



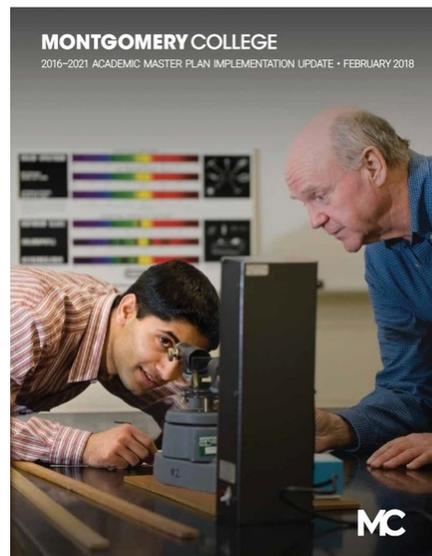
# INTERSECTIONS

*The Academic Affairs Chronicles*

## A MESSAGE FROM DR. RAI

I am so very pleased with the progress we are making as we endeavor to address student success at MC. The *Academic Master Plan*, which was completed, printed and distributed in Spring 2017 moved into the implementation phase beginning Fall 2017. Every initiative in the first five-year plan has developed a committee, action plan and timeline for implementation. Certainly, some of these may need to be adjusted over time, but the energy and commitment to addressing these initiatives is impressive, and I have every confidence in the outcomes.

Please read the *2016-2021 Academic Master Plan Implementation Update*, and think about how you contribute, or how you might be able to contribute to these initiatives and increasing the chances our students will be successful. To access the document, please click on the image at right and select the document.



I am also very pleased with the outcome of our Middle States visit. Although we won't have a final document from MSCHE until June, Dr. McMenamin, our Visiting Team Leader, shared the Team's thoughts, suggestions and recommendations via webcast last week. The report-out reaffirms the one-College model and the academic affairs division restructuring, as well as highlighting our

Academic Master Plan, redesigned developmental English and math programs, and redesigned General Education and General Studies programs. Dr. McMenemy's report-out also noted the College's use of OERs and professional development opportunities for faculty. All of these initiatives are included in the *2016-2021 Academic Master Plan Implementation Update* (click the image above), with greater detail provided. Special thanks go to Dr. Eric Benjamin, Dr. Melissa Gregory, and Professor Tammy Peery for leading the Self-Study effort.

I am very proud of the work that all of you have done and your continued commitment to our students' success. Thank you for your engagement throughout our continuing efforts.

With gratitude and best wishes to all -

*Sanjay*

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## **AMP Initiative #1: Embedded Support**

### **Achieving The Promise Academy' Embedded Support Program**

In the Fall 2017 semester, the Achieving the Promise Academy piloted an embedded support program for 63 sections of highly-enrolled courses with high DFW rates. The initiative was spurred by goals listed in the college's Academic Master Plan to increase retention, graduation, and transfer rates and lower DFW rates by providing additional support to students. Part-time faculty who have had experience teaching these courses were hired to serve as embedded coaches for these sections. By working collaboratively with the lead instructors, or "host faculty," the embedded coaches identified content mastery or academic skill areas in which students needed support and guided the students towards achieving success. Early data demonstrates that of the students who had an embedded coach in their courses, those who engaged directly with embedded coaches in and outside of class (the scale: never, rarely, sometimes, often and very frequently) fared well despite being enrolled in a course that traditionally has been challenging for students. For the Fall 2017 semester, the GPA for low engagement students was 2.37 and for high engagement students, 2.67. The DFW rate for low engagement students was 36.9%, and for high engagement students, 27.3%. In the Spring 2018 semester, the program nearly doubled in size--ATPA embedded support coaches are currently working with 123 sections.

ATPA embedded coaches visit classes once every other week to maintain high visibility among the students in order to build relationships of trust with them as well as remove a common barrier that many high-risk students face: a hesitancy surrounding seeking academic assistance. By bringing the support to the students, the students are more likely to continue to work with the coaches they establish relationships with.

