, the challenges confronting non-traditional students include:

- **One in six American adults**—approximately 30-35 million individuals—were at one time enrolled in college but did not complete a degree or certificate.
- **When adults return to college after stopping out, they may still find it difficult to complete a degree**, and available data suggest a pattern of adult students who have tried repeatedly to complete their education.

The Academic Master Plan (AMP) includes two goals designed to reduce the barriers facing non-traditional students: awarding more credit for prior learning, and creating alternative credentials. Both of these goals recognize and incorporate learning that occurs outside the traditional classroom. By awarding credit for what students have already learned, and providing alternative noncredit to credit pathways, MC will be able to help more students persist, transfer and graduate.

This White Paper focuses on two areas in the AMP that integrate 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 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.



According to David Schejbal, “[t]he proliferation of non-degree credits is driven by more than a fluid workforce. The entire nature of work has changed. As Richard Florida explains in his 2011 book, *The Rise of the Creative Class*, we now are working in a knowledge economy. It’s important for people to possess knowledge and be able to use it in creative ways if they want to become upwardly mobile—and remain employed” (2017, 1). The need for demonstrated skills, in addition to or instead of a college degree, reinforces the importance of alternative credentialing to help students demonstrate their mastery of competencies in a highly competitive, mobile marketplace where multiple careers over the course of a worker’s lifetime will be the norm.

Similar to David Schejbal, Goldie Blumenstyk also discusses the changing landscape where industry and non-academic credentials are often considered more valuable than a degree. Elon University and the community colleges of Colorado and North Carolina, for example, are utilizing badges to demonstrate student mastery in areas where a degree does not demonstrate to future employers the extent of a student’s capabilities (2015, 1). Colorado Community Colleges issue badges that they state are “a web-based, verifiable representation of a skill, mastery of a set of skills and/or recognition of expertise.” As an example, students in Colorado may obtain a welding or machining badge while pursuing their two-year degree. In North Carolina, teacher candidates may earn badges for demonstrating expertise in global education competencies to increase their employability and differentiate themselves in the 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. While the benefits of prior learning, such as reducing the cost of a degree, reducing the time to degree, and increasing retention, transfer, and graduation rates are well understood by the College community (CAEL, 2010; Foster, J., & Gielczyk, A, 2015), developing a systematic institutional capability to accept these credits presents a challenge both for the student and the institution. 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. According to the Community College Research Center, "Across the US, a growing number of community colleges are rethinking their academic programs and student support services in fundamental ways to improve student learning and success." (CCRC, 2017; Jenkins, D., Lahr, H. & Fink, J.)

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

The next steps in achieving the goals for the Academic Master Plan for prior learning assessment and alternative credentialing were a set of strategies designed to guide implementation. The strategies for prior learning and alternative credentialing include, "Appointing a credit-noncredit workgroup to recommend appropriate steps for expanding student access to Assessment of Prior Learning and proficiency credit, incorporating multiple placement and assessment opportunities for students with training, education, and experience outside of traditional credit programs. The benchmarks for this goal are: Proficiency credit options exist for top 20 enrolled credit-bearing courses and all courses included in Career and Technical Education (CTE) articulation agreements by 2021; increased number of students earning credit by exam by 300% by 2021."

Prior learning at the college is underutilized, as demonstrated in Table 1. The small number can be attributed to a variety of factors, including lack of publicity about the program, limited number of credits awarded for various types of awards, and inconsistent academic evaluations. The AMP strategy looks to change this downward trend. (See Table 1: Credit for Prior Learning (CPL) Usage by Student, 2012–2015)

During the 2016/17 academic year, the leaders for these AMP goals met regularly to identify and appoint a representative group to develop recommendations for appropriate steps to expand student access to prior learning and proficiency credit. Membership includes individuals who served on the group that developed the strategies for the AMP, if they chose to continue, and additional members who have credentials in the prior learning and/or proficiency credit areas. Faculty appointees and the group membership, as a whole, was reviewed and approved by faculty governance. The schedule of meetings is currently under development and the meetings will begin in fall, 2017 to develop appropriate steps for expanding student access to prior learning and proficiency credit.

**Table 1: Credit for Prior Learning (CPL) Usage by Student, 2012 – 2015**

| Test / Alternative Credit Type                  | 2012        | 2013        | 2014       | 2015       |
|---|-------------|-------------|------------|------------|
| <b>A Level</b>                                  | 3           | 7           | 3          | 2          |
| <b>Advanced Placement (AP)</b>                  | 977         | 918         | 792        | 801        |
| <b>American Council on Education (CREDIT)</b>   | 1           | 1           | 1          | 3          |
| <b>Assessment of Prior Learning</b>             |             | 1           |            |            |
| <b>College-level Examination Program (CLEP)</b> | 118         | 70          | 90         | 80         |
| <b>Credit by Examination (CBE)</b>              | 6           | 6           | 3          | 5          |
| <b>DANTES</b>                                   | 3           |             |            |            |
| <b>Department Exam</b>                          |             | 18          | 17         | 16         |
| <b>MC-MCPS Articulation</b>                     | 16          | 75          | 11         | 4          |
| <b>Military Credit</b>                          | 103         | 62          | 81         | 75         |
| <b>Total</b>                                    | <b>1227</b> | <b>1158</b> | <b>998</b> | <b>986</b> |
| <b>Total without AP</b>                         | <b>250</b>  | <b>240</b>  | <b>206</b> | <b>185</b> |

Also, the leaders for this AMP strategy held an information session with a Council for Adult and Experiential Learning (CAEL) representative for faculty and staff involved with prior learning. The workshop provided background and training on prior learning assessment and how to expand options for prior learning at Montgomery College. The half day workshop provided the attendees with information on the benefits of prior learning, a set of guidelines for implementing prior learning more systematically, and strategies to increase access to prior learning for students who are eligible. The College also hosted representatives from the American Council on Education Military Program; this regional workshop covered the program’s process to recruit faculty members to evaluate credit, how to review and determine equivalencies to the recommendations, and creative ways to apply the credit to a student’s program of study. Both trainings were part of an effort to increase Collegewide understanding of the benefits of prior learning and help faculty who will be working on developing systematic access to prior learning additional information on how to do develop more options for prior learning effectively.

