



MC LEARNING CENTERS

Strive. Thrive. Succeed.

Learning Centers Annual Report 2022

*Learning Centers Lead Local and
Global Academic Support*

Academic Success Center (TP/SS)
Ackerman Learning Center (Rockville)
MAPEL Center (Germantown)
Mathematics Learning Center (TP/SS)
Science Learning Center (Germantown)
Science Learning Center (TP/SS)
Writing, Reading and Language Center (Germantown)
Writing, Reading, and Language Center (Rockville)
Writing, Reading, Language Center (TP/SS)

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Acknowledgements

The first annual Montgomery College Learning Center Report, written collaboratively between academic deans and learning center directors in academic year 2017 demonstrated the network of support students receive at Montgomery College: tutoring practices, technological resources, partnerships, and collaborative and independent study space. In the previous reports, and this one, we have continued to show our leadership at the College, our commitment to student success, and our collaborations that create an infrastructure of support. In this report, specifically, we also appreciate feedback we received from Dr. Shinta Hernandez, Dean of the Virtual Campus; Professor Matthew Decker, Co-Coordinator of the Digital Storytelling Internship; Ms. Nik Sushka, Director of Achieving the Promise Academy; Mr. Sergio Washington, Student Affairs Initiative Program Manager with SHaW Center; and Dr. Sonia Pruneda-Hernandez, Interim Dean of Education and Social Sciences.

The work described in this report has been a collaborative effort between the following individuals:

Dr. David Bergtold
Ms. Carol Burbage
Ms. Tanya Camp
Mr. Jeff Chuang
Mr. Bharat Dhakal

Dr. Lucinda Grinnell
Ms. Jin Liang Khademi
Dr. Elysse Meredith,
Convener
Mr. Christopher Powell

Mr. Owen Powers
Mr. David Burkart
Mr. Jeremy Lignelli
Dr. Elizabeth Benton, *Report Facilitator*

The following individuals provide leadership and unwavering commitment to Montgomery College Learning Centers:

Academic Deans

Dr. Nawal Benmouna
Dr. Elizabeth Benton
Dr. Sharon Fechter
Dr. Fiona Glade
Dr. Milton Nash
Dr. Jim Snizek

Vice President and Provosts

Dr. Eric Benjamin
Dr. Muhammad Kehnemouyi
Dr. Brad Stewart

Senior Vice President of Academic Affairs

Dr. Sanjay Rai

Overview of Montgomery College Learning Centers Report 2022: Learning Centers Lead Local and Global Academic Support

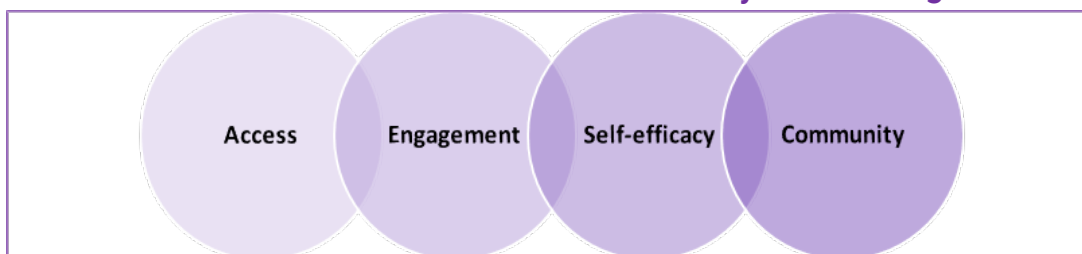
Vision Statement

In support of Montgomery College's commitment to cultivate a common student experience, Montgomery College Learning Centers will strive to be a national model for learners that creates an **inviting, learner-centered**, and **supportive environment** to engage students, faculty, and staff in collaborative learning.

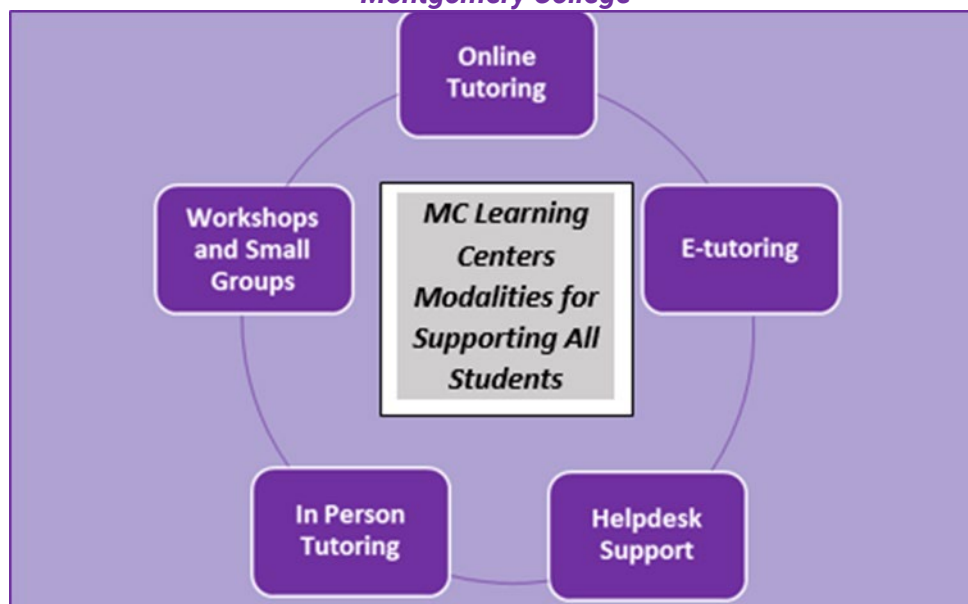
Social Justice Promise

Montgomery College learning centers are **committed to equity and anti-racism in policy and practice**. We strive to be welcoming and affirming spaces. We believe Black lives matter and stand with our DACA and Dreamer students. We seek to ensure equal access for students with disabilities and provide a brave space for the LGBTQ+ community. We promote a growth mindset and **commit to meeting students where they are**.

Common Measures of Student Success that Unify the Learning Centers



Spotlight on Access and Engagement during Multiple Teaching and Learning Modalities at Montgomery College



Montgomery College Reports and Initiatives

This section of the report provides an overview of learning center alignment with key Montgomery College initiatives and a brief update on our college area review. Detailed accounts of individual center attention to these initiatives are described in center sections. The annual report quick facts can also be found on our webpages: [Learning Centers AY 2022 Quick Facts](#)

This past year, we have focused our attention on supporting partner programs that create wrap-around academic and student services support for students. For this report, we've asked a few of our partners to share how the learning centers have engaged with the work they do. We express tremendous gratitude to our partners for the year we have experienced and the vision we share for the future.

Ms. Nik Sushka

Director of Achieving the Promise Academy (ATPA)

Learning Centers collaborate with other academic support programs to help students effectively use the various resources available to them. For example, embedded academic coaches with the Achieving the Promise Academy promote Learning Centers during weekly course reminders, while Learning Centers invite coaches to host study sessions and student appointments within their locations. This collaboration helps destigmatize using academic resources and build connections to the support Learning Centers offer beyond any single course or semester.

As MC student Tiondra Belton shares, "When my midterm exam didn't go as well as I had planned, I worked with my academic coach to reach out to tutors through the STEM Learning Centers for additional support so I can achieve my grade goal and successfully pass my classes."

Professor Matt Decker

Co-Coordinator of the Digital Storytelling Internship and Professor of English

When Jamie Gillan and I first envisioned the Digital Storytelling Internship's framework, we recognized how powerful it would be to partner with the Writing, Reading, and Language Centers at MC. Our goal was to help future interns build their communication and collaboration skills as well as their confidence when they support students engaged in the digital storytelling creation process or even visit entire classes to share their knowledge. But, these are not simple skills to foster, and we recognized how naturally WRLC representatives could model best practices and share rewarding strategies for truly supporting another student in the midst of a writing process.

Thanks to folks like Karyn Brown, Mimi Yu, Ellen Ayres, and Jeremy Lignelli, our interns have learned how to navigate a student's vulnerability in sharing their personal story, how to offer constructive feedback, how to direct the student to other resources, how to listen deeply, and so much more. When our interns work independently—whether in Zoom-based office hours or physical or virtual classrooms—we know they represent the

Digital Storytelling Internship's ethos and mission especially well because they have learned from our incredible WRLC colleagues.

On a separate but related note, we would also like to thank each Learning Center Manager for supporting us in unique ways. At the start of this internship's journey, Dr. Elysse Meredith was front and center in supporting our interns and modelling best practices during our early Professional Development Seminars. Tanya Camp has always been extremely generous in securing time for Jeremy Lignelli to function as an honorary co-coordinator nearly every semester. Finally, Dr. Lucinda Grinnell connected us with Jin Khademi at the start of the pandemic so that we could carve out a virtual space for the interns' office hours. Both Lucy and Jin were extremely supportive of our mission to serve individual students during the fully remote semesters, and, thanks to their guidance, we have been able to recreate what we learned from using WCONLINE in Bookings, our new virtual office hours scheduler.

