

INTERSECTIONS

The Academic Affairs Chronicles

A Message From Dr. Rai

I share a sense of relief with many of you that the election is over. Two critical issues – economic growth and education – although often reduced to slogans, were a focus of discussion and debate throughout the long election season. And, for good reason. Both are critical to the inclusive prosperity of the nation. Education is the catalyst for inclusive economic growth.

Thomas Friedman, in an editorial written before Tuesday's election, wrote, "The best jobs in the future are going to be what I call "STEMpathy jobs — jobs that blend STEM skills (science, technology, engineering, math) with human empathy. We don't know what many of them will look like yet. . . The smartest thing we can do now is to keep our economy as open and flexible as possible — to get the change signals first and be able to quickly adapt; create the opportunity for every American to engage in lifelong learning, because whatever jobs emerge will require more knowledge; make sure that learning stresses as much of the humanities and human interactive skills as hard sciences; make sure we have an immigration policy that continues to attract the world's most imaginative risk-takers; and strengthen our safety nets, because this era will leave more people behind."

I invite Mr. Friedman to visit Montgomery College, to see for himself the excellent STEM programs, as well as the deep commitment to the humanities and to the success of our diverse student population. The faculty, who *are* the Global Humanities Institute, which just sponsored so many outstanding events across the College during Humanities Days, are dedicated to creating global citizens who understand other cultures, who have empathy for those whose languages and beliefs differ from their own.

I would invite Mr. Friedman to examine the efforts underway by faculty and staff to reach out to first generation students, to undocumented students, to underrepresented minorities in their field, to *at-promise* students, and create the support structures that will allow them to achieve excellence. I would introduce him to faculty who have redesigned English, Reading, and AELP courses to reduce the time and cost to college-level courses without compromising standards. He would learn of the faculty who incorporate Culturally Responsive Teaching into all of their interactions with students and share their expertise with colleagues who want to do the same.

I would share with him that student leaders, through governance councils, have shared their concerns

about the cost of text books and access codes. And, they are being heard. I would introduce Mr. Friedman to the growing number of faculty who are choosing to replace expensive text books with OERs and then helping their students learn how to learn with these different instructional materials that are current and often interactive – skills of lifelong learners. I would show him that the reference rooms in our libraries are being replaced with 24-hour access to vetted, course-wide, collegewide instructional materials. And I would introduce him to the librarians who work with faculty to develop libguides that target the most challenging concepts in courses. He could attend an advisory board meeting that brings together our faculty with academic and industry partners to ensure that our students are developing the knowledge and skills needed for emerging jobs, human empathy, and attitudes of lifelong learners.

Your efforts, in and out of the classroom, will ensure that our students are not left behind. They will be prepared to succeed in those jobs that do not yet exist, with the compassion and human empathy that we are reminded, daily, are abundantly needed. Thank you.

Sanjay

Math and English Placement Pilots

As part of our efforts to address developmental education at MC, faculty examined how students are placed into developmental education courses. We found that we had proper alignment with our courses and the public high school’s courses, so we looked at ACCUPLACER, and found that some students are misplaced into developmental education courses – but not necessarily because of the test itself. Sometimes students don’t prepare to take a placement exam, or perhaps they haven’t taken math in quite a while, or maybe they didn’t think the test was really important...Whatever the possible reasons, students scored into developmental courses at a rate similar to national figures.

Developmental Education at MC

	Needed Developmental Courses	Took Developmental Courses	Passed 1 st Att. (% who took)	Completed Developmental Courses (% who needed)
Math	62.5%	75.6%	42.1%	32.1%
English	29.0%	90.6%	76.7%	62.1%

Developmental education at Montgomery College reflects the nation trends...62.5% of students tested into developmental math and 29% tested into developmental English.

For math, 62.5% required developmental courses, however only 75.6% of those students took the course in the first semester and only 42.1% passed the course. Only 32.1% of those requiring the math actually completed the levels of developmental classes they needed. For students who come to us right out of high school, not having math for a year or two before testing can greatly impact student success.

90.6% of students requiring developmental English took the required class their first semester, and of

those students 76.7% passed the course on their first attempt.

Compared to last year’s students who tested into developmental math and English, data reflects that those who took their developmental courses in the first semester or first 12 credit hours increased over 10% for developmental math (64.7%) and nearly 15% for developmental English (75.1%).

Developmental Math

For Math, recent high school graduates who earned a grade of ‘B’ or better in Algebra II were offered the opportunity to select one of two college–level math courses, Math 110 – Survey of College Mathematics or Math 117 – Elements of Statistics.

	Math 110 N=716	Math 117 N=1039	Pilot N=49
A	26%	27%	12%
B	23%	25%	35%
C	21%	19%	24%
“C or better”	70%	70%	71%
D	8%	7%	8%
F	13%	13%	16%
W	9%	10%	4%

49 students who tested into developmental math but earned this opportunity through a transcript review, opted to take either of the two college-level math courses offered in their first semester at Montgomery College. 71% of students in the pilot earned a ‘C’ or better – which is very similar to the other students taking the courses. And, only 4% withdrew from the class.

Developmental English

For English/Reading, recent high school graduates who earned a grade of ‘B’ or higher on AP English, Honors English 12, or Modern World History were offered the opportunity to take a college-level English course in place of the developmental English course they tested into.

	English 101A N=1, 162	Pilot N=97
A	20%	17%
B	31%	36%
C	23%	33%
“C or better”	74%	86%
D	10%	5%
F	15%	9%
W	2%	0%

As you can see above, there were 1,162 students enrolled in English 101A and 97 students were accepted into the pilot. 86% of the pilot students earned a ‘C’ or better compared with other students enrolled in the course, and the number of ‘D’s, ‘F’s and withdrawals decreased significantly.