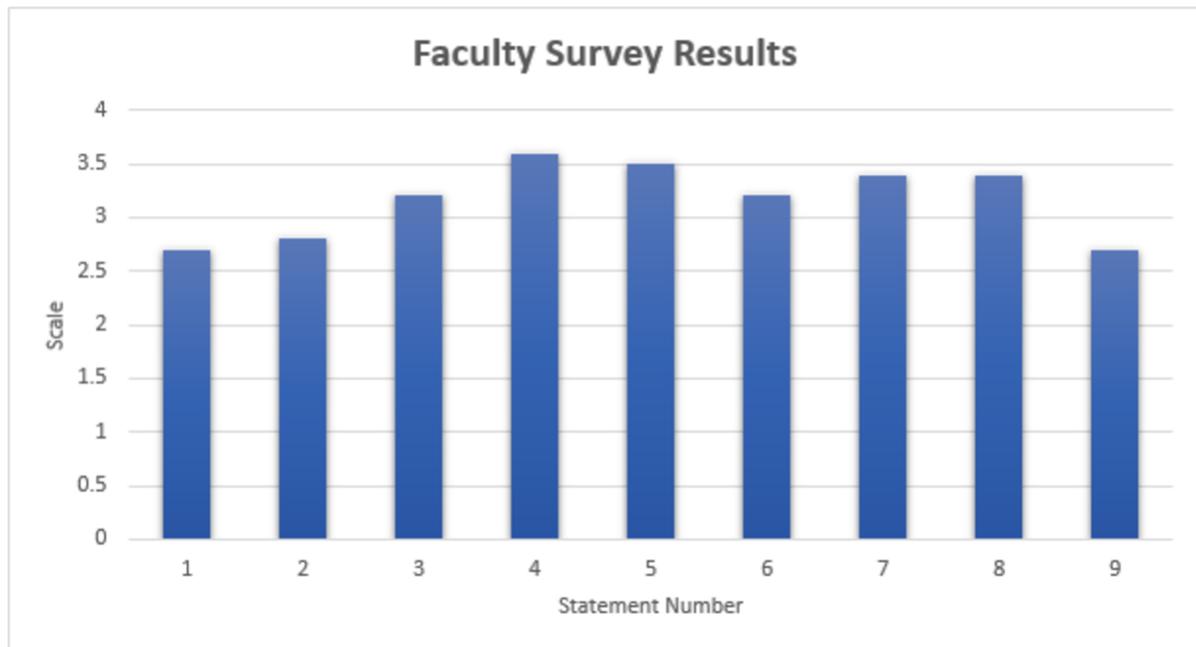
Outside of class, embedded coaches are tasked with holding hour-long weekly study sessions to review academic content as well as teach academic skills such as time management, self-advocacy, note-taking, test-taking, and study habits. Embedded coaches also send weekly e-mails to all of the students in their courses to remind them of upcoming deadlines, provide recaps of main concepts, and inform them of additional resources available on campus (academic workshops,

financial aid resources, transfer information, registration deadline reminders, internship opportunities, food pantry information, etc.).

Courses involved in the ATPA Embedded Support Program are: ACCT 221, ACCT 222, CCJS 110, BIOL 150, CHEM 099, CHEM 131, ENGL 102, MATH 096, MATH 165, MATH 181, MATH 182, PHYS 161, and PSYC 102.

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## Faculty Survey Responses Regarding ATPA's Embedded Support



**Statement 1:** The embedded coach attended my class at least every other week.

**Statement 2:** The embedded coach was in regular communication with me about the course and student progress.

**Statement 3:** The embedded coach responded to my emails and/or phone calls in a timely manner.

**Statement 4:** The embedded coach demonstrated professionalism in this role.

**Statement 5:** The embedded coach demonstrated regular and concerted efforts towards supporting the students in class and outside of class.

**Statement 6:** I consistently encouraged my students to take advantage of the support that the embedded coach offered.

**Statement 7:** The embedded coach held study sessions at least once a week for my students.

**Statement 8:** The embedded coach sent weekly emails to my students to reinforce main concepts, remind students of upcoming deadlines, and inform them of additional resources.

**Statement 9:** The embedded coach added value to my course and my students.



## New Reporting Tool

Achieving the Promise Academy 1:1 program now has a quick and easy electronic progress report tool that takes a minimum amount of time (approximately two minutes) for instructors to provide information to ATPA academic coaches. Instructors can use this simple electronic form to provide comments and feedback to coaches on ATPA students who are performing well or exhibiting signs of academic distress. The link is sent to each instructor from the coaches, and it leads the instructors to a form with their name and the student's name and information.

## Another Successful Passport to Success Part-time Faculty Conference, Spring 2018

By Carlos M. Molina Rosales and Liz Feldman



After a successful fall conference, the Institute for Part-Time Faculty Engagement and Support sponsored a similar event before the start of the spring semester. It was held on Saturday, January 13th at the BioScience Education Center on the Germantown campus, and despite the inclement weather, 165 part-time faculty members attended the conference.