Dr. Shinta Hernandez
Dean of Virtual Campus, including Digital Learning Centers

An overarching priority grounded in the collaboration of the Montgomery College Virtual Campus and the learning centers is to be intentional with developing sustainable human connection and relevant and equitable support for students. Current strategies include a structured and detailed orientation in online and remote courses, enhancement and scaling of wraparound embedded academic support services, and a holistic experience consistent with the "One College" model.

The Digital Learning Center (DLC) provides extensive support for students to develop and expand their digital literacy skills for their assignments and other purposes related to their college experience. The DLC also assists faculty who would like to have embedded support or one-time presentations in their classes on common use software tools to help achieve their course outcomes.

Mr. Sergio Washington
Student Affairs Initiative Program Manager, Student Health and Wellness (SHaW)
Center for Success

The SHaW Center's partnership with TP/SS Academic Success Center has been instrumental in our fight against food insecurity. We appreciate their support of our Fuel for Success Food Campaign initiatives and look forward to continued collaboration.

Dr. Sonia Pruneda-Hernandez
Interim Dean of Education and Social Sciences and Chair of the Montgomery College Hispanic Serving Institution Taskforce:

As we embark on this journey toward serving our community of Hispanic students, we can only begin to imagine the educational impact we will have on students, families, as well as our local and global economy. Learning Centers are central access points for students, with student employees and staff members speaking over 27 languages. Multilingual and bilingual academic support, as well as inclusive spaces that learning

centers provide, continue to be critical to belonging and educational capital.

Mientras embarcamos en este viaje para servir a nuestra comunidad de estudiantes hispanos, solo podemos comenzar a imaginar el impacto educativo que tendremos en los estudiantes y las familias, así como en nuestra economía local y global. Los centros de aprendizaje, con empleados estudiantil y miembros del personal que hablan más de 27 idiomas, son puntos de acceso centrales para los estudiantes. El apoyo académico multilingüe y bilingüe, así como los espacios inclusivos que brindan los centros de aprendizaje, continúan siendo fundamentales para la pertenencia y el capital educativo.

Dr. Elizabeth Benton Dean of English and Reading

The East County Education Center is going to be ground-breaking for students. The College's emphasis on the academic support, such as a library and multi-functional learning center, demonstrates the college-wide respect that academic support services have and the integral role our faculty and staff members play in the academic and economic growth of our students.

Key Facts and Information about Center Supports for Students

The information below shows the strength of our centers. We are proud of the work our center staff and managers are doing to respond to student needs in meeting them at the times of days when support is needed the most and in the modalities that are requested most often.

Table 1.1. Number of Student Visits Supported by Virtual and In-Person Tutoring, Workshops, and Review Sessions

Semester	Number of Student Visits Supported by Tutoring, Workshops, and Review Sessions*	Virtual Tutoring
Spring 2022	15,743	7,441 (47%)
Summer 2022	2,974	1,886 (65%)
Fall 2022	21,145	5,297 (25%)

*not unique student visits

Table 1.2. Three-Year Comparison of Student Visits

Date	Spring 2022	Spring 2021	Spring 2020	Summer 2022	Summer 2021	Summer 2020	Fall 2022	Fall 2021	Fall 2020
Number of Student Visits	15,726	12,038	5,724*	2,889	2,676	3,549	21,141	12,864	13,098
Unique Students Using Learning Centers	2,535	2,032	901*	713	467	731	3,812	2,310	2,430

Total College Enrollment	15,584	17,717	19,220	10,368	11,166	12,927	17,137	17,284	20,037
Percent of Total Enrollment Receiving Support	16%	11%	NA	7%	4%	5%	22%	13%	12%

*only includes March-May (COVID-19 switch to remote learning) due to COVID restrictions

Table 1.3. When and How Students Prefer to Receive Support

Semester	Month	Time of Day	Type of Tutoring
Spring	April	11:00 a.m.	Live tutoring (in person and virtual)
Summer	July	2:00 p.m.	Live tutoring (in person and virtual)
Fall	October	12:00 p.m.	Live tutoring (in person and virtual)

Table 1.4. Virtual Evening Tutoring Support for Learnings Centers

Semester	Evening After 6:00 pm	Sunday Only
Spring	452	323
Summer	119	43
Fall	674	302

Table 1.5. STEM Comparison of ABC Rates for Students Using Learning Center Resources*

	Students Who Utilized the STEM Learning Centers	Students Who Did Not Utilize the STEM Learning Centers	Statistically Significant for LC Users ABC Rate better than Non-LC Users
Course	ABC Rate	ABC Rate	p value < 0.02
BIOL150	67.1% (104/155)	54.9% (383/697)	Yes
CHEM131	73.1% (133/182)	56.8% (313/504)	Yes
MATH165	60.0% (30/50)	51.0% (177/349)	Yes

Table 1.6. WRLC Comparison of ABC Rates for Students Using Learning Center Resources*

	Students Who Utilized WRLCs	Students Who Did Not Use WRLCs	Statistically Significant for LC Users ABC Rate better than Non-LC Users
ENGL 102	86.3% (184/213)	64.0% 826/1292	Yes (p value<0.00001)

*Preliminary data from Fall 2022

College Area Review Recommendations

The Learning Center College Area Review (CAR) includes five recommendations that received administrative approval and comment. For this report we demonstrate several accomplishments pertaining to our recommendations. Our next CAR will be due Fall 2024.

Table 1.7 College Area Review Recommendation Updates

Recommendation	Status (Complete, In progress, Tabled)	If completed, what was the impact?
Expand Office of Institutional Research and Effectiveness (OIRE) analyses of learning center impacts on student persistence, retention, success, and completion.	In Progress	<p>This recommendation will be an ongoing project. Thus far, we have reported data on this recommendation in the Learning Center Annual Reports 2018, 2019, 2021 2022 (current). Additionally, since several learning center managers serve on the Presidential Advisory for Equity and Inclusion (PACEI), we have initiated student groups and will follow their success at MC, as well.</p> <p>Students who visit the learning centers for tutoring have significantly higher ABC rates and significantly lower DFW rates when compared to students who do not visit the learning centers for tutoring in the same courses.</p>
Adopt one common data collection software capable of integration with the student information system, and implement it for use in all learning centers	In Progress	<p>The new Accudemia system will be rolled out Spring 2023.</p> <p>Although this recommendation is in progress, the resulting collaboration in utilizing WCONLINE and STEM WCONLINE is proving to be an efficient system for student appointment setting and data collection. To help students navigate WCONLINE, STEM learning center managers created STEM WCONLINE to help students know how to make appointments related to STEM support that they need.</p> <p>Update December 2022: Three learning center managers served on an RFP committee. Tonya Camp, Jeff Chuang, and Dave Bergtold worked together to receive proposals. The new Accudemia system will be in soft rollout Spring 2023 and full implementation summer 2023.</p>
Collaborate with other academic support professionals such as the Achieving the Promise Academy (ATPA) and the Learning Assistant Program, to develop an ELITE Learning Pathway specifically for academic support staff and their	In Progress	<p>Although this recommendation is in progress, learning centers have completed many tasks related to it:</p> <p>Centers provide ongoing professional development and semiannual faculty tutor in-services.</p> <p>Learning center staff participate in regional and international organizations, webinars, and conferences.</p> <p>With several learning center managers serving on the Presidential Advisory Committee on Equity and</p>

professional development needs.		<p>Inclusion, learning centers are forming writing groups focused on building community and academic support of Black and Latina/o/e students.</p> <p>Retreats: We have successfully held two retreats, Spring 2022 and Fall 2022.</p>
Develop a communication plan to increase awareness of learning center locations and resources among students, faculty, and staff.	Completed and In Progress	<p>Learning center managers have completed this recommendation by committing to several key areas of communication.</p> <p>In collaboration with the Office of Communication, each center has created brochures highlighting types of services provided and center hours.</p> <p>One shared video for all learning centers was created by MCTV Spring 2020. The purpose of this video was to demonstrate to students how to sign up for virtual tutoring through the learning centers.</p> <p>On the advice of the Office of Communications and Ms. Stephanie Krasnoff, center managers have streamlined our social media and announcements to students.</p> <p>Dr. Elysse Meredith, WRLC manager at Germantown, has agreed to take the lead on Instagram for Learning Centers.</p> <p>Dr. Jeff Chuang, ASC manager, and Ms. Tanya Camp have agreed to take the lead on making extensive changes to the Virtual Tutoring webpage and to submit regular announcements to Inside MC. Students also receive regular information about learning centers via the landing page of Blackboard; WCONLINE reminders and announcements; the Office of the President email communications; and the Office of Communications monthly emails to students.</p> <p>Student aides at the WRLC, Rockville, created two high-quality student-centered videos. These videos are being edited for WRLCs at Germantown and Takoma Park/Silver Spring.</p> <p>Working with a class of students, we now have a new learning center icon and key words: Strive. Thrive. Succeed.</p>
Apply for recognition as National College Learning Center Association (NCLCA) Learning Centers of Excellence.	<p>In Progress</p> <p>This CAR recommendation is ongoing. We have agreed that this CAR recommendation needs to be met by</p>	

	2023. Therefore, it is still in the early stages.	
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College Area Review Spotlight: OIRE data continues to show that students do better in foundation courses when they seek tutoring and workshop support in the centers. Special gratitude to David Bergtold for preliminary data analysis and for collaboration with members of OIRE staff.