Funding has been provided to administer the CAEL Adult Learner 3600 survey in fall, 2017. The Adult Learner 3600 survey assists institutions to identify and prioritize their efforts for working with adult students, including the use of prior learning expansion. Through two surveys, one of MC’s adult students and the other of the college community, CAEL will provide a report that will examine the successes and gaps in effectively serving these students. The implementation committee will then make recommendations, based on the findings, to improve the quality and type of services offered to this unique population.

Additional strategies to ensure prior learning credit is more readily accessible to increase the number of students who will benefit from it include:

- Transitioning the evaluation of all Credit for Prior Learning credit from Enrollment Management to Academic Affairs. This change will ensure that determining test and credit equivalencies is faculty driven, that the exams align with program and course learning outcomes, that placement is assessed on a routine basis, and that the equivalencies are updated with curriculum changes.



- In the fall semester, 2017, all nationally recognized exams (e.g., AP, CLEP, IB, DSST, Cambridge Exams) will be re-evaluated using the CurricuLog program to ensure accurate evaluations, and make it easier to award credits.
- In spring, 2018, the use of CurricuLog will expand further to include evaluating military credit. This process will take multiple semesters to complete.
- Implementation of portfolio credit will be part of the charge for the CPL implementation team. They will identify processes that will assist the College to develop a systematic approach to award portfolio credit.
- A consolidated website is being launched, replacing four separate CPL sites. This site includes transfer credit, international transfer credit, exam credit, military credit, career/technical education programs (with MCPS), apprenticeships and certifications, and portfolio credit. The site is maintained by SVPAA. The new site will be more easily accessible, and easier to use, thereby allowing the College to better promote the opportunities to students.

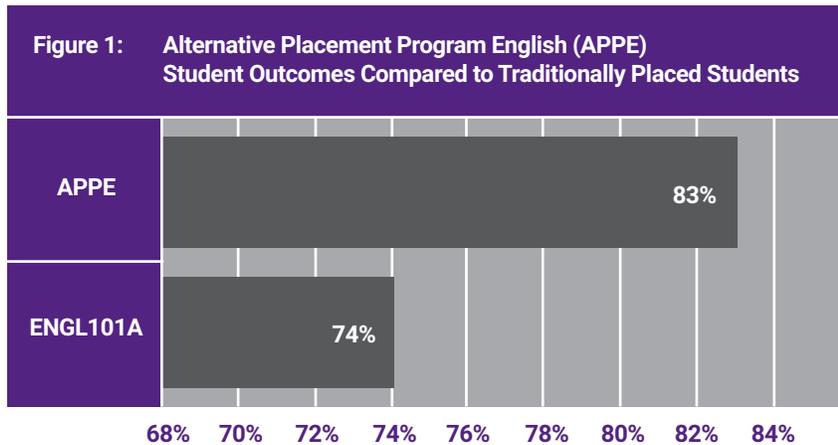
## ALTERNATIVE PLACEMENT

The AMP implementation strategies for alternative placement are:

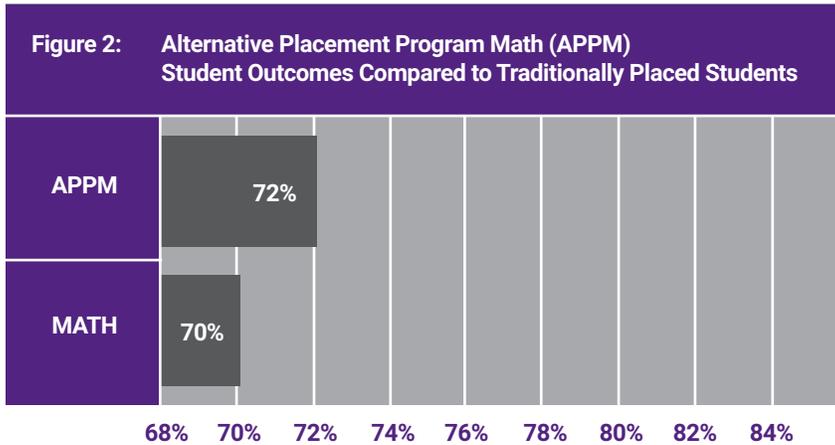
- Standardize multiple measures for developmental course placement including assessments currently in place, measures currently in pilot stage, and new placement strategies based on degree pathways, alternative assessments, high school test scores, and/or targeted student need. The benchmarks for this goal are: Reduction of number of students placed into developmental courses by 40% by 2021.

Alternative placement is a major initiative at MC and is currently expanding through our partnership with Montgomery County Public Schools (MCPS). The alternative placement program (APP) was implemented in 2016 and has already demonstrated that alternative placement is possible and successful. Placement for MCPS students is based on a final grade of “B” or higher in MC/MCPS approved coursework.

APP students have performed successfully in their college coursework. Figure 1 shows that the APP English (APPE) students are succeeding at higher levels than their ENGL 101A counterparts.



As Figure 2, shows, it is also the case that students who have been placed in college-level math courses are succeeding at or above traditionally-placed students. These data demonstrate that the APP program is succeeding. For the upcoming academic year, efforts are underway to expand the program to serve more MCPS students.



In addition, Developmental English and Reading courses have been redesigned from stand-alone courses to Integrated English, Reading, and Writing (IERW) courses to reduce students’ time in developmental courses while still ensuring students have the skills they need to be successful and persist. The first IERW courses offered in fall 2017. With the redesign, the IERW course sequence has been reduced from four to two developmental courses and the number of credits has been reduced from the previous 18 to 11 maximum. In addition, students can exit from developmental to credit-level courses in one semester, thereby reducing both the cost and time to degree significantly.

### NONCREDIT TO CREDIT PATHWAYS

The goal of implementing alternative pathways and stackable credentials also began during the 2016/17 academic year. The strategies in the AMP are:

- Identify and articulate pathways for stackable credentials and stackable competencies that allow for incremental completion of both noncredit programs and credit-bearing certificates and degrees; these pathways should offer (and recognize) a wide variety of credentialing options and lead students to multiple points of completion and success. [Benchmark: Increase in number of students receiving multiple credentials within a rolling ten-year period by 200% by 2021; availability of stackable credentialing in 50% of programs and disciplines college wide by 2021.]
- Customize developmental studies pathways by exploring accelerated programs and interdisciplinary delivery and by creating multiple exit points determined by student strengths, needs, or program goals. [Benchmarks: Reduction of number of students attempting the same developmental studies course more than three semesters without exiting (by passing or changing pathways) by 50% by 2021; increase by 20% the number of students completing college level math or English courses after beginning in developmental studies.

