

INTERSECTIONS

THE ACADEMIC AFFAIRS CHRONICLES

A message from Dr. Rai

Springtime has arrived. As we move toward the end of the academic year, I am pleased to reflect on the status of several initiatives:

Academic Master Plan

Beginning in July 2015, the Academic Affairs Office took on the task of creating an Academic Master Plan. Dean Preston led an inclusive process through steering and sub committees, working groups and focus groups to draft the Academic Master Plan (<http://cms.montgomerycollege.edu/academic-master-plan-2015/>). Open forums have been held on all three campuses plus the Gaithersburg Training Center, and additional feedback has been collected. Thank you to all who participated in the project. The benefit to the College and our students will be significant.

Globalization

The opportunity to share strategies with others across the world, and to learn, is an incredible experience. With our students emerging into a global workforce, we need to provide such sharing and learning opportunities for students, staff, and faculty.

From January 12 - 22, 14 students and 12 non-students went to Addis Ababa and Gondar, Ethiopia, to cultivate the Montgomery College/Mont-

gomery County "Sister City" initiative, originating from County Executive Ike Leggett's office. Led by the MC Study Abroad Program, our students performed studies and field work, while professors worked on professional development. As a result of this highly successful sister city program to Ethiopia, more partnering initiatives for the future include long term study abroad and faculty exchange opportunities.

In early March, Montgomery College sent a contingent of staff and faculty to Loyola College in Chennai, India, in an effort to help the country build capacity in curriculum and syllabus development based on the American community college model. The trip was funded by the United States Consulate in Chennai, India. More than 100 teachers and directors from Indian community colleges; officials for the

Indian Centre for Research and Development of Community Education (ICRDCE); and MC's 11 staff and faculty came together to integrate and adapt the American community college model as a viable, affordable, and accessible education and training mechanism.

In mid-March, 16 faculty, staff, and administrators of the Global Humanities Institute traveled to the Xian province in China, funded through a challenge grant from the National Endowment for the Humanities. Having the opportunity to discuss the role of humanities in higher education and society with administrators and faculty at Xian University revealed common concerns, including the need for inculcating social and global responsibility through our teaching, preparing students to make ethical decisions, and encouraging a curiosity about

other people and cultures.

From March 26-April 2, four MC faculty members attended the Maryland Community College International Education Consortium in Havana, Cuba for the MCCIEC 2016 Forum: Effective On-Site Teaching for Global Awareness. MC professors made presentations and joined in discussions. While study abroad is recognized as a transformative experience for students that carries both personal and professional benefits, limited resources have been common challenges in the community college context. MCCIEC's goal is to address those gaps.

The end of the academic year comes quickly, and I wanted to take this moment to thank all of you for your dedication to our students and your continued commitment to their current and future successes.

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Education and Social Sciences Welcome the Early Learning Lab School

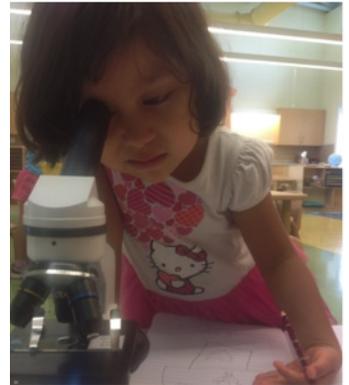
The Early Learning Centers have long provided high quality childcare for students, faculty, staff, and community members. They have also served as observation and practicum sites for our Early Childhood Education students. On July 1, the Germantown center will become part of Academic Affairs and will be integrated into the Education and Social Science Department as the Early Learning Lab School (ELLS). As an applied learning lab, the ELLS will enable our faculty and students across all disciplines to engage in meaningful learning and research.

Accredited by the National Association for the Education of Young Children, the ELLS is a model for best practices. Many of our highly qualified teachers have a master's degree in education. In addition to providing an excep-

tional developmentally appropriate program for young children, the ELLS will focus on outreach to the early childhood community in Montgomery County as a hub for teacher training and parent education.