Resource Needs

Learning Centers provide essential resources to students. Exemplar colleges with vibrant on-ground and online resources, such as Montgomery College, serve as a touchstone for the larger community—staff, faculty, prospective students, community members—who want to know more about the College and support its mission. In this often visible leadership role, we must prioritize staffing needs. **Therefore, in each center chapter, we have detailed staffing and resource needs that are crucial to ensure our commitment to access, engagement, self-efficacy, and community.**

Learning Center Leadership at Montgomery College

In addition to serving as leaders in learning centers, directors engage in collegewide leadership efforts to contribute to the vision of Montgomery College. The following list shows just some of committee, workgroup, and leadership work directors dedicate themselves to each year.

Academic Support Workgroup	Montgomery College Confluence Committee
Antiracist Institution Workgroup	Perkins V Strategy Leadership Committee
Applying Principles and Practices for Effective Learning Corps (APPEL)	Presidential Advisory Committee on Equity and Inclusion
Committee for Assessment, Placement, and Developmental Issues (CAPDI)	Presidential Innovation and Leadership Fellowship
Committee for Tutoring Scheduling Software	Pride+ student group
Compliance and Ethics Advisory Committee	Science Technology Engineering and Math Academic Unit Leadership Team (STEM AULT)
Employee Services Council	Strategic Plan Refresh Committee
English Composition College Area Review Committee	TP/SS Campus Council
English Language for Academic Purposes Software Committee	Universal Design Center Taskforce and Workgroups
Equity Week Planning Week	Virtual Campus Strategic Planning Committee
Global Leadership Cohort	Women and Gender Studies Scholarship Event
Germantown SA Building Renovation	
Open Computer Lab Workgroup	

Montgomery College Learning Centers Individual Reports

Learning centers are defined as “resources for students that provide support services in a specific academic area, such as one-on-one tutoring, specialized workshops, and access to instructional technology” (Vincent, 2018, p. 3). The next section of the *Montgomery College Learning Center Annual Report 2022: Learning Centers Lead Local and Global Academic Support* details how the Academic Success Center, Virtual STEM Learning Centers, and Writing, Reading and Language Centers guide and support all students. The first section describes work of the ASC. The second collectively describes the work of the STEM learning centers. After the shared STEM report, the WRLCs and the ASC introduced their shared work. Finally, the WRLCs demonstrate the individual achievements of their centers.

Montgomery College Learning Centers continue to be exemplary of the calling to be flexible, inclusive, equitable, and available to students. According to Achieving the Dream President Karen Stout, community colleges in a post-COVID society are centering “effective holistic student supports” (Stout, 2020, p. 54) and providing academic support to students “wherever they are and whenever they need it” (p. 57). Local and global students will feel connected to the Montgomery College community with the vision and dedication of our Center directors and staff members.

Academic Success Center Introduction

The Academic Success Center (ASC) is a resource center for students taking courses in the humanities, social sciences, world languages, economics, and education. The resources offered include interactive software, textbook loan library, video library, food pantry, internet access, a wide range of learning and life skills workshops, as well as faculty and peer tutoring. The Academic Success Center offers both on-ground and virtual tutoring services for Economics, French, Psychology, Sociology, and Spanish.

Location & Remote Services

The ASC is temporarily in the Resource Center (RC) 105 at the Takoma Park/Silver Spring (TP/SS) Campus. The ASC collaborates with the Writing, Reading, and Language Center (TP/SS) to create joint operation which serves students remotely and on-ground: the combined centers offer a variety of workshops, and the results have been quite positive.

Operational Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall/Spring	8 a.m.– 7:30 p.m.	8 a.m.– 7:30 p.m.	8 a.m.– 7:30 p.m.	8 a.m.– 7:30 p.m.	8 a.m.– 4 p.m.	9 a.m. – 9:30 p.m. (Virtual)	7:30 p.m. – 9:30 p.m. (Virtual)
Summer	8 a.m.–5 p.m.	8 a.m.–5 p.m.	8 a.m.–5 p.m.	8 a.m.–5 p.m.	8 a.m.–5 p.m.	CLOSED	CLOSED

In-Person Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	8 a.m.– 7:00 p.m.	8 a.m.– 7:00 p.m.	8 a.m.– 7:00 p.m.	8 a.m.– 7:00 p.m.	8 a.m.– 4 p.m.	CLOSED	CLOSED

Resilient MC in the ASC/WRLC

During this academic year, the operations have continued social distancing; the Academic Success Center (ASC) temporarily relocated to the WRLC-TP/SS. Operating jointly, the staff of the WRLC-TP/SS and ASC collaborated to provide convenient on-ground and virtual services to students enrolled in Humanities and Social Sciences courses. For instance, students receive content tutoring for courses, such as history and political science from the ASC and writing tutoring from the WRLC-TP/SS, all in one convenient location. Joint services include virtual and on-campus tutoring, virtual workshops, access to computer labs, and access to a food pantry. Also, tutoring and some services were severely impacted because a full-time staff had to take an extended leave and the only part-time staff resigned at the beginning of the fall semester. Thanks to the joint operation, the Center continued to serve students through collaboration with WRLC-TP/SS and WRLC-RV; that collaboration mitigated some stress caused by under-

staffing. The search for replacement is ongoing and we anticipate that the position will be filled during the Spring 2023 semester.

Center Highlights

Achievements

Table 2.1. ASC CY21 - CY22 Usage Data

Service	CY21	CY22
"Ask Us" Inbox*	557	411
Food Pantry**	113	233
Tutoring (Virtual & On Ground)	406	239
Workshops	773	347
Total	1,761	1,230
*Ask Us inbox was launched in Fall 2020.		
**Pantry was reopened in September 2021.		

Tutoring: The Academic Success Center continues to offer tutoring in economics, history, political science, psychology, world languages, and sociology, and to help students conduct research. Faculty, peer tutors, and staff tutors for various subjects are available at the center. During the remote learning period, the center provided virtual tutoring through WCONLINE appointment and responded to students' request via Zoom. Economics and some Spanish tutoring sessions were suspended at the beginning of the fall semester due to the unexpected resignation of an Instructional Associate; a search is in progress for the staff replacement.

Virtual tutoring website and "Ask Us" inbox: The virtual tutoring website which includes all learning centers has been used to support student success since 2021. The website includes an "Ask Us" inbox link that is available for students to ask questions using a monitored email account. The results have been very positive, with a total of 968 emails messages since the inception of the inbox. The email inbox is monitored by employees from all learning centers, thus allowing centers' staff to work collaboratively. This includes the addition of virtual workshops and STEM (Science, Technology, Engineering, and Math) review sessions. Students can access all support services and resources through the virtual tutoring website.



Food pantry resumed: The ASC Food Pantry was suspended after March 12, 2020, due to the pandemic policies; it resumed service in September 2021. The center relocated the ASC food pantry to the WRLC-TP/SS so that students who need help with food can continue to access the service. That space also provides personal hygiene items for needy students and the Montgomery College

community at large. The ASC continues to collaborate with the TP/SS Provost's office and various campus units to support the Food Pantry program. 233 students used the Food Pantry in 2022, compared to 113 in 2021, a 106% increase. Access to the Food Pantry is also available during evening hours. The goal is to support underserved students with equitable resources and other students in the College. The recorded data shows the need to make the food pantry service available to students.

Workshops: The staff of the ASC organizes the Learning Centers' workshops to ensure that remote presentations run successfully. In 2022, 56 workshops were offered. Each session lasted approximately one hour. In Fall 2022, 24 workshops provided opportunities for students to improve or build on basic skills for academic success. Recorded workshop videos were shared with students upon request.