In the fall of 2016, the College was awarded a grant from the Capitol One Foundation to begin working on the alignment of credit and workforce programs using a stackable/alternative credentialing methodology. The resulting credentials will more explicitly link coursework between the College’s workforce and credit programs and externally by articulating employability skills that enhance the value of MC students as potential employees. Up to four target discipline areas will serve as “test sites” for the methodology: Business/Management/Entrepreneurship, Early Childhood Education, Data Science, and Biotechnology. A key component of the project will be to explore existing models and modify them to meet our unique institutional contexts.



## THREE CORE STRATEGIES UNDERPIN THIS MULTIYEAR PROJECT

- Representatives from workforce development and credit units jointly will engage with employers to map employability skills against existing credit and workforce development courses. This collaborative approach to employer engagement will enable us to share the breadth of our service capacity and to interact more deeply with local business partners.
- Workforce development and credit units will work collaboratively to rethink and repackage existing curricula for each target discipline into a pathway to ways to included credentials that stack. Used in the American Association for Community Colleges Right Signals project, the Corporation for a Skilled Workforce/Lumina Foundation “Credentials Framework” will provide a systematic way to define combinations of skills that result in labor market credentials, College awarded badges, or updated letters of recognition.
- To complete the link from the workforce development to credit units, disciplines will utilize a joint approach to offer the first credential. This may be done by co-listing classes as both workforce and credit, and/or by having a credit faculty member teach the class as a workforce course.

During the first year of the project, a steering committee and core team, made up of deans and leaders from the discipline areas and Academic Affairs, have reviewed relevant literature, models, and practices on an ongoing basis. The committee issued a bid and procured the technical assistance services from the Corporation for a Skilled Workforce (CSW) and has organized two on-site trainings for core team members. Over the summer, the core team, composed of credit and workforce faculty members from target disciplines, received training on identifying and writing course competencies based on course outcomes. With ongoing support from CSW, they have also begun to map these competencies to the framework. During the end of the summer and beginning of fall, faculty will begin to map entry-level job descriptions that align to their disciplines to the framework; these will be then be aligned to the course competencies. Faculty will share their work with their discipline colleagues during the fall and continue to meet jointly to analyze their findings and plan for next steps.

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## GUIDED PATHWAYS AND META MAJORS

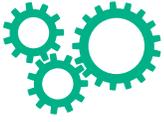
The College began the discussion of Guided Pathways and Meta Majors in the summer of 2016; however, multiple student success initiatives and fluid changes to curriculum limited the amount of work that could be done. With these in place, a college wide conversation about Guided Pathways and Meta Majors can begin. This conversation was re-introduced at the Summer Academic Affairs retreat, and during the Fall 2017 opening meeting.

The four pillars of Guided Pathways, as identified by the Right Signals Project, are identified below. Following each pillar is an example of current or future activities at Montgomery College that fulfill the pillar’s objective:

- **Clarify the Path:** Building multiple opportunities to show students how to get through their college experience. The college has already begun this process, for example, the use of an online catalog, the new website, individualized Advising/Program Guides that show semester by semester course sequences and provide transfer or career information, building stackable credentials with credit programs and between noncredit and credit coursework, and offering guided student interest programs such as ACES or ATPA.
- **Get students on the Path:** Designing multiple ways for students to get onto the right path, with a primary focus on the onboarding process. This includes college updates to alternative placement, remedial education, the availability of scholarships, and improvements in outreach and marketing.
- **Help students stay on the Path:** Enhancing access to student success initiatives, and focusing on student persistence, while removing barriers. For example, highly successful program and course success strategies such as DFW, implementing improvements to course scheduling, creating purposeful social engagement opportunities through student life, and the investment in a new Student Information System, including a degree audit function, all help students get to their final education goals.
- **Ensure students are learning:** Validating that students are being taught skills and knowledge that will prepare them for the next step. The academic affairs restructuring, for example, ensures that students have a common experience learning experience, that the knowledge and skills for transfer or employment are embedded in classroom and co-curricular programming, and that the college is identifying outcomes and assessing coursework. The StAMP will further ensure the seven truths for the common student experience, enhance access to career exploration, and provide additional co-curricular opportunities.

## COMMITTEE MEMBERSHIP

| Credit for Prior Learning | Meta Major              | Adult 360         |
|---------------------------|-------------------------|-------------------|
| Diane Barberesi           | Sharon Fechter          | Karla Silvestre   |
| Cassandra Jones           | Monique Davis           | Joanna Starling   |
| Michele Harrell           | Donna Kinerney          | Catherin Wilson   |
| Sean Fay                  | Nathan Zook             | Tonya Powell      |
| Cristina Butler           | Craig Garrison-Mogren   | Kim Sanders-Brown |
| Amy Gumaer                | Benedict Ngala          | Surayya Johnson   |
| Camille Cauley            | Georgia Buckles         | Dorothy Umans     |
| Alice Wang                | Shelly Caldwell-Bennett | Guillermo Laya    |
| Michael Mehalick          | Amit Trehan             | Sharon Bland      |
| Mark Corfman              | Sara Ducey              | Maryan Wright     |
| Jennifer Dobbins          | Elena Saenz             | Clemmie Solomon   |
| Phuoc Dang                | Veronica Banh           | Lindsey Curley    |
| Akima Rogers              | Angela Lanier           | Ernest Cartledge  |
| Emily Rosado              | Seth Kamen              | Beverly Coleman   |
| Ed Riggs                  | Kim Kelley              | Seth Kamen        |
| Seth Kamen                | George Payne            | Kim Kelley        |
| Kim Kelley                |                         | George Payne      |
| George Payne              |                         |                   |



## FEATURES OF THE PLAN(S) - IMPLEMENTATION

The next steps in implementing Guided Pathways will be the formation of a committee, consisting of representatives from all areas of the college. This group will be charged with identifying, branding, enhancing, and assessing the college's progress in this space.

Concurrently, a committee will be meeting to work on the development of Meta Majors. These "career clusters" or "areas of interest" pair similar degrees into a social construct that helps students understand their career objectives while exposing them to college offerings. Similar to the way General Studies has set up its Core programs, Meta Majors are groups of degrees, with similar gateway courses or career objectives, that guide students through their first two semesters at the college, in an attempt to ensure that students take courses that are applicable to their chosen field of study, that transfer if necessary, and that allow them to build a sense of community. MC's Meta Majors will include both remedial education pathways and WD&CE programs, both of which have already been identified as clear paths for degree exploration and completion.