Part of the Institute's mission is to help guide part-time faculty members so they can be effective teachers in the classroom. When part-time faculty members achieve success, they in turn, can help students at Montgomery College succeed. One of the main goals of the conference was to provide part-time faculty members with an opportunity to attend several professional development sessions throughout the day where they could learn about the College's goals, plus best teaching practices and strategies to utilize in the classroom. The goal of the break-out sessions was to inspire and foster engagement by providing access to information and instructional tools.

Before those breakout sessions, part-time faculty members heard from a number of important speakers including Montgomery College President, Dr. DeRionne Pollard. She welcomed the part-time faculty and expressed her gratitude for their service to the College.

"Thank you for what you do for the students, the College, and the community", Pollard said. "We cannot do what we do without the part-time faculty. Student success is greatly dependent on our part-time faculty."

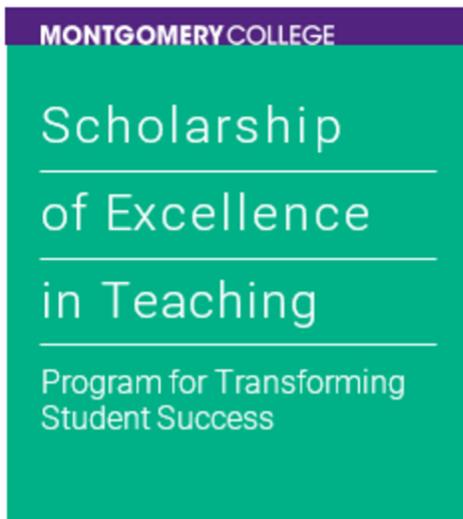
Other speakers included members of the senior leadership team for Academic Affairs who shared some of the academic goals of the College such as increasing the graduation and transfer rate of first-time, full-time students; reducing the time and cost of completion; and aligning the academic objectives Montgomery College programs offer with workforce needs. The senior leaders also discussed the critical role part-time faculty members play in reaching these goals.

The director of the Institute for Part-Time Faculty Engagement and Support (IPTFES), Dr. Antonio 'Tango' Thomas also addressed participants. He said the Institute is trying to create a climate where part-time faculty members feel engaged by providing them with the necessary resources and information so they can effectively do their jobs. In addition, the Institute wants to help part-time faculty members understand their vital role at the College, help them achieve the College's mission and objectives and help them grow professionally.

In addition, representatives from different College departments, and instructional support staff addressed part-time faculty members. Participants heard from members with CPOD (Center for Professional and Organizational Development), ELITE (E-Learning, Innovation, and Teaching), HRSTM (Human Resources and Strategic Talent Management), College Library, Counseling and Advising, and STEM (Science, Technology, Engineering, and Mathematics).

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## Scholarship of Excellence in Teaching: Program for Transforming Student Success



To honor the exemplary work of Montgomery College's outstanding faculty and to enhance student success, the College has created the Scholarship of Excellence in Teaching: Program for Transforming Student Success. The Collegewide Deans and ELITE collaborated to provide an opportunity to enhance the success of our students. Professor Joan Naake has graciously agreed to direct this initiative.

Program Members for 2018:

- Leah Allen, Biology
- Tracie Babb, Communications
- Joanne Carl, Broadcast Media
- Thomas Chen, Chemistry
- John Coliton, Business/Computer Applications
- Zhou (Jojo) Dong, Mathematics
- Rashi Jain, ELAP
- Jennifer Lee, English
- Bruce Madariaga, Economics
- Kjandan Monshi, Computer Science
- Carla Naranjo, Spanish - World Languages
- Raluca, Teodorescu, Physics





More information can be found at: <http://cms.montgomerycollege.edu/scholarship-of-excellence-in-teaching/>

## New Digital Signage Information

The new Collegewide digital signage system went live in February. Using a new software system, Scala, to centralize the management of the 100+ public-facing digital signs across MC campuses and buildings. Note: TV screens and monitors that are not in public areas, such as conference rooms and private offices, are not part of the Scala network, nor are Smart Instructor Workstations. If you have information/ announcements that should be shared Collegewide, please email [laurie.savona@montgomerycollege.edu](mailto:laurie.savona@montgomerycollege.edu).

For more information about the digital signs, please visit <https://cms.montgomerycollege.edu/digitalsignage/>. Email questions to the Digital Signage Committee at [DigitalSignage@montgomerycollege.edu](mailto:DigitalSignage@montgomerycollege.edu)



**Intersections, March 2018**