Figure 2.1. Spring 2022 and Fall 2022 Workshop Schedules

Spring 2021 Workshop Schedule					
Spring I (1/25 – 3/14)			Spring II (3/29 – 5/16)		
Windows Navigation & File Management	DLC/ASC Suzett Goldberg	Wednesday, January 27 th 2:00-3:00 pm	PowerPoint Intermediate	DLC/ASC	Wednesday, March 24 th 1:00-2:00 pm
Study Skills	WRILC-TPSS Elizabeth Sawyer	Tuesday, February 2 nd 2:00-3:00 pm	Study Skills	WRILC-TPSS Elizabeth Sawyer	Tuesday, April 6 th 2:00-3:00 pm
Avoiding Plagiarism	MC Library	Wednesday, February 24 th 2:00-3:00 pm	The Writing Process and Time Management	WRILC-RV Courtney Johnson	Wednesday, April 7 th 12:00-1:00 pm
The Writing Process and Time Management	WRILC-RV Courtney Johnson	Thursday, February 4 th 12:00-1:00 pm	Avoiding Plagiarism	MC Library	Wednesday, April 28 th 2:00-3:00 pm
Writing Essentials	WRILC-RV Xianghui Xing	Tuesday, February 9 th 2:00-3:00 pm	Writing Essentials	WRILC-RV Xianghui Xing	Tuesday, April 13 th 2:00-3:00 pm
Library Research and APA citations	MC Library	Wednesday, February 10 th 1:00-2:00 pm	Reading Essentials	WRILC-TPSS Shelina Kirkland	Wednesday, April 21 st 2:00-3:00 pm
Reading Essentials	WRILC-TPSS Sandra Grady and Shelina Kirkland	Wednesday, February 10 th 2:00-3:00 pm	Useful Graphs and Formulas in Business and Economics	ASC Angel Salinas	Wednesday, April 14 th 3:00-4:00 pm
Decoding Dense Texts	WRILC-RV Xianghui Xing	Thursday, February 11 th 3:00-4:00 pm	Decoding Dense Texts	WRILC-RV Xianghui Xing	Thursday, April 15 th 2:00-3:00 pm
Useful Graphs and Formulas in Business and Economics	ASC Angel Salinas	Thursday, February 11 th 3:00-4:00 pm	Library Research and APA Citations	MC Library	Monday, April 19 th 12:00-1:00 pm
Thesis Statements and Topic Sentences	WRILC-TPSS Jeremy Lignell	Thursday, February 18 th 2:00-3:00 pm	PowerPoint Intermediate	DLC/ASC	Wednesday, April 21 st 1:00-2:00 pm
PowerPoint Intermediate	DLC/ASC	Wednesday, February 17 th 1:00-2:00 pm	Transfer and Scholarship Essays	WRILC-TPSS Mary Mowen	Wednesday, April 21 st 2:00-3:00 pm
Transfer and Scholarship Essays	WRILC-TPSS Mary Mowen	Wednesday, February 17 th 2:00-3:00 pm	Introductions and Conclusions	WRILC-TPSS Shelina Kirkland	Thursday, April 22 nd 2:00-3:00 pm
Introductions and Conclusions	WRILC-RV Garrett Rader	Thursday, February 18 th 12:00-1:00 pm	Paraphrasing	WRILC-RV Karyn Brown	Tuesday, April 27 th 4:00-5:00 pm
Paraphrasing	WRILC-RV Karyn Brown	Tuesday, February 23 rd 12:00-1:00 pm	Common Grammar and Punctuation Mistakes	WRILC-GT Mimi Yu	Wednesday, April 28 th 2:00-3:00 pm
Common Grammar and Punctuation Mistakes	WRILC-GT Mimi Yu	Wednesday, February 24 th 2:00-3:00 pm	Integrating Sources: MLA Style	WRILC-TPSS Mary Mowen	Thursday, April 29 th 1:00-2:00 pm
Integrating Sources: MLA Style	WRILC-TPSS Mary Mowen	Thursday, February 25 th 1:00-2:00 pm	Integrating Sources: APA Style	WRILC-TPSS Shelina Kirkland	Tuesday, May 9 th 1:00-2:00 pm
Library Research and APA citations	MC Library	Tuesday, March 2 nd 1:00-2:00 pm	Library Research and MLA citations	MC Library	Tuesday, May 9 th 2:00-3:00 pm
Library Research and APA citations	WRILC-TPSS Shelina Kirkland	Thursday, March 24 th 2:00-3:00 pm	Test Anxiety	WRILC-TPSS Jeremy Lignell	Wednesday, May 26 th 1:00-2:00 pm
Test Anxiety	Counseling Kerissa Silver	Wednesday, March 31 st 2:00-3:00 pm	Ace the In-Class Essay	Counseling Kerissa Silver	Wednesday, May 26 th 2:00-3:00 pm
Ace the In-Class Essay	WRILC-TPSS Jeremy Lignell	Thursday, March 4 th 2:00-3:00 pm			

Fall 2022 Virtual Workshop Schedule		
TOPIC	PRESENTER	DATE
Study Skills & Note-Taking	Learning Skills Support Denise J. Williams	Wed, 9/7, 2:00 – 3:00 pm
The Writing Process and Time Management	WRILC-RV Courtney Johnson	Thurs, 9/8 2:30 - 3:30 pm
Time Management	Learning Skills Support Denise J. Williams	Tue, 9/13, 2:00 – 3:00 pm
Writing Essentials	WRILC-RV Xianghui Xing	Wed, 9/24, 1:00 - 2:00 pm
Library Research and Avoiding Plagiarism	MC Library	Wed, 9/24, 2:00 - 3:00 pm
Reading Essentials	WRILC-TPSS Shelina Kirkland	Thurs, 9/25, 1:00 - 2:00 pm
Thesis Statements and Topic Sentences	WRILC-TPSS Karyn Brown	Wed, 9/21, 1:00 - 2:00 pm
Library Research and APA/MLA Citations	MC Library	Thurs, 9/22, 1:00 - 2:00 pm
Introductions and Conclusions	WRILC-TPSS Shelina Kirkland	Wed, 9/28, 1:00 - 2:00 pm
PowerPoint Intermediate	DLC/ASC	Thurs, 9/29, 1:00 - 2:00 pm
Common Grammar and Punctuation Mistakes	WRILC-GT Mimi Yu	Wed, 10/5, 1:00 - 2:00 pm
Test Anxiety	Learning Skills Support Denise J. Williams	Wed, 10/5, 2:00 - 3:00 pm
MLA and APA Citations	WRILC-TPSS Eliot Ayles	Thurs, 10/6, 11:00 am - 12:00 pm
Transfer and Scholarship Essay	WRILC-TPSS Mary Mowen	Tue, 10/11, 1:00 - 2:00 pm
Punch Up Your Proofreading Power	WRILC-TPSS Mary Mowen	Thurs, 10/20, 1:00 - 2:00 pm
Paraphrasing	WRILC-RV Karyn Brown	Wed, 11/2, 1:00 - 2:00 pm
Library Research and APA/MLA Citations	MC Library	Tue, 11/8, 2:00 - 3:00 pm
Library Research and Avoiding Plagiarism	MC Library	Wed, 11/9, 2:00 - 3:00 pm
Decoding Dense Texts	WRILC-RV Xianghui Xing	Thurs, 11/10, 2:00 - 3:00 pm
Powerpoint Intermediate	DLC/ASC	Thurs, 11/17, 2:00 - 3:00 pm
Integrating Sources: APA	WRILC-TPSS Mary Mowen	Tues, 11/29, 1:00 - 2:00 pm
Integrating Sources: MLA	WRILC-TPSS Mary Mowen	Thurs, 12/1, 1:00 - 2:00 pm
Ace the In-Class Essay	WRILC-TPSS Eliot Ayles	Tues, 12/6, 1:00 - 2:00 pm
Test Anxiety	Learning Skills Support Denise J. Williams	Wed, 12/7, 2:00 - 3:00 pm

All workshops will be live streamed via Zoom: <https://montgomerycollege.zoom.us/j/989558888>
 For more information, please email: learningcenters@montgomerycollege.edu
 Workshops made possible by: Writing, Reading, & Language Centers, Academic Success Center, Counseling, Digital Learning Center, & MC Library

MC MONTGOMERY COLLEGE
 All workshops will be live streamed via Zoom. To join, click the link or scan the QR code: <https://montgomerycollege.zoom.us/j/989558888>
 If you need accommodation to participate in these workshops or for more information, please email learningcenters@montgomerycollege.edu
 Workshops made possible by Writing, Reading, & Language Centers, Academic Success Center, Learning Support Services, Digital Learning Center, and MC Library

Table 2.2. Change in Workshop Offerings and Attendance Over Time

Semester	SP21	FA21	SP22	FA22
Workshops	40	30	32	24
Attendees	448	325	194	153

Student Feedback

After each workshop, students were asked to evaluate the presentation, content, and relevance using this form: <https://www.montgomerycollege.edu/academics/support/>

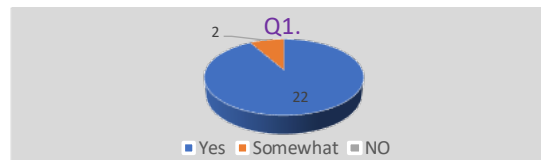
learning-centers/workshop-evaluation.html. The center received 24 evaluations from workshop attendees (see Figure 3.2). Below are the combined feedback questions and responses shared with the stakeholders for further analysis and collaboration:

- **92%** said the workshop content provided them with the skills they were looking for.
- **100%** said the presenters' materials (handouts, overheads, videos, etc.) were clear and helpful.
- **96%** said the workshop was very organized or above.
- **83%** agree or strongly agree that the presenter was engaging and knowledgeable about their topic.
- Workshops were exceedingly rated **excellent** (75%) and **very good** (25%).