By collaborating with the Early Childhood Education students and Education and Psychology faculty to develop and implement a summer STEM preschool program, the ELLS has already provided in-depth opportunities for student learning and faculty research. Students, faculty, and the teachers and administrators at the Center successfully piloted the program in 2014. In 2015 the program focused more on research, and design plans are currently underway for the 2016 STEM program.

A big welcome goes out to the Early Learning Lab School from everyone in Academic Affairs!



Partnership: Montgomery County Correctional Facility

Since 2012, the College has partnered with the Montgomery County Correctional Facility in Clarksburg, by offering assessments, college coursework, counseling and classes in digital literacy and building trades. Though a pilot program started in 2015, the College began offering classes to give inmates the opportunity to earn a certificate of proficiency in information technology. Students will be completing their coursework during the spring 2016 semester. The courses which comprise the IT certificate are the first credit-bearing courses to be offered through the Bridge to College program.

In January 2016 the College's Workforce Development & Con-

tinuing Education unit was awarded a contract from the County to administer GED test preparation courses at the Correctional Facility's Model Learning Center. An on-site program director and administrative aide funded under the contract will, as College employees, provide oversight of this program and serve as liaisons to other Colleges offices offering services at the facility.

Staff from the College, Corrections, and other County agencies will be assessing the needs of the facility as part of a strategic planning process. This will help the College and its partners align efforts for the most impact; determine goals and objectives for future programming; and identify funding sources.

MC-China Partnership Flourishes Thanks to Global Humanities

Sixteen faculty, staff and administrators traveled to China during spring break, from March 11–22. The trip encompassed cultural explorations of Beijing, Hong Kong and Macau, but the landmark

destination was Xian province, where the GHI has had an academic partnership with Xian University since 2013. Academic

partnerships abroad called “Seminars Abroad” are a key feature of the GHI, funded through a challenge grant from the National Endowment for the Humanities [2012–2018].

Visits to the University included campus tours including international student housing, art department studios, and musical performances by Xian U students. The most important aspect



of this visit was a meeting with administrators and faculty for a colloquium on the role of the humanities in higher education and in society. The discussions featured an open exchange of infor-

mation, ideas and perspectives, during which participants discovered much common ground. Some common concerns included the need for inculcating social and global responsibility through our teaching, preparing our students to make ethical decisions, and instilling in them a curiosity about other peoples and cultures.

The success of these discussions paves the way for new possibilities such as web conferencing and co-publishing. Additionally, there is much enthusiasm toward expanding collaborations to include “Global Classrooms,” a GHI initiative that allows MC faculty to collaborate with colleagues abroad by creating opportunities for students in two classes to engage in class discussions on mutually agreed upon topics.

Xian University and the Global Humanities Institute have also collaborated to provide opportunities for MC faculty to



visit Xian University on sabbaticals, to give occasional lectures, weigh in on curriculum discussions, and visit some classes. This initiative, called “Sabbaticals Abroad,” was realized with the support of CPOD this year.

For more information about this program, contact Rita Kranidis, Director of the Global Humanities Institute.

Increasing Global Awareness: Professional Development Travel

In late March the Maryland Community College International Education Consortium (MCCIEC) met in Havana, Cuba, for the MCCIEC 2016 Forum: Effective On-Site Teaching for Global Awareness. The trip included a cultural city tour including La Maqueta, Model of the City of Havana, an Auto Museum Tour of Old Havana, El Template, Building of the City Historian, Old Spanish Plazas, Plaza de Armas, Plaza Vieja, the famous Ambos Mundos Hotel (and Hemingway’s room now a museum), Havana’s Central Park,

the Bacardi Building—famous for Art Deco architecture, Museum of Fine Art, and the Cathedral of Havana. The tour was followed by workshops, lectures, and presentations at various locations, including the University of Havana. Professor Randy Steiner, Dr. Cheryl Tobler and Professor Lucy Laufe participated on a panel addressing approaches to studying Cuban culture. Professor Steiner



presented “Becoming Globally Aware by Really Experiencing Local Architecture,” and Dr. Tobler and Professor Laufe presented “Documenting Musical Traditions: An Approach to Studying Cuban Culture.” Later in the week, Professor Cristina Daley Butler presented “Tobacco and Sugar: The Wisdom of the Mulata.”