MC will begin developing the Meta Major structure during the Fall 2017 semester, using MSDE Career Clusters, Department of Labor O\*Net categories, and examples from CCBC, Austin Community College, the Florida Community College System, and others as starting points. This project will be faculty-driven.



## IMPLEMENTATION TIMELINE

Progress on all four of these initiatives are detailed in Table 2 which provides the timeline for completion of the implementation activities that will support successful completion of the AMP goals.



## POTENTIAL CONFLICTS AND CHALLENGES

The two goals in the AMP are designed to reduce time and cost to obtain a degree. In addition, the initiatives are designed to retain more students because they will earn more credits toward their degree at the beginning, which motivates students to persist. Further, these initiatives are also designed to provide students with skills that increase their competitiveness in the marketplace while they pursue their academic goals and complete an academic credential. At the same time, several issues exist that pose a challenge to achieving these goals. These potential barriers and challenges include:

### **Credit by Examination:**

- In many instances, examinations to award credit do not exist. Faculty will need to develop these examinations, verify their content validity, and determine how many credits to award. It is time consuming to develop the examinations and maintain them. The lack of standardized examinations for every course at the College presents a challenge for expanding credit-by-examination.
- The available courses that accept credit-by-examination have to be regularly reviewed and updated. Maintaining all the courses and keeping them current in the Catalog is another challenge to increase the number of students receiving credit-by-examination.
- Students who sit for an examination are not always successful. In many cases, students will attempt an examination but will not receive a passing score. Ensuring students are prepared for the examination is a challenge.

**Table 2: The tactics to achieve the goals in the AMP for the next two years**

| Spring/Summer 2017   | Fall 2017   | Spring 2018   | Fall 2018   |
|--|---|---|---|
| <b>Prior Learning Assessment</b>   |   |   |   |
| Contract signed for, and planning of, AL360.                                     | Administer Adult Learner 3600 Survey  | Analyze results; develop priorities                                 | Continue to implement strategies to attract and retain adult students   |
| Design and feedback of new, integrated web site.                                 | Launch new site on credit for prior learning  | Integrate CPL into recruitment and advising tools                   | Assess effectiveness of CPL campaign; expand opportunities as identified                                      |
|  | Launch MC's PLA implementation work group   | Review college wide policies and procedures relating to PLA.        | Begin developing processes that will assist MC to create a systematic approach to award portfolio credit      |
| Visit by CAEL, covering Prior Learning Best Practices and Theory                 | Faculty re-evaluates nationally-recognized exams to ensure accurate evaluation                                | Begin process to expand award of military credit                    | Yearly re-evaluation of nationally-recognized exams commences, Expand Military credit equivalencies           |
| Transition PLA to Academic Affairs to increase clarity for the college community | Evaluate effectiveness of transition through increased college access and success of course evaluation        | Develop additional processes to support student access to PLA       |   |
| <b>Alternative Placement</b>   |   |   |   |
| Pilot APP project  | Expand access to APP program (i.e., alternative placement) through "opt in" to reach more potential students. | Increased number of students in APP Program                         | Additional students served; additional options identified and implemented to accelerate student access to APP |
|  | Launch Integrated English, reading and writing courses (IERW) to reduce time and cost                         | Evaluate effectiveness of IERW                                      | Enhance IERW and expand access to additional students   |
|  | Embed Writing Center support in developmental courses to support student success                              | Increase involvement of the Writing Center in developmental courses | Evaluate student outcomes; expand options; continue to expand student access to embedded support              |

# TIMELINE

**Table 2: The tactics to achieve the goals in the AMP for the next two years (continued)**

| Spring/Summer 2017  | Fall 2017   | Spring 2018   | Fall 2018  |
|---|---|---|--|
| <b>Noncredit to Credit Pathways</b>   |   |   |  |
|   | Identify and articulate pathways for stackable credentials  | Develop select programs for stackable credentials   | Launch pilot program options   |
| Research use of and best practices for badging by other institutions  | Develop badging options for select MC programs  | Identify pilot programs for badging; identify software for badge awards; plan for outreach and marketing of badging to students and employers   | Provide training to stakeholders on advising students about badging; Launch badging in select programs   |
| Develop competencies for noncredit to credit pathways in Education, Data Science, Business/Management – Entrepreneurship, and Biotechnology | Continue to develop competencies and analyze gaps; communicate to discipline colleagues; create discipline-specific plans to address gaps and create credentials; review student information management systems for their capacity to collect data on transitions and alternative credentials | Begin implementation of discipline-specific plans; Identify second wave of discipline areas to engage in mapping; begin training newcomer to framework and begin mapping of second wave areas | Continue to develop competencies and analyze gaps; communicate to discipline colleagues; create discipline-specific plans to address gaps and create credentials |
| <b>Guided Pathways and Meta Majors</b>  |   |   |  |
| Attendance at AACC Annual Meeting to learn about Guided Pathways; concept introduced at AA Retreat and Opening Meeting.                     | Working group will meet to begin implementing Guided Pathways. College wide presentations will discuss how and what GP's are.   | Identify a construct for Guided Pathways.   | Begin implementation, if and as needed, to solidify the program.   |
| Meta Majors introduced at AA Retreat and Opening Meeting.   | Working group will meet to begin implementing Meta Majors. The primary conversation will be structure. A site visit may be an option as well. Faculty will identify core courses, and general education suggestions, for their degrees.   | Continued discussion on structure and content; a decision will be made.   | Meta Majors will be launched, as a soft pilot, for recruitment purposes. Groups will also be working on updating the catalog, and determining technology needs.  |



#### **Credit for Prior Learning:**

- In many instances, Montgomery College awards credit for prior learning. However, those credits are sometimes not transferable to MC's four-year partners. The College will need to work closely with four-year partner institutions to ensure students receive transfer credit for their prior learning.
- It is not always possible to test students' knowledge through an examination. Instead, a portfolio may need to be developed to demonstrate student learning outside the classroom. At the current time, MC does not have a consistent course or workshop where students develop and demonstrate learning through portfolio development. The portfolio creation process is also time consuming for students, usually requires a faculty mentor to help in the creation process, and has to be assessed by a faculty member also.