Figure 2.2. Workshop Survey Responses

1. Did the content of this workshop provide you with the skills that you were looking for?

Question 1.	
Yes	22
Somewhat	2
NO	



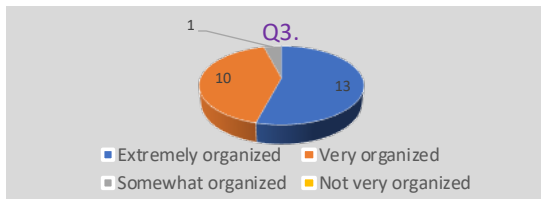
2. The materials (handouts, overheads, videos, etc.) used by the presenter(s) were clear and helpful.

Question 2.	
Yes	24
Somewhat	
No	
N/A	



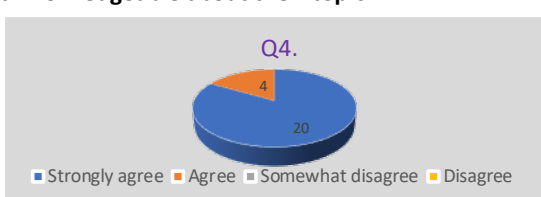
3. How organized was the workshop?

Question 3.	
Extremely organized	13
Very organized	10
Somewhat organized	1
Not very organized	



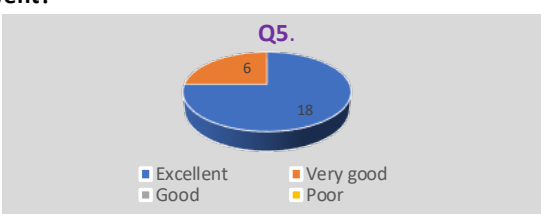
4. The presenter(s) were engaging and knowledgeable about their topic.

Question 4.	
Strongly agree	20
Agree	4
Somewhat disagree	
Disagree	



5. Overall, how would you rate the event?

Question 5.	
Excellent	18
Very good	6
Good	
Poor	



Professional Development

- Center staff attended the Data Analytics plus Database vs Data Lake vs Data Warehouse Platforms, and Artificial Intelligence (AI) and Machine Learning (ML) offered by the Angelbeat webinar on July 12, 2022, and received 4 CPE credit hours
- ASC staff registered for the Ad Astra live training for learning the features of the Align and Monitor on the scheduling software and how best the use of the software can help enrollment and benefit retention, success, and completion.

Equity and Inclusion

Mobile Food Market: An ASC staff member volunteered to help the Shaw Center's MC Mobile Markets at the Takoma Park/Silver Spring Campus. The Mobile Market is a partnership between Montgomery College and Capital Area Food Bank. The Mobile Market Program offers free fresh produce and nonperishable goods to students and the local community. The food is distributed on campus at no cost.

Services and Resources

One ASC staff member was elected as a Takoma Park/Silver Spring Campus Council member and attended the TP/SS Campus Council meetings. The staff member helped with a communication project to improve and streamline campus-specific communications and make information more easily accessible to empower employees to support students more successfully.

The ASC and WRLC-TP/SS collaborated with the TPSS Learning Support Services Center and WRLC-GT to offer non-academic virtual workshops to all three campuses in 2022. Fifty-six workshops, which included Transfer and Scholarship Essays, Study Skills, Note-taking (5 sessions), and Test Anxiety (four sessions), were offered to help students overcome exam stress.

Center Collaborations

Virtual Tutoring and Workshop: The Academic Success Center has been collaborating with the Rockville Digital Learning Center and the Rockville and Germantown Writing, Reading & Language Centers to offer virtual tutoring such as Office 365 workshops and World Language tutoring sessions. A staff member at the ASC attends each workshop to moderate, provide technical assistance, coordinate workshop schedules, and communicates with the College community. Another collaboration added to the Learning Centers Lead workshop program is the Learning Support Service, which provides learning skills like time management, note-taking, and test anxiety.

Confluence Conference & Open Mic: An ASC staff member supports the Confluence Conference and Open Mic by updating the Confluence website and events logistic needs during CY22. The events continue to support the Academic Affairs division goals of communicating, engaging, and connecting with students. The Humanities area

coordinated the events under the leadership of Dr. Sharon Fechter, Dean of Humanities, and the conference director, Professor Ivonne Bruneau-Botello, Chair of the Humanities Department. Montgomery College community members collaborate with DC Area Literary Translators (DC-ALT).

The annual Confluence Conference offers workshops and presentations that focus on interpretation, translation, discussion, networking, career development, and celebration. The title of this year's keynote was "**Watchdogs on freedom of speech and democracy: what went wrong in Afghanistan by translators.**" Mr. Zaki Daryabi was the keynote speaker, who founded the Etilaatroz newspaper in Afghanistan. He commented that he was grateful to get his family out of the country which fell to the Taliban. Mr. Daryabi talked about what he, as a journalist, observed inside politics, international institutes, and decision-making meetings, especially to the rule of translators on how they promote injustice and discrimination. The Open Mic (4/8) and Confluence Conference (4/9) were successfully held as planned; there were **181 attendees**. The ASC staff attended several meetings to prepare for the events and provided logistic support such as hosting virtual conference links, sending communications, helping with flyer design, promotion, and advertising. The staff continues to serve as technology support to all the panelists, recording the conference proceedings, editing the four-hour videos, and publishing the recorded videos on the website.

2023 Goals

- Help Collegewide implementation of Accudemia, the newly adopted tutoring appointment software. The software will help the learning centers manage the following:
 - Provide data collection tools to faculty and staff for assessment purposes
 - Connect the assessment of programs and services to budget management, program review, and strategic planning
 - Link collegewide goals to departmental goals within the assessment process and reporting efforts.
- Continue to update the content of the Virtual tutoring, Learning Centers websites, and the Academic Success Center's (ASC) website to support the students, faculty, and staff, and to support the Academic Affairs division goals of communicating, engaging, and connecting with students.
- Support the 2023 Confluence conference and Open Mic by updating the Confluence website and events logistic needs, and to support the Academic Affairs division goals of communicating, engaging, and connecting with students. The event will be held on March 25, 2023.
- Work with faculty in history, political science, and philosophy to reduce the DFW rates in those areas. Work with faculty in history, political science, and philosophy to reduce the DFW rates in those areas. The center will continue to offer four workshops in 2023 to assist world language students with their cultural project assignments. Students present their projects in class at the end of the semester. Seven review sessions will be scheduled to help students before

their final exams.

Challenges and Resources Needed

Given the current needs of the community, the ASC is understaffed. There are only two staff positions, one full-time and one part-time, with the part-time position currently vacant. To ensure that students receive support for consistent quality student services, both staff members need to be working full-time. Inadequate staffing will harm the progress of the center. With additional staffing, more students will benefit from the ASC's resources. The center staff members have been working through this challenge for several years. Working with the current limited resources is not sustainable.

STEM Learning Centers – Collegewide

Introduction

The STEM Learning Centers at MC include five physical locations and the Virtual STEM Learning Center (VSLC), a collaboration of the physical learning centers. These centers promote student success, primarily for students in science, engineering, mathematics, and technology, through tutoring, mentoring, demonstrations, review sessions, and workshops. Resources such as anatomy models, books, calculators, microscopes, and slides are available for student use as appropriate. The inclusive environment of the centers encourages students to work with our knowledgeable tutors to become more informed and confident in their academic endeavors. Our staff, faculty, and student tutors support students both at the physical locations and online via the Virtual STEM Learning Center.

The STEM Learning Centers helps students by offering the following:

- tutoring
- mentoring
- conducting workshops, demonstrations, and review sessions
- providing space for other academic success supports
- facilitating group and individual study (with tutoring available as needed),
- making loaner calculators, textbooks, anatomy models, and other support materials available to students, and
- supporting the academic endeavors and career preparedness of current and prospective students.