Study abroad is recognized as a transformative experience

for students that carries both personal and professional benefits, but limited resources and student means have been common challenges in the community college context. MCCIEC aims to bridge the gaps through (1) improving the accessibility, quality, and diversity of study abroad opportunities for Maryland community college students and (2) serving as a resource for Maryland community colleges to share strategies for success in study abroad and to collaborate on initiatives for mutual benefit.

MC Hosts International Conference in India

A Collaboration with the Indian Center for Research and Development of Community Education

Montgomery College conducted an international conference in collaboration with the Indian Centre for Research and Development of Community Education (ICRDCE) as a local partner. Our team of eleven delegates worked on curriculum and syllabus development using the American community college model in India. More than 100 teachers and directors from Indian community colleges participated in the three-day professional development conference, which was funded by a grant from the U.S. Department of State. The conference enabled 130 educators from 18 states in India to explore the areas of curricular refinement, outcomes assessment, and the active learning activities that support the link between creating outcomes and assuring that student learning occurs.

Participants also benefited from seeing MC faculty in action, modeling superlative teaching styles, reinforcing the purpose of needs analysis, and emphasizing the imperative to work with business and industry. One of the objectives of the conference was to fine-tune curricula in information technology/cybersecurity, health sciences, and applied technology. These will be presented to the National Skills

March/April 2016



Development Corporation for their final approval and implementation throughout the 337 community colleges NGO-run community colleges sponsored by ICRDCE. Since 1996, community colleges run by NGOs and supported by the ICRDCE have graduated 150,000 students with a 90% JOB placement rate.

It was inspirational to see the US Community College

model spreading in India and getting to be a part of its success. The energy of our Indian counterparts and their enthusiasm for our presence reminded me how closely connected we all are in this world, especially when it comes to education.

*Reflections by
Prof. Silvia Vargas*

It is impossible to go on a trip like this and not be

changed. The highlight of the ICRDCE / MC conference was befriending participants who were humble, kind, open-minded, willing to learn, and passionate to serve in their roles.

While spending time with the IT sector attendees and hearing about their experiences, I was reminded that security awareness is greatly needed. India has surpassed

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America in its number of American Internet users and is experiencing an increased number of attacks. These facts make security awareness critical.

It was exciting to be part of the Community College initiative in India. Not only are new community colleges forming and thriving, but instructors who may have never heard of security awareness were eager to learn about how to apply and mesh basic principles in their personal lives as well as in their teaching. I'm confident that the community colleges in India will persevere in their mission of providing the best to the least and I am excited to be part of it.

On our last night in India, we had a meeting with the ICRDCE leaders where we reflected on the impact that this conference had on all of us as well as current and future steps. I'm definitely changed by this experience. I witnessed their thirst to learn and adapt in very powerful ways, and although the trip is over, I am certain that our groups (MC and ICRDC), will continue to be impacted by the experience.

Reflections by
Dr. Geetha Kada

The ICRDCE conference on "curriculum development for Indian community colleges" was an incomparable experience. It provided



a promising opportunity for knowledge sharing, teamwork, and mutual understanding focused on the need for robust curricula that bring quality outcomes to students and recognition to community colleges throughout India.

During the three-day extensive conference, the health care team addressed how to write program outcomes, course outcomes, class outcomes, and a different assessment format. The participants were given ample activities to understand and implement the concepts for their programs and courses. All ICRDCE participants displayed enthusiasm that expressed both their eagerness to learn and their need to transfer this new information to their schools.