#### **Alternative Credentialing:**

- Accepting noncredit credentials requires establishing direct equivalencies between the credential competencies and the academic program competencies.
- Changing the pathway into a for-credit program requires approval by the curriculum committee and the academic regulations committee. Obtaining permission for these alternative pathways is time consuming and cannot be achieved quickly.

## ASSESSMENT OF SUCCESS

Significant progress has been made towards meeting these milestones. The outcomes set forth in the AMP:

- Proficiency credit options exist for top 20 enrolled credit-bearing courses,
- All courses included in Career and Technical Education (CTE) articulation agreements by 2021 and,
- MC will increase the number of students earning credit by exam by 300% by 2021.

These outcomes provide the basis for evaluating the work of the two implementation committees. Each year the committees will evaluate their progress toward achieving these goals and continue to develop initiatives to ensure MC meets or exceeds its goals to increase access to prior learning and expand options for alternative credentialing.

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## 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 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

The expectations for educational excellence in Montgomery County require expanding available pathways to MC. We agree that college coursework at the high school level is a vehicle for the expansion of the intellectual capital of students. 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. We partner with Montgomery County Public Schools and the Universities of Shady Grove, among others, to provide a continuum of education opportunities for members of our community. Our 3-year plan involves a preliminary focus on MCPS with efforts to increase and ease the transition of students from MC to USG.

## COMMITTEE MEMBERSHIP:

**Chair:** Dr. Elena Saenz  
Dr. Nawal Benmouna  
Ms. Amy Crowley\*  
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

\* Co-chairs

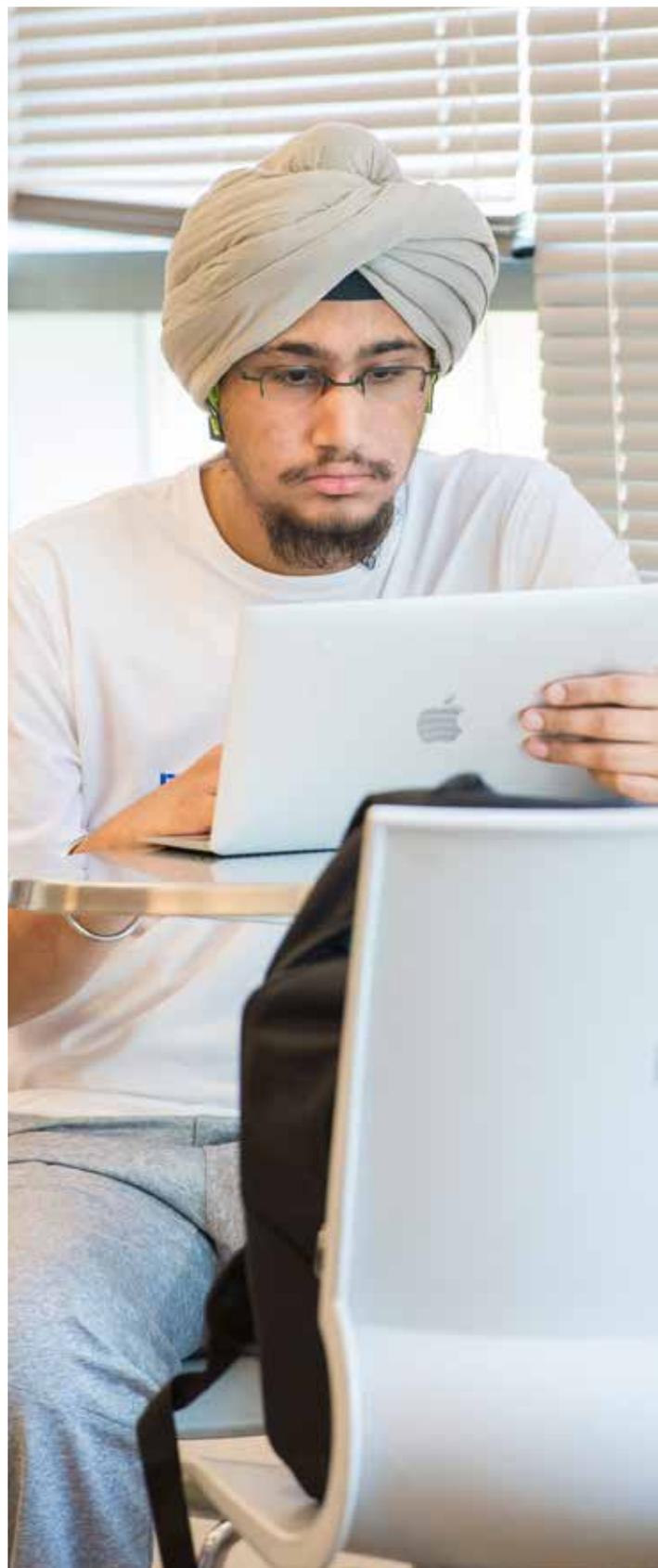
Dual Enrollment is available to high school students admitted to Montgomery College. Students are enrolled in college courses while still attending high school, providing an educational experience beyond what is available at the secondary level. High School juniors and seniors who meet the College's Dual Enrollment standards may enhance their schedule with college coursework, and experience the independence of college-level study while also earning college credit. Students have the option of attending a college course offered at their High School, or attending courses at a Montgomery College campus.

Middle College is a dual enrollment program for high school students who desire a more independent and advanced learning environment. Students in their sophomore, junior and senior year of high school will take a combination of core high school courses at their high school, college courses at the high school, and college courses on the college campus. Some of the college credits earned during these three years will satisfy requirements of the high school diploma while all college credits earned in the middle college will go towards their associate's degree. While traditional middle college programs are housed on a college campus, Montgomery County was the first in the nation to have two middle college programs on the comprehensive high school campus. The students come to the college campus during their senior year in high school to take college classes. Students enrolled in Middle College have the opportunity to graduate from high school and simultaneously earn an Associate of Science in General Engineering or an Associate in Arts in General Studies.

Early College is a newly approved initiative that will provide an opportunity for hundreds, perhaps thousands of MCPS students with the ability to complete a high school diploma and a MC Associate's Degree concurrently. Although similar to the Middle College programs, Early College will not have a capacity issue in that students will spend their first two years of high school at the high school campus, their junior and senior years will take place at one of the MC campuses. In this way, we have opened the door to dual enrollment to any student in the county that is interested in earning college credit.