Locations and Hours

Table 3.1. STEM Learning Centers' Locations

Learning Center	Location	Campus
Virtual STEM Learning Center (VSLC)	Online	Collegewide
Ackerman STEM Learning Center (ALC)	Science West 109	RV
Math Learning Center (MLC)	Math Pavilion 242	TP/SS
Science Learning Center–TP/SS (SLC-TP/SS)	Math Pavilion 243, 244	TP/SS
Mathematics, Accounting, Physics and Engineering Learning Center (MAPEL)	Student Affairs and Science 202	GT
Science Learning Center–GT (SLC-GT)	Biosciences Education 244	GT

Table 3.2. Virtual STEM Learning Center Operational Hours 2022

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Spring	9 a.m.– 9 p.m.	9 a.m.– 9 p.m.	9 a.m.– 9 p.m.	9 a.m.– 9 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	CLOSED
Summer	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 5 p.m.	CLOSED	CLOSED
Fall	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	CLOSED

Table 3.3. Ackerman STEM Learning Center In-Person Hours 2022

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Spring and Fall	9 a.m.– 4 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 4 p.m.	10 a.m.– 3 p.m.	CLOSED
Summer	9 a.m.– 4 p.m.	9 a.m.– 4 p.m.	9 a.m.– 4 p.m.	9 a.m.– 4 p.m.	9 a.m.– 4 p.m.	CLOSED	CLOSED

Table 3.4. Math Learning Center–TP/SS In-Person Hours 2022

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	9 a.m.– 3 p.m.	11 a.m.– 3 p.m.	CLOSED

Table 3.5. Science Learning Center–TP/SS In-Person Hours 2022

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	9 a.m.– 3 p.m.	CLOSED	CLOSED

Table 3.6. MAPEL Center In-Person Hours 2022

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 4 p.m.	10 a.m.– 3 p.m.	As needed

Table 3.7. Science Learning Center - GT In-Person Hours 2022

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 4 p.m.	11a.m.– 7 p.m.	11a.m.– 7 p.m.	11a.m.– 7 p.m.	9 a.m.– 4 p.m.	10 a.m.– 3 p.m.	As needed

Offering a Variety of Learning Modalities

As our community has transitioned back to on-campus learning, we continue to recognize that some students need the learning modalities introduced to them during the pandemic. Students could have academic, work-related, or family obligations that make on-ground learning difficult. In order to expand our accessibility, the STEM Learning Centers offer services in varied modalities at accessible times of day. This flexibility is largely facilitated by the Virtual STEM Learning Center (VSLC). The VSLC allows students to access learning center services from anywhere and at any time the VSLC is open. The VSLC also allows tutors, review sessions, and workshops from one learning center to be accessible to students from any campus. This model, begun during the pandemic—remains highly successful due to the expanded learning options it provides to students.

When possible, it is advantageous for students to learn in-person because doing so eliminates the limitations of technology and increases experiential learning opportunities. On-ground group sessions, like reviews and workshops, facilitate peer-to-peer learning among students which helps establish important learning networks. Currently, all of the following learning options are offered by STEM Learning Centers in both virtual and on-ground options:

- One-on-one tutoring
- Group tutoring
- Faculty-led recurring group review sessions for specific courses
- Faculty-led group open labs allowing access to hands-on resources
- Group study skills and time management workshops

Center Highlights

Achievements

- Students who utilized the STEM Learning Centers did better than those who did not (see Table 3.8).
- Student peer tutors greatly benefit from their experiences by re-enforcing their discipline skills, developing leadership and communication skills, and growing through mentoring from dedicated STEM Learning Center staff and directors.
- The demand for in-person services has increased as classes return to campus; however, there is still a demand for virtual services. The STEM Learning Centers continue to collaborate by sharing resources to staff the VSLC.
- The STEM Learning Centers have increased their offerings of workshops and review sessions, including those that focus on specific courses, exam preparation, and study skills.

Table 3.8. Comparison of ABC Rate for Students Using or Not Using the STEM Learning Centers*

	Students Who Utilized the STEM Learning Centers	Students Who Did Not Utilize the STEM Learning Centers	Statistically Significant for LC Users ABC Rate better than Non-LC Users
Course	ABC Rate	ABC Rate	p-value
BIOL 150	67.1% (104/155)	54.9% (383/697)	0.00285
CHEM 131	73.1% (133/182)	56.8% (316/504)	0.000146
MATH 165	60.0% (30/50)	51.0% (177/349)	0.11

*Preliminary data for Fall 2022

Tutoring Usage

Group Tutoring

Small group tutoring is an effective way to serve multiple students working on the same topics at the same time. By grouping students, staff can serve multiple students with the same questions at once. The benefits of this strategy include the following:

- reduced need for repetition of information
- encouraging students to teach and learn from one another
- social network development
- interactive study skills

Once the students become engaged with the group, the tutor can focus on individuals who may need more one-on-one support. Small group tutoring is less frequent in the VSLC due to the logistics involved and subsequently there is diminished student-to-student communication during group sessions.

Individual Tutoring

We have found that students receiving one-on-one tutoring support are more likely to return to the center. When students trust the center staff and tutors, they experience increased motivation, self-confidence, and self-efficacy, three factors that increase persistence and completion. In addition, noncognitive skill needs can be addressed that could address success barriers, such as hunger, homelessness, family struggles, childcare issues, and lack of funds for basic living expenses. Individual and group tutoring can support the whole student, connecting students with resources and services at the college.

Because more courses are now offered on campus, on-ground tutoring and center usage has increased as students have become aware of the availability of the STEM centers. However, the STEM learning centers continue to also offer virtual services, especially since these remain popular (i.e. for students who have difficulty getting to campus).

An example of an avenue by which students began to utilize the STEM centers was through the growing collaboration with the Early College program (see Tables 3.10 and 3.11).

Spring	3144
Summer	593
Fall	1670

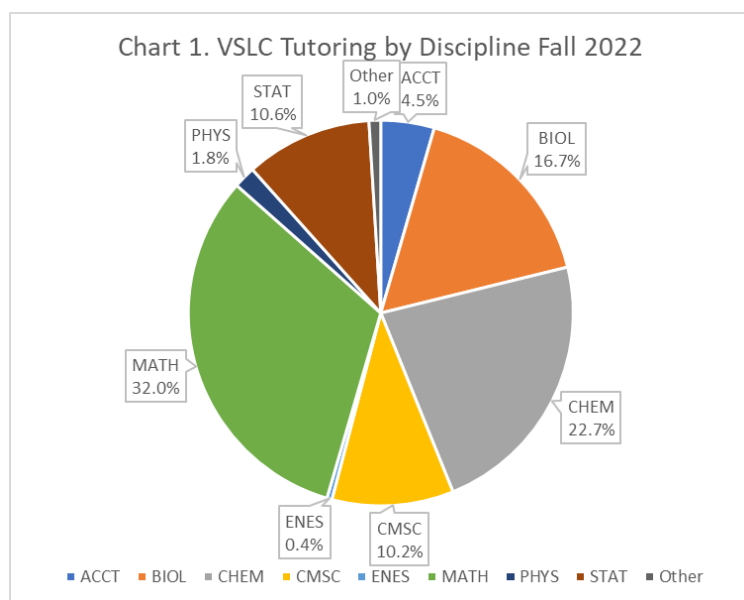
Table 3.10. Comparison of In-Person Tutoring Visits to STEM Learning Centers Between Fall 2021 and Fall 2022

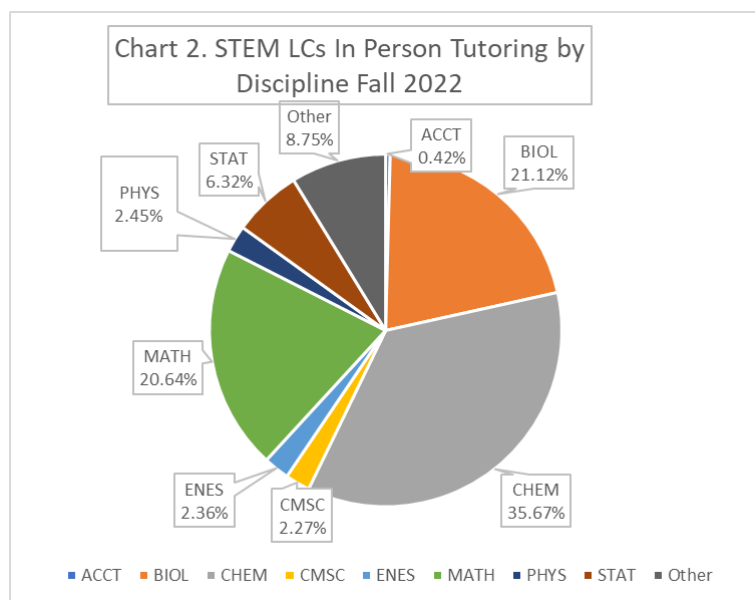
	Fall 2021	Fall 2022
ALC	1228	5858
MLC	162	919
SLC-TP/SS	580	901
MAPEL	228	1007
SLC-GT	639	2469
Total	2837	11154

Table 3.11. Early College Students enrolled at MC in Fall 2021 and Fall 2022

	Fall 2021	Fall 2022
Distance Learning	8	0
TPSS	38	63
RV	143	122
GT	245	187
Total	434	372

The STEM Learning Centers are responsible for subject tutoring in many disciplines (see Charts 1 and 2), and therefore require significant tutoring personnel to accommodate students in all of these courses. Tutoring demand is highest for both math and chemistry, likely because of the high enrollment in these rigorous disciplines. Statistics (MATH 117) is a high demand course, and alone accounts for 10.6% of virtual tutoring and 6.32% of in-person tutoring. The demand for CMSC is also increasing. The STEM Learning Center managers use these data to make informed decisions regarding the allocation of tutor resources.