On the fourth day, the U.S. experts held a panel discussion (interface meeting) for the ICRDCE Indian Community College administrators to clarify more details on the future plans to establish a widespread community college system in India.

According to Mahatma Gandhi, "A teacher who establishes rapport with the taught, becomes one with them, learns more from them than he teaches them." And I truly felt the same with this outstanding collaboration. Every day was a learning experience and I look forward to more.

Reflections by
Prof. Jenny Liu

I am honored to have been chosen to go to Chennai with the MC delegation!

The most heart-warming take away for me was the passion and dedication that faculty members and administrators demonstrated for their work. They have much less to work with than we do, and yet every person voiced one vision: to provide avenues for the poor, the downtrodden, women, and lower castes—who have never had the opportunity to go to university or hold a job—to be educated, prepared for the workforce, and lifted out of poverty. What I saw in India was

a truly student-focused commitment to their work. One quote that sticks in my mind: "we care for their physical and emotional needs as well as their educational needs because the mind cannot learn unless the body is healthy."

At MC we have a diverse student population. We need to embrace all students, find out what they need to be successful, and learn how we can help them achieve the promise of a better life. If each of us would invest in this vision, what a powerful impact we would have on students, our community, and the world!

Reflections by
Prof. Patrick Donovan

Montgomery College supported The Indian Centre for Research and Development of Community Education (ICRDCE) instructors' training program from March 3 through 5 at the Loyola College in Chennai, India. With community college teachers from across India participating, this enriching experience showed how community colleges can quickly and directly train professionals for increasing workforce demands. It also revealed that work skills learning should go hand in hand with life skills learning.

After meeting with instructors and learning of their teaching conditions as well as who they instruct (the disadvantaged, urban and

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rural poor) I have concluded that I must continue to support them in their wonderful empowering work.

The training session I conducted included:

- Leveraging diversity in the classroom through student workshops
- Understanding of the fast pace in which technology is changing and how to incorporate technology as part of the learning experience
- Modern technology solution software being adopted (Enterprise SharePoint Technologies)

- Traditional and modern teaching models

- Measurable student outcomes through multiple curriculum domains

The appreciation expressed by the individuals who attended my lectures was extremely gratifying. I have continued communication with my student instructors and Dr. Xavier Alphonse, S.J., founder director, ICRDCE and Rev. Dr. M.S. Jacob, S.J. to continue this effort.

The conference was a very positive life changing event for me. Sincere thanks to MC and the ICRDCE team for arranging such an excellent program.



MC's Middle College Program Thriving at Two Local High Schools

With the cost for a college education growing ever higher and time to college completion growing ever longer, many high school students dream of ways to save money while moving quickly toward their degrees.

Thanks to MC's Middle College Program, such dreams have become reality for students at Northwood High and Northwest High in Montgomery County. Started in the fall of 2014 and nicknamed "MC²," the Montgomery College Middle College program offers a rigorous yet supportive academic environment for these students to earn a Maryland high school diploma and a Montgomery College associate's degree at the same time. And college tuition? Less than if they wait until they have their high school diplomas before beginning MC.

At Northwood High, students can earn an MC associate of arts (A.A.) degree in General Studies. Their core MC studies can focus on STEM (Sciences, Technology, Engineering, and

Mathematics), HACL (Humanities, Arts, Communication, and Languages), or SSAH (Social Science, Administration, and Health). We have 34 students already admitted and registration is ongoing.



Northwest High School prepares students to earn MC's General Engineering A.S. degree. Electing either a four-year degree pathway or one of two five-year pathways, students transition from a traditional high school experience to a college-like experience on the high school campus before beginning full college coursework on the college campus. Nearly 100 students will participate in this program by fall 2016.