*What the initiative is designed to address (data from MC)*

- Provide a diverse population with the opportunity to access college while still in high school that results in
  - Reduce time to degree or certificate
  - Reduce the cost to degree or certificate
- Increase the number of students enrolled in dual enrollment by 20% by 2020, an objective outline in the Academic Master Plan
- Increases the number of students seeing a college degree





## FEATURES OF THE NEW PRACTICE/POLICY

As a result of joint discussions held with faculty and administrators from both institutions, several options have emerged to support this collaborative work around dual enrollment. Building on these efforts, an enhancement plan has been created and follows 3 key elements:

- Revise current MCPS Dual Enrollment Practices
- Development of MC pathways towards degree/certification attainment
- Exploration of Best Practices and Communication

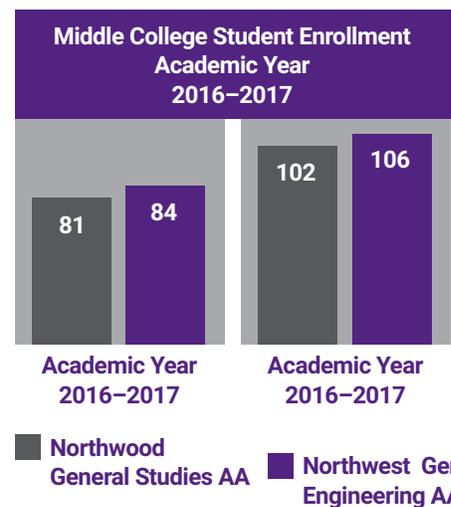
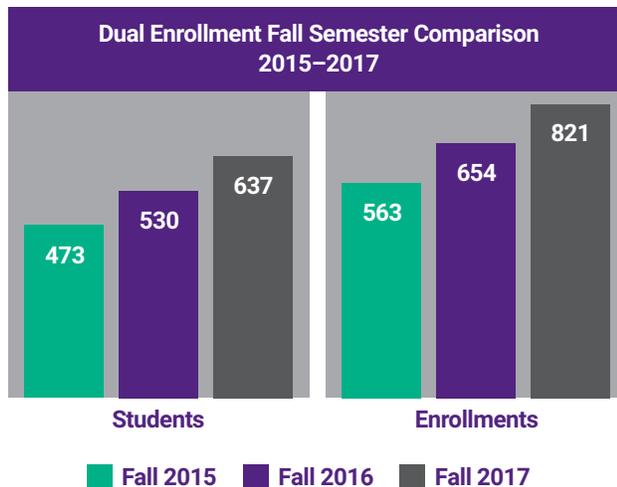


## IMPACT ON STUDENT

In an *Inside Higher Education* article by Elizabeth Redden (2017), Redden shares that a new study from the Community College Research Center has found that dual enrollment programs have resulted in positive outcomes in high school graduation, college enrollment rates, college grade point average, and progress towards college completion. Further, students with varying academic and social backgrounds benefit from enrolling in college classes while still attending high school. The study recommends that “states and programs should consider ways to encourage participation for a broad range of students.” The Community College Research Center study found that dual enrollment is positively associated with the likelihood that students, both the full sample of students and the subset involved in career and technical education, will earn a high school diploma, initially enroll in a four-year institution, enroll full-time and persist in college to a second semester. Students who participated in dual enrollment in high school had significantly higher cumulative college GPAs three years after high school graduation than did their peers who did not participate in dual enrollment programs, and they had also earned more college credits (indicating progress toward a degree) than non-participating peers.

Most interesting, they looked at male and low income participants in dual enrollment in Florida and discovered that male and low-income students seem to receive particularly strong benefit from the dual enrollment programs, and on some measures, students with lower high school grades benefit more than students with higher grades.

These and other data cannot be ignored, by increasing the number of students who are able to access dual enrollment programs we are keeping our commitment to social justice. The following tables illustrate the growth in dual enrollment participation over the last several years, but more must be done to provide access to more Montgomery County students, and specifically those traditionally underrepresented and low-income.





## IDENTIFY POSSIBLE CONFLICTS/CHALLENGES

- Parents not aware of benefits or availability of program
- Some principals not supportive (viewed as competing with AP, IB)
- Cost prohibitive to some
- Students not awarded high school credit for college class, in rare exceptions only .5 high school credit is given for 3 credit class
- Class offerings have been limited to transfer coursework, more opportunities should be given to students interested in technical education
- Need to create clear academic pathway program for dual enrollment students from high school to Montgomery college
- Need to provide students with access to personalized academic advising or guidance counseling. These services help guide students in taking courses most relevant to the postsecondary credential they are seeking.
- MC Board of Trustees and MCPS Board of Education must support efforts.



## IMPLEMENTATION TIMELINE

As a result of the work completed by the Academic Master Plan Initiative 5 workgroup based on joint discussions held with faculty and administrators from MC and MCPS, several options have emerged to support this collaborative work around dual enrollment. Building on these efforts, the three-year enhancement plan below includes the following 3 key elements:

- Revise current MCPS Dual Enrollment Practices
- Development of MC pathways towards degree/certification attainment
- Exploration of Best Practices and Communication



## ASSESSMENT

This initiative will complete with all college assessment methodology and review process; in addition, the following assessment will be used:

| Objective   | Measure   |
|---|---|
| <b>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.</b>               | <b>Increase by 10% the number of African American and Latino students who participate in dual enrollment.</b><br>Benchmark (AY 16-17) 41.6%<br>Goal (AY 20-21) 45.8%  |
| <b>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.</b>                                   | <b>20% increase in student enrollment</b><br>Benchmark (AY 16-17) 656<br>Goal (AY 20-21) 787  |
| <b>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.</b> | <b>Increase by 10% the number of African American and Latino students who participate in dual enrollment.</b><br><i>Northwest High School</i><br>Benchmark (AY 16-17) 36%<br>Goal (AY 20-21) 40%<br><i>Northwood High School</i><br>Benchmark (AY 16-17) 51%<br>Goal (AY 20-21) 56% |
| <b>Increase the number of students enrolled the middle college program by 20% by 2020. These students will reduce the time and cost to a degree.</b>  | <b>20% increase in student enrollment</b><br>Benchmark (AY 16-17) 267<br>Goal (AY 20-21) 320  |
| <b>Create Early College Program</b>   | <b>Implementation plan created in AY 2017</b>   |
| <b>Meet the objectives set forth by the Dual enrollment three-year plan.</b>  | <b>Look at each objective for each of the identified three years. Have those objectives been complete?</b>  |