Workshops and Orientations

Workshops (such as Brain Training, How to Study STEM Subjects, Time Management, etc.) and orientations (visits to classrooms to inform students of the availability and use of the STEM learning centers) were significantly curtailed during the COVID-19 pandemic. However, as comfort levels with utilizing remote resources such as Zoom have increased (especially among faculty members), invitations to present orientations to students have increased. This has also been true for on-ground orientation presentations during the fall. Examples of workshops at the STEM learning centers include:

- Brain Training
- Time Management
- How to Study STEM Subjects
- Math for Science Students
- How to Write a Lab Report
- How to Use a Microscope
- The Dichotomous Key
- Biology Fridays
- Chemistry Fridays
- BIOL 212/213 Open Labs

Group Study Sessions and Exam Reviews

Group study sessions occur spontaneously at each physical center. Reviews were conducted online throughout the year via the VSLC to maximize access and safety for all.

Table 3.12. Attendance at Review Sessions and Workshops Hosted by STEM Learning Centers (combined Spring and Fall 2022 Semesters)

In-Person	692
Online	381
Total	1073

Resource Usage

- The centers have been able to fill all requests for calculators.
- Study rooms are being utilized by faculty, learning assistants, and students.
- Computer labs are back online and being used by students in the centers.
- Anatomy and physiology models are available in the Science Learning Centers on GT and TPSS as well as the Ackerman STEM Learning Center.
- Microscopes and slides for various Biology courses are also available.
- Print resources, such as textbooks and solutions manuals, are also available in the physical centers.

Student Feedback

Student feedback was collected both through personal correspondence and through the online Student Feedback Surveys conducted in both the spring and fall semesters.

According to students...

- It is a great opportunity, amazing that it is free too!
- Staff did a great job of providing me a calculator once and the space seems nice.
- I appreciate this service helped my grade improve tremendously!!
- I loved the environment it was very quiet, professional, comfortable. And I found that I was able to finish a lot of work.
- The center is great. It supports students in achieving their everyday goal.
- I like that the Center has everything.
- Well organized space with lots of studying options like group studying, independent study and tutoring.
- Love the center, I went there almost every week this semester, it was really helpful!!!
- I like how the center is put together because you have tutors to help students with work for their classes. Also the fact that it is a free space because students can come in at any time to just sign so they can be there to study for a big test or an exam etc.
- I like how the center is a clean and quiet environment where I can study in between my classes. I also appreciate how face masks are available.
- I think it is helpful that the Center is available for students because it can help those who are struggling with a specific course.
- The center is pretty unique! It's a great place to do studying with a group compared to the library where it's much quieter. I also found the computers to be more enjoyable in comparison because of the monitor size.
- I want to send my special regards to chemistry tutoring team.
- I really like the tutoring services because I usually don't have time to go to the professors office hours.
- I only used the in-person tutoring as I learn better that way. I have no complaints about

the center. It was well organized and I was able to get help relatively quickly (depending on the time and the day).

- The tutors are nice, and always ready to help.
- The services really helped me improve my grades
- Great space to meet for group projects and study groups.
- Everything was helpful.
- I found it very easy to go in and setup an in person meeting with a tutor for the class I was struggling in. The tutor was also very knowledgeable about the subject I needed help with(Phys 161).
- In person help was free and easy to walk in.
- I found the Center very useful as a place to just get work done either by myself or with others. In the Science Center West and Science Center area it can be kind of hard to find places to sit but the Ackerman lab completely eliminated that problem.
- It's a quiet place with people that helps and also it has desks and outlets.
- Everything was helpful, it was a space where I could do my work as well as ask help if needed.
- Accommodation for group study was excellent.
- The workers were very helpful. The space was clean and kept me focused.
- Getting homework done went quicker since help was right there when I needed it.
- Tutors explained really well subjects that were unclear.
- It was a nice and peaceful place to do work in between classes. Single day calculator loans were very useful too when my calculator was out of battery.
- I found the services very helpful because they did a good job at explaining and helping me understand an assignment. The tutors were explaining things to me step by step until I understood the material.
- I found the center helpful because it provided me with a quiet area to study and do work.
- The center provides a relatively quiet environment in which I can focus better on assignments.
- The study rooms were useful for doing study sessions with my classmates.
- The employees were very helpful, they help address my dead calculator battery quickly and efficiently.
- I did find the service helpful because the tutor really helped me a lot and it benefitted me in my class.
- I found it helpful to get tutoring, especially when your professor isn't available.
- Center has a very friendly and professional environment. Text books are available all the time.
- I found the tutoring service useful. I didn't find any services I used to be not helpful.
- Tutors were very helpful. Love the layout of the lab. Whoever came up with the "Scan your ID to sign in" system is a genius, and the people who made this happen wonderful too. You guys could've taken that convenience much further though.
- The ability to use the computers and independent study space allowed me to easily do homework and find the time to do my work in a warm environment cause it started getting cold outside.
- It was helpful because a wide variety of services were offered that would be beneficial to students.
- It was very useful, it allowed me to study and get help on work that I had while I was on campus with free time.

- I was able to study individually and then when I needed help, the chemistry/math tutors were able to answer all of my questions quickly. I enjoyed studying there.
- I found that having a place I know I can go to study was really useful for me, especially since there is no other place on campus like it.
- It was very helpful to be able to work in the group study rooms and have space to work as a group, rather than working out in the open.
- Quiet space, with white boards and markers make it easy to concentrate and work alone or in a group.
- The center is organized and the tutoring system is effective.
- It was a great place to study and do homework, ask questions when needed, and bump into classmates to work together
- It was a quiet place to study and finish any assignments
- ***The best thing about the pandemic is the creation of the Virtual STEM Learning Center!***
- ***My experience was really great with the STEM virtual tutoring center.*** It was very accommodating and my tutors were the best.
- ***The virtual tutoring is awesome***—I used it for [BIOL150] and the faculty lecture/lab review sessions were great and I appreciate having the student tutors available as well to get feedback or confirm understanding. Please continue to have the tutoring available via zoom for those of us students who cannot make it to campus. The virtual tutoring was an amazing MC support!
- I think you guys are doing a fantastic job with what you were given and I really appreciate all the work you do for the students.
- Thank you for assisting me throughout chem class. With your assistance, I was able to score 100 on my chem lab and earned an A for my final grade.
- I just wanted to thank you for helping me with chemistry. I passed the final exam and the course. I couldn't have done it without you.
- I ended up with a B in the class, something I didn't think it would happen but thanks to you I did. I have no words other than gratitude to you for the dedication and patience you had with me in teaching me about this subject.
- I just wanted to say thank you for helping me with tutoring for my recent exam. The exams before this I completely failed, and I knew I had to change something, so I began to go to your sessions. I got an 80 % on this exam. I know it's not the best, and I can do better, but it's a HUGE improvement from my last two. Thank you and I will keep on improving!
- I feel very fortunate to have the opportunity to such amazing tutors because without them I wouldn't have earned my associate degree.
- I truly appreciate all the help I received during the time I was a student at Montgomery College. I really learned a lot from you and all the tutors.
- Thank you for ***providing support and an excellent facility*** to have studied and pursue my academic certifications.

