

Written Feedback from AMP Campus Focus Groups

Initial reflections

5. What are some broad education priorities that the Academic Master plan should address in preparation for the next 5-10 years at MC?

Build a mentor program for every student. Each one teach one.

Student preparation for success, retention, student accountability, technology, completion, limited choices – a clear pathway

Achieving the Promise, Pathways for Completion, Global Learning

General studies coherence and implementation

Degree plans

Focused – specific plan for student progression

Special populations – include adult student friendly programs, support systems, alternate schedules.

Blended options – everything doesn't need to be the same all over.

The college should address the changing educational needs of county residents. The county is getting browner and financially needier which may change the variety of courses we offer

More full time faculty, more support for Humanities

How can we offer students rich experiences? Distinguish MC from competition

Strategies for developing faculty – pedagogy and assessment

Leadership development – faculty “on-ramp to leadership”

Reduce the number of students exceeding 60 credits by more deliberate transfer strategizing. Increased monitoring/resources directed towards students who are successful here as they are the most likely to impact our completion and transfer rates. Culture of aspirational excellence – where all faculty ask students about if they have a transfer or employment strategy.

Initiatives should focus on completion, transfer, scholarship and employment – writing, interdisciplinary and actual thinking.

Safety, academic success

Middle States Accreditation

Rigor of programs

Organized training program for new faculty (FT and PT)

Easier, seamless access to learning resources)for students)

More (expanded) open educational resource basic courses

Faculty engagement, student engagement

Signature assignment

Ensure rigorous curricula, particularly in GenEd, Gen Studies, and other programs/disciplines that are highly enrolled.

Create/enhance Collegewide collaboration of course offerings, particularly in evenings and weekends of highly enrolled courses.

Promote various techniques for integrative learning

Transferability and/or workforce preparedness/how the Federal Gov't is changing who our student body will be. Are we flexible enough?

We need to reach people where they are

Identify the areas of need and plan for new needs. Must revise the content coverage of our new course offerings

E-portfolio, digital portfolios

Preparing underprepared students for college-working more closely with local high schools to target under performing students headed to college

Industry or professional experience as credit towards degrees and certificates

Excellence/access/faculty development and retention

Developing students' critical thinking skills, providing processes/resources so students can generate a clear plan for completion/transfer, developing a greater "feeling" of community, accountability for students

Community-centric learning

Growing Hispanic/Latino population in MCPS

Faculty development, advancement

Infuse globalization/international ideas in curriculum

Progression links: MCPS – MC – UMD 4 years

Consider impacts and reaction if community college education becomes FREE

Look in crystal ball to see how technological advances will impact course delivery preferences

Enhancing focus on lesser-addressed gen.ed. competencies and proficiencies such as scientific/quantitative reasoning and civic engagement

Expand support for interdisciplinary education

Secure and maintain a responsive and dynamic data system that includes many data sources accessible to many. This data system should include real time data

Technology training for faculty

OER's

PD to meet the needs of current pedagogical practices

Serving minorities (including ESL), but NOT through all kinds of formal mechanisms. Simply by allowing faculty enough time to focus on students

Closing reflection

5. What are some broad educational priorities that the Academic Master Plan should address in preparation for the next 5-10 years at MC?

Seamless transitions

Continued student life

Everyone should have to travel between campuses by shuttle and public transportation once per year to see how challenging it can be for our students

CTAG and transfer success is important, but it's just as important to consider students who discover they are not academically inclined but trade oriented.

Stackable credentials

Improve student learning in preparation for rapidly changing labor market

Career preparation from day one through mandatory FYE and teaching

Appropriate rigor/completion

Global themes (initiatives)

Distance learning expanded

Technology

Advising/mentoring to students, transfer and advising, students academic support

Definition of success, especially with respect to time factors

Communication to students

Student success

I am concerned about preconceived initiatives and lack of willingness to say some of these are not working

Crisis intervention policy

First 5 years seamless transition

Removing barriers to student success using mentors to identify what they are

ATP

Global education, global/international curriculum

Integrated courses

General education

Strengthening transfer

Global perspectives

Fostering and supporting interdisciplinarity

Data and analytics supporting decisions about student success

Communication skills – verbal and written

Empower students to take initiative

More time for teachers/less for other tasks, one-on-one tutoring/mentoring is the most important ingredient for student success

Problem solving

More stress on humanities, more stress on health, more permanent faculty

Access, relevancy, quality and efficient academic programs, address a variety of learning styles – cultural, generational, individual ability

Advising, support centers, centralized source of information. More advising/mentoring for all certificate/degree program students at more frequent points along their paths.

Need to stop trying to meet all needs for all people – budget doesn't allow. May need to cut out some classes/programs/visits to other countries

Help students succeed academically, particularly be college ready and be able to graduate

Space for community collaborations, conference center, more student club space

More hires, more interdisciplinary

e-portfolios, blended classes, libraries 24/7

6. Please take a minute to share any suggestions or ideas you have for the AMP or the AMP process.

Expansion of ideas for seamless transitions

Keep up the conversation

Cost of books – e-books

Community building/belonging

Crisis intervention policy

Tech support

Flow chart for referrals

Broaden students' awareness of transfer options beyond local options – when appropriate, institute an hour each week that is class free so students & faculty can be enriched, attend events

Need to define and categorize international students vs. non, career vs. academic paths etc.

Multidisciplinary initiatives (classes, excursions)

Partnership with businesses

Investment in our career/transfer centers and career services

I think we need to map out what we currently have in place, educate faculty and staff and then think how we will transfer this to students

Expand the academic support resources, like learning centers, and raise students' awareness of those resources to make a maximum use of them

Get into the governance process sooner rather than later

Being transparent through the process and make it participatory and not rush through

Please think of expanding the number of FT faculty and reducing class size. Student success/excellence and completion will skyrocket

This is already on the radar, but please include planning for how to better engage/utilize PT faculty as we think about student success. Also, stop thinking about employees' roles in silos – staff can be student mentors too, not just faculty

Make sure to reach FT and PT faculty – give incentives

I would ask to include “across the curriculum” programs, such as PALS, TIDES, quantitative reason in the disciplines and writing in the disciplines. These programs are important to working our way out of silos

Could it include a suggestion that MC more proactively improve its reputation? (i.e., comparable academically to VMD, Frostburg

Baseline in faculty professional development