# KEY ELEMENT 1 TIMELINE

| Key Element 1: Revise current MCPS Dual Enrollment Practices related to high school/college credit and course offerings |   |   |
|---|---|---|
| Fiscal Year   | Milestone   | Person(s) Responsible   |
| <b>FY18</b>   | <ul style="list-style-type: none"> <li>• Revise MCPS REG to change credit awarded for 3 credit college course from .5 to 1.0 credits.</li> <li>• Increase/promote opportunities for students to earn dual credit (giving high school credit for college courses)</li> <li>• Allow college course offerings on high school campuses that may have a high school curriculum counterpart</li> <li>• Identify high school courses for review by MC faculty that may qualify for college credit</li> <li>• Identify college courses for review by MCPS faculty that may qualify for high school credit</li> <li>• Ask MCPS CTE supervisors to identify additional college course offerings for Career and Technology Education (CTE) pathways</li> <li>• Determine which MCPS practices may be revised for spring '18 implementation</li> <li>• Review communication plans to include revising and sending letter as early as the fall to parents regarding new DE options and benefits of DE</li> <li>• Ask superintendent to communicate with principals changes related to college course offerings and credit for MCPS students</li> <li>• Communicate changes related to college course credit with counselors</li> </ul> | <p><b>MCPS</b></p> <p>Genevieve Floyd<br/>Ben OuYang<br/>Scott Murphy<br/>Stephanie Williams</p> <p><b>MC</b></p> <p>Amy Crowley<br/>Akima Rogers<br/>Elena Saenz</p> |
| <b>FY19</b>   | <ul style="list-style-type: none"> <li>• Collaborate to review respective curriculum identified and develop appropriate institutional course codes as needed</li> <li>• Develop a standard list of college courses that can be used by all schools for dual credit</li> <li>• Work in concert to emphasize and market all college courses options within MCPS CTE pathways</li> <li>• Develop MCPS DE website</li> <li>• Update MC DE website as appropriate</li> <li>• Continue communication with parents and stakeholders as needed</li> <li>• Provide end of the year update to senior leaders</li> </ul>   | <p><b>MCPS</b></p> <p>Genevieve Floyd<br/>Scott Murphy</p> <p><b>MC</b></p> <p>Amy Crowley<br/>Akima Rogers<br/>Elena Saenz</p>                                       |
| <b>FY20</b>   | <ul style="list-style-type: none"> <li>• Continue FY18 and FY19 items as appropriate</li> <li>• Update MCPS course bulletin to reflect DE options and college credit associated with high school courses</li> <li>• Update MC course catalog as appropriate</li> <li>• Plan and report out on data related to the changes associated with noted revised MCPS DE practices</li> </ul>  | <p><b>MCPS</b></p> <p>Genevieve Floyd</p> <p><b>MC</b></p> <p>Elena Saenz</p>   |

# KEY ELEMENT 2 TIMELINE

| Key Element 2: Development of MC pathways towards degree/certification attainment |   |  |
|---|---|--|
| Fiscal Year   | Milestone   | Person(s) Responsible  |
| <b>FY18</b>   | <ul style="list-style-type: none"> <li>• Seek direction from MC and MCPS leaders regarding specific programs to begin in FY19 (begin planning for implementation as appropriate)</li> <li>• Develop budget associated with Early College model and average cost for students to a take college course at MC</li> <li>• Develop new pathways to be promoted for Early College options at each MC campus</li> <li>• Begin the development of multiple MC pathways to include CTE and general education</li> <li>• Collaborate on the development and promotion of extended (beyond MCPS course offerings) World Language and Fine Arts college courses</li> <li>• Use grant funds to collaborate on the dual enrollment planning of the P-TECH high school program at Clarksburg High School</li> </ul> | <p><b>MCPS</b><br/>Genevieve Floyd<br/>Mike Sullivan<br/>Francoise Vandenplas</p> <p><b>MC</b><br/>Amy Crowley<br/>Sharon Fechter<br/>Akima Rogers<br/>Elena Saenz</p> |
| <b>FY19</b>   | <ul style="list-style-type: none"> <li>• Explore the development and promotion of extended (beyond MCPS course offerings) course options at MC in other content areas</li> <li>• Continue implementation of P-TECH, Middle College, and Early College options</li> </ul>  | <p><b>MCPS</b><br/>Genevieve Floyd<br/>Scott Murphy</p> <p><b>MC</b><br/>Amy Crowley<br/>Akima Rogers<br/>Elena Saenz</p>  |
| <b>FY20</b>   | <ul style="list-style-type: none"> <li>• Monitor and support continued implementation as college coursework begins for first cohort(s)</li> </ul>   | <p><b>MCPS</b><br/>Genevieve Floyd<br/>Mike Sullivan</p> <p><b>MC</b><br/>Amy Crowley<br/>Akima Rogers<br/>Elena Saenz</p>   |

# KEY ELEMENT 3 TIMELINE

| Key Element 3: Exploration of Best Practices and Communication |  |   |
|--|--|---|
| Fiscal Year  | Milestone  | Person(s) Responsible   |
| <b>FY18</b>  | <ul style="list-style-type: none"> <li>• Identify options that promote a shared balance of financial responsibility between MC and MCPS to reduce cost to students</li> <li>• Benchmark school districts in the state and their agreements related to high school teachers teaching college courses</li> <li>• Work with communication offices to develop website and P/R campaign for DE options</li> <li>• Develop and implement Early/Middle College website by MC</li> <li>• Work with MCPS's Office of School Support and Improvement and MCPS's Office of Student and Family Support and Engagement to inform principals, counselors of DE changes</li> <li>• Collaborate with MCPS's Office of Shared Accountability and MC's Office of Institutional Research to develop process to identify and collect data points and/or effectiveness of efforts</li> <li>• Report FY18 findings to senior executive leadership and receive action items for FY19</li> </ul> | <p><b>MCPS</b></p> <p>Kecia Addison-Scott<br/>Genevieve Floyd<br/>Michael Sullivan</p> <p><b>MC</b></p> <p>Amy Crowley<br/>Akima Rogers<br/>Elena Saenz</p> |
| <b>FY19</b>  | <ul style="list-style-type: none"> <li>• Plan for implementation agreed upon best practices/action items</li> <li>• Update and maintain websites and other communications</li> <li>• Continue to work with OSSI and OSFSE to inform principals, counselors, and other stakeholders about DE</li> <li>• Review, analyze, and evaluate collected data points for effectiveness of efforts</li> <li>• Report FY19 findings to senior executive leadership and receive action items for FY20.</li> </ul>   | <p><b>MCPS</b></p> <p>Kecia Addison-Scott<br/>Genevieve Floyd<br/>Michael Sullivan</p> <p><b>MC</b></p> <p>Amy Crowley<br/>Akima Rogers<br/>Elena Saenz</p> |
| <b>FY20</b>  | <ul style="list-style-type: none"> <li>• Plan for implementation agreed upon best practices/action items</li> <li>• Update and maintain websites and other communications</li> <li>• Continue to work with OSSI and OSFSE to inform principals, counselors, and other stakeholders about DE</li> <li>• Review, analyze, and evaluate collected data points for effectiveness of efforts</li> <li>• Report FY20 findings to senior executive leadership and receive action items for FY21.</li> </ul>   | <p><b>MCPS</b></p> <p>Kecia Addison-Scott<br/>Genevieve Floyd<br/>Michael Sullivan</p> <p><b>MC</b></p> <p>Amy Crowley<br/>Akima Rogers<br/>Elena Saenz</p> |