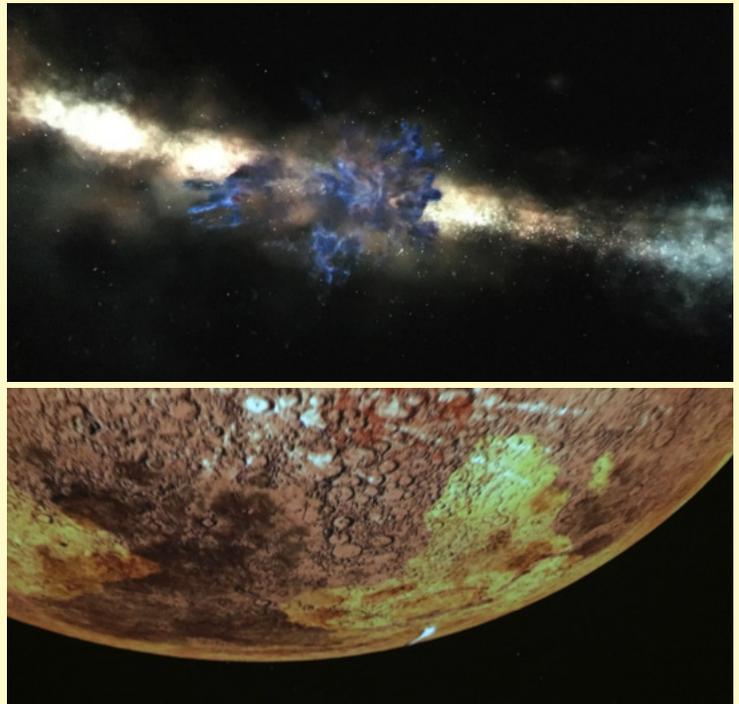
With this much interest, MC² is clearly thriving!

Facelift for Montgomery College's Planetarium

Astronomy is the oldest science and the Planetarium is one of Montgomery College's oldest facilities. Built in the sixties, the Planetarium is a bright star when it comes to community outreach. Several thousand people visit the Planetarium's shows and "star parties" each year, including individuals from surrounding neighborhood communities, MC students, and numerous school groups. However, Planetarium Director Dr. Harold Williams knew it was time for an upgrade.

With strong support from Academic Affairs and project

management from Lisa Thomas of Central Facilities, the existing structure was renovated. The interior Planetarium structure was gutted, new flooring and lighting were installed, movable chairs replaced fixed seating, and everything was painted. A state-of-the-art sound system and a planetarium projector capable of 3D projection were installed. The new SciDome projector includes an interactive and engaging wand system, allowing participants to "travel" and direct their journey through space. The Planetarium reopens in April. Keep an eye out for opportunities to visit.



Assessment Corner: Assessment Starts with an Outcome

As faculty write new plans for program assessment and complete re-certification forms for General Education, student learning outcomes are an important component of both processes. Here are a few questions to assist with determining what makes a good outcome:

1. Is the outcome written from the point of view of the student?
2. Is the outcome observable and measurable?
3. Is the outcome reasonable within the scope and timeframe of the course or program?

EXAMPLE

Original Outcome: The student will be able to understand the principles of democracy.

Evaluation:

1. Yes - The outcome is written from the viewpoint of the student.
2. No - The outcome is neither observable nor measurable. One cannot observe understanding directly but can observe a behavior that indicates understanding, such as identifying or describing.
3. Cannot determine because not observable.
4. Yes - The outcome does describe one behavior.

Revised outcome: The student will be able to describe the principles of democracy.

Evaluation:

1. Yes - The outcome is written from the viewpoint of the student.
2. Yes - The outcome is observable and measurable.
3. Yes - This could be addressed in a course or program assessment
4. Yes - The outcome does describe one behavior.

4. Does the outcome describe one behavior or concept?

In addition, make sure that the outcome reflects expectations that are appropriate for the course level or program. Bloom's

taxonomy provides guidance with making that decision (<https://cft.vanderbilt.edu/guides-subpages/blooms-taxonomy>).



Questions? Contact MCAcademics@montgomerycollege.edu