For those who showed deficiencies in writing skills, faculty used the same criteria as the English pilot, meaning the recent high school graduate had to have earned a ‘B’ or better in AP English, Honors English 12 or Modern Word History to have the opportunity to take writing intensive courses.

23% of the pilot students elected to not take ANY writing intensive courses (history, sociology, psychology and philosophy). For those taking a writing intensive course their first semester, 53% earned a grade of ‘C’ or better, while 19% were not successful.

earned a grade of C or better, while 19% were not successful.

The plan is to scale-up the pilot with an opt-out function rather than an opt-in to gather additional data and see if there are other opportunities to look for in our transcript review, including looking at GPA and how long ago courses were last taken. Adjusting our criteria may offer an opportunity to even more students.

New Part-time Faculty Mentoring Program

In collaboration with MC's Part-Time Institute for Faculty Engagement and its Math and English departments, MC launched a part-time faculty mentoring program (PTFMP) this fall semester. Six full-time faculty, two per campus representing English and math, signed up to work with nine new part-time faculty. The program is designed to help new part-time faculty acclimate to the MC environment and to support new part-time faculty in their efforts to foster student success. Specifically, the goals of the part-time faculty mentoring program are to 1) increase student retention at the College; 2) decrease the percentage of D, F and W grades at the College; and 3) to increase the transfer rates of students at the College. The two members work together in exchanging ideas for student success in the classroom, respecting the expertise that each member has to offer. The expectations of the program include meeting twice before and after midterms to discuss ideas and/or questions about how classes are going throughout the semester.

In addition to meeting with their full-time faculty mentor several times per semester, part-time participants engage in a series of Blackboard modules addressing the following topics: *building community*; *formative assessment*; *student engagement and active learning*; *classroom management*; and *encouraging resilience*. The modules, which offer videos, links to web resources, and scenarios, as well as materials from workshops led by MC faculty and staff, are provide faculty with resources that address common classroom challenges. Part-time faculty share their ideas and classroom experiences on the discussion boards for each module and will receive professional development credit for completing the modules.

For questions or further information concerning the Part-Time Faculty Mentoring Program, please contact Caroline Toscano at Caroline.Toscano@montgomerycollege.edu or (240) 567-2002.

Transfer Updates

A redesigned Transfer homepage (www.montgomerycollege.edu/transfer) makes finding transfer information easier. The most important subjects are displayed by user – student, faculty/staff, and partner institution – to provide clear, simple links to relevant information.

November is Transfer Scholarship Awareness Month! Events and activities – such as resume and essay writing workshops, partner and business information tables and workshops, and scholarship search labs - are scheduled throughout the month on all three campuses. Information is posted around each campus and at www.montgomerycollege.edu/transferscholarships.

On Friday, November 18, representatives from the American Council on Education (ACE) Military Programs office will conduct a two-part workshop covering a breadth of information, including how credit is evaluated, how to become a faculty reviewer, how to read the Joint Services Transcript

(JST), and examining creative ways to apply military credit. The meeting will be at the Germantown Campus. More information and RSVP at www.tinyurl.com/mcaceconference.

Interested in learning more about transfer? Join other faculty and staff at the *Transfer 101 Ambassador's Training*, held on Thursday, December 1 from 2 – 4 p.m. at Rockville. This course will focus on both internal and external resources for transfer students, on the role we all play in helping students successfully transfer, and it will provide a foundation for responding to students question about the transfer process. Once the course is completed, attendees will be designated as Transfer Ambassadors - a position the transfer team will rely on to help with student outreach and education. RSVP via MC Learns.

The Spring Transfer Fairs will be held February 28 (Germantown), March 1 (Rockville), and March 2 (Takoma Park/Silver Spring). Faculty are asked to please include this information on their syllabus, to think about classroom assignments that integrate attendance at the fairs, to bring their class to the fairs, and/or to provide extra credit opportunities for students who attend. All fairs are from 10 a.m. – 1 p.m.

This December, we will be holding the first Transfer 101 Ambassador's Training class. This class, which is designed for faculty and staff, will focus on both internal and external resources for transfer students, on the role we all play in helping students successfully transfer, and provide a foundation for responding to students question about the transfer process. Once the course is completed, the faculty or staff member will be designated as a Transfer Ambassador - a position the transfer team will rely on to help with student outreach and education. Members of the Transfer Resource Council will be facilitating the workshop with assistance provided by members of ELITE.

The class will be held on Thursday, December 1 from 2 – 4pm on the Rockville Campus. More details are available at:

https://montgomerycollege.learn.taleo.net/eventscalendar/enrollments_popupControl2.asp?sessionID=3-8D282128-D841-4801-8752-07A5B6BADB8B&eID=8484&DCT=1. (You will need to sign in to actually register).

Please share this information with your division, unit or area. Registration is capped at 30 people, but a second course can be scheduled if there is demand.

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Montgomery College and Trinity University Washington have signed a new Articulated Pathway in Nursing. This agreement maximizes students' time and resources by allowing 88 credits to be completed at MC before transferring to Trinity to complete the final 32. Students can also apply 6 credits from the program towards the completion of a Master's degree in Nursing. This 3+1 model, which was originally developed with the UMB School of Nursing, is a growing trend in articulation; community colleges and four-year institutions are working together to develop pathways for students to spend less money, obtain credentials sooner, and be more prepared for entering the workforce. Information on this and other degree pathways can be found at www.montgomerycollege.edu/agreements.

In addition, the Translational Life Science Technology Development 4-year degree offered through UMBC with all classes (lectures and labs) taught at MC agreement has been signed. Students would receive their associate degree in biotechnology, then transition into the TLST program which is scheduled to begin in Fall 2017.

Intersections, October/November 2016