# 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 in the number of global partnerships/ contracts/ memoranda of understanding (MOUs) to 20 by 2021.]



## OVERVIEW

It is increasingly important for students, faculty and staff at Montgomery College to understand their place, role and impact in a global environment. Montgomery College has students representing 160 countries, creating a diverse student body accompanied by a diverse college workforce. However, we are, too often, isolated in our thinking and fail to comprehend how our actions impact those elsewhere. Green says that focusing on global citizenship emphasizes why internationalization is core to a quality education and that it allows us to consider our responsibilities to our communities, our institutions and society.





## FEATURES OF THE NEW PRACTICE/POLICY

Montgomery College has been involved in providing its students, faculty and staff with global opportunities for some time. Study abroad programs, international visits, and memoranda of understanding focusing on cultural immersion and exchanges have always dotted the Montgomery College landscape. The strategies and related benchmarks in the Academic Master Plan serve to emphasize this important aspect of college life.

The first strategy of the Academic Master Plan initiative on globalization is captured in two specific areas of Montgomery College: the Global Humanities Institute and the Study Abroad program.

### Global Humanities Institute

The GHI was created in 2012 with the support of a challenge grant from the National Endowment of the Humanities. The NEH initiative was designed to “engage the power of the humanities to promote understanding and mutual respect for people with diverse histories, cultures, and perspectives within the United States and abroad.”

Aspects of the GHI impacting student success include course development focusing on globalization and scholarships.

Through the GHI, curricula in a variety of disciplines have been globalized. Through stand-alone course revisions and learning community fellowships, 43 courses have undergone redesign to include a global component. In addition, the GHI has developed three courses that adopt a global perspective:

- GLHU101: Introduction to Global Humanities
- HIND129: Elementary Hindi I and Elementary Hindi II

The Global Humanities Justice Fund is an endowment by faculty in the GHI to support the passion of students. Three scholarships of \$500 each are awarded to students who have complete the Introduction to Global Humanities course.

Global Classrooms connects Montgomery College students with students in classes around the world. Connections have been made with university classes in India, China and El Salvador.

GHI is not only focused on students but also faculty and their professional development. STEAM events invite STEM and Humanities faculty to gather and talk about global issues to improve teaching and learning. The STEAM events have had 132 participants the past three years. Humanities Days, celebrating humanities through events at all three campuses, has had 136 participants the past two years. A new initiative, the Sabbaticals Abroad program, goes beyond fellowships and seminars. The first sabbatical will allow a philosophy professor to do a short-term residency at Xi’an University in Xi’an, China, during the fall 2017 semester.

A Center for Global Education is in its infancy and serves as a collegewide, multi-program international effort.

### Study Abroad

Montgomery College offers opportunities for students, staff and faculty to participate in study abroad programs to gain a better understanding of the global perspective. Short-term and long-term study abroad options exist.

Short-term options are connected to courses, giving faculty an opportunity to include study abroad in their courses. Some Montgomery College courses that have incorporated study abroad into the curriculum include ANTH 201: Intro to Sociocultural Anthropology; ARTT 127: Art Appreciation; ARTT 200 Art History: Ancient to 1400; BSAD 101: Intro to Business; CHEM

109: Chemistry and Society; CHEM 135: General Chemistry for Engineers; ENGL 102: Critical Reading, Writing, and Research; ENGL 200: Special Topics in Literature; GNDS 101: Introduction to Gender Studies; HIST 114: The World in the 20 Century; HIST 116: World History to AD 1500; HIST 117: World History 1500 to the Present, and SOCY 240: Sociology of Age and Aging.

Short-term programs in Academic Year 2017-18 include London (winter term), Japan (spring period) and Italy (summer period).

A long-term foreign program study course, STBR 200, is an orientation and goal-setting course for students who will be studying abroad and earning credits at non-U.S. institutions. Students set goals and select courses for the international school based on their discipline of study. Transferability of those courses back to MC is also examined.

There will be about 80 students participating in study abroad opportunities this academic year.

Study Abroad also provides professional development opportunities for faculty and staff to give presentations at national conferences. An average of six faculty and staff have presented at each of the past three Maryland Community College International Education Consortium conferences.

The second strategy of the Academic Master Plan initiative on globalization focuses on expanding global partnerships. Montgomery College has been active in this area since implementation of the AMP.

The Korean Teacher Exchange Program is a partnership between Montgomery College, Montgomery County Public Schools and Daejeon, South Korea, Metropolitan Office of Education. DMOE has sent two cohorts totaling nearly 40 teachers to Montgomery County to receive pedagogical training and to shadow MCPS teachers. A third cohort is expected in 2018.

Other partnerships developed through Memoranda of Understanding include:

- Wolverhampton University, England
- Hanbat National University, South Korea
- US-Asia Links, Maryland
- Educare Management Company, Dubai
- Xi'an University, China



## FUTURE SEMESTERS AND ASSESSMENT

Work will continue within the Global Humanities Institute, Study Abroad and international partnerships in upcoming semesters. Assessment of GHI and Study Abroad will include examining student success in courses impacted by global efforts. International partnerships will be assessed in value of partnerships, including additional revenue opportunities and exchanges involving faculty and students.

## REFERENCES:

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Montgomery College is an academic institution committed to promoting equal opportunity and fostering diversity among its students, faculty, and staff.