Professional Development

STEM Learning Center staff completed all required training in 2022 and participated in professional development, when possible, given the demands for tutoring. Examples of professional development for the staff of the STEM Learning Centers include:

- APPEL Corps
- Mental Health First Aid Training

- 37th Annual National Collegiate Learning Center Conference
- 55th Annual CRLA Conference
- Leadership Development Institute squared
- MC Learning Centers Staff Retreat
- Global Leadership
- Fall professional development workshops
- Understanding Empathy and Its Correlation to Student Success
- Tips for Returning to Campus-Based Operation
- Data Summit 2022
- Academic Enquiries
- NIST Intern Presentations
- Equality and Inclusion Antiracism Strategy
- Annual Maryland College Learning Center Association Conference
- Many OEI workshops and forums
- Many OCRE workshops and forums
- Gender Pronouns Workshops
- Decolonizing Learning Centers
- Implicit Bias and Disability
- Spring Staff Professional Day (various panel discussions)
- Panel Discussion: Teaching and Learning Best Practices in Accelerated Courses
- E-Textbooks – Find Alternatives from Licensed Library e-Books
- The Art of Mindfully Communicating about Race and Racism
- Let’s Talk! (various presentations)

Equity and Inclusion

The STEM Learning Centers’ multinational, multicultural and multiracial teams always strive to provide equitable and inclusive support for MCs’ diverse student population. In “How to Be an Antiracist” (2019), Ibram Kendi describes antiracism as actively opposing racism through actions and expressions of ideas. Some of the antiracist activities in which the STEM Learning Centers have participated in 2021 include:

- Presentation to the President’s Executive Committee on behalf of the Office of Equity and Inclusion (OEI)
- Presentation to the President’s Executive Committee on behalf of the Office of Compliance, Risk and Ethics (OCRE)
- Membership in the President’s Advisory Committee on Equity and Inclusion (PACEI)
- Participation in the Racial Equity Action Leadership (REAL) Program
- Committee work crafting the MC Antiracism agenda (including the Antiracism Badge)
- Co-authoring the Antiracism Addendum to the PACEI Roadmap
- Membership in the PACEI Ad Hoc Committee for Realignment, Policy Development and Best Practices
- Membership in the OCRE Fellows, Ambassadors and Advisors Program

- Participation in OEI and OCRE sponsored presentations, workshops, forums, etc.
- Participation in the Social Justice Inclusive Leadership Institute (SJILI)
- Mentoring students to help with equity concerns (e.g., food, shelter, family, and mental health issues)
- Development of the Learning Center Social Justice Promise now displayed everywhere (website link and in the doc)
- Daily activities to promote student knowledge, comprehension, self-esteem, confidence, and success for all

The STEM Learning Centers strive to keep aware of the demographics of students who utilize our centers.

Table 3.13. Comparison of the Demographics of BIOL 150 students that used a STEM Learning Center and all BIOL 150 Students

	BIOL150 Students Who Used a STEM Learning Center	All BIOL150 Students
American Indian or Alaskan Native	4.97%	3.94%
Asian	14.94%	14.47%
Black or African American	37.27%	30.55%
White	34.16%	41.46%
Hispanic	33.76%	31.68%

Special Programs & Events

The STEM Learning Centers have participated in many programs/events that were conducted both remotely and on-campus, such as:

- Decolonizing the Learning Centers Workshops
- Gender Pronoun Workshops
- Asian-Pacific Heritage Month Events
- PACEI Involvement and Events
- Compliance and Ethics Involvement and Events
- New Faculty Orientation
- New Faculty Conference
- Part-time Faculty Conference
- Student employee recognition and appreciation
- Start-of-semester Learning Center information tables

Center Collaborations

- Fortnightly meetings with directors of all ten learning centers
- Weekly meetings with directors of all five STEM learning centers
- Participation in semester orientation activities with Student Life
- Procuring, training, and implementation of Accudemia software

- Providing space and support to the Learning Assistant program
- Offering space in study rooms for faculty to provide virtual office hours
- Providing space, support and collaboration with Achieving the Promise Academy coaches
- Offering support, tutoring and space to students in the Achieving Collegiate Excellence and Success (ACES)
- Offering support, tutoring, space and sometimes employment to students in the Early College program
- Serving on various committees and participating in presentations offered by the Office of Equity and Inclusion (OEI), Office of Compliance, Risk and Ethics (OCRE), and the President's Advisory Committee on Equity and Inclusion (PACEI)
- Coordinating activities and services with the Digital Learning Centers (DLC)
- Providing open computer labs at the MAPEL Center and the Ackerman Learning Center (ALC), even during periods when fully remote
- Coordinating with various activities and responding to the needs and requests of our instructional deans, department chairs, lab coordinators, counselors, and advisors
- Participating in the Talent Share program to acquire hosts and a tutor for the VSLC
- Providing embedded classroom to targeted courses
- Participation and facilitation of college- and campus-wide events such as Global Connections, MC Asian Heritage Committee, and Takoma Park/Silver Spring International and Multicultural Student Center
- The STEM Learning Centers have proven to be effective learning spaces for ATPA Coaches and Learning Assistants, and we anticipate that our student tutors will continue to be recognized as Learning Assistant material
- Ackerman STEM Learning Center developing Brain Training Workshops with the Rockville Biology Department
- Exploring collaboration with computer science department to develop experiential learning projects

The Virtual STEM Learning Center (VSLC)



Figure 3.1. VSLC Co-Directors

Top (L to R): Dave Bergtold, MAPEL Center and Science Learning Center GT; Owen Powers; Science Learning Center TPSS, Bharat Dhakal, Math Learning Center.
 Bottom (L to R): Chris Powell, Math Learning Center; Carol Burbage, Ackerman Center; David Burkart, Ackerman Center

The VSLC has many faculty members, staff, and student employees who attend the three different campuses of Montgomery College. This umbrella operation allows students to access STEM tutoring no matter where they are. At the beginning of each semester, all workers can create their scheduled hours and the courses in which they tutor. No matter which campus a student may attend, they always have the option of using the Virtual STEM Learning Center for academic support. In addition, the codirectors of the VSLC have regularly scheduled meetings to discuss concerns and issues around MC Students and how we can better serve them.

Update on 2022 Goals

The STEM Learning Centers have made progress in their 2022 goals to the extent possible with the available resources. For example, the STEM Learning Centers returned to the campuses successfully. Marketing efforts increased and some of the vacant positions were filled as quickly as they could be. However, resource limitations continue to be problematic, especially given the need to provide both online and on campus services.

2023 Goals

- The primary goal of the STEM Learning Centers has always been **to provide the best possible support for student success** within the constraints of resources available.
- Although reliable, multiyear data indicate that **students who utilize the learning centers do better than students who do not**, understanding the effectiveness of the learning centers, more might be done to improve how students can benefit from using the LCs.
- Improved marketing, the use of social media, and more classroom orientations will provide **additional avenues of increasing utilization**.
- **Complete the hiring processes** for vacant positions that have been approved, and **advocate for additional permanent staff positions**.
- Reinforce working relationships with STEM department chairs and continue to forge new connections with faculty, staff, and students.
- Full implementation of Accudemia software.

Challenges and Resources Needed

MLC and SLC-TP/SS

During Spring 2022, the MLC and SLC-TP/SS moved to a temporary space until Spring 2024. The size of the temporary space is less than what we occupied in P1. The Math Learning Center needs additional staffing to continue to meet the needs of students. As our new Math and Science Learning Center building opens in 2023, this need will be even greater. Moving to the new larger space in the Fall 2023 will require hiring at least **three new full-time staff positions: one Master Tutor and two Instructional Associates**. We anticipate greater student volume due to the expanded space. Having an additional

member added to our team will help the MLC and SLC-TP/SS be better equipped to handle the needs of students at Montgomery College.

Ackerman Learning Center

Additional permanent staffing in the form of two additional Instructional Associate positions is needed because of the size and amount of student traffic in this learning center. Additionally, Instructional Associates provide both in-person and virtual tutoring. One half-time administrative aide to assist staff tutors with some of their administrative duties would increase the availability of staff for student services, such as tutoring.

MAPEL Center and SLC-GT

- The SLC-GT has filled one of the two vacant Instructional Associate positions that emphasize the biological sciences, and recruitment continues for the second position. There has been a dearth of qualified candidates due to the current "employees' market". Additional permanent tutoring staff is needed to accommodate the requirement to manage in person and virtual tutoring simultaneously.
- The MAPEL Center has moved to a larger space and needs to fill the two Instructional Associate positions earmarked to accompany that move to handle the expected influx of students. The MAPEL Center currently only has one part-time Instructional Associate position for math, accounting, physics, engineering, and computer science tutoring in our 64+ hour week. Additional permanent tutoring staff is needed to accommodate the requirement to manage in person and virtual tutoring simultaneously, especially with the creation of the Virtual College.

Writing, Reading, and Language Centers Collegewide Collaboration

Though the three Writing, Reading, and Language Centers represent different campuses with somewhat different cultures, we have worked closely to align services, policies, and procedures across all three centers to ensure a similar experience for all students, no matter the campus. During AY22, this resulted in close collaboration on demographic data analysis, the Writing Groups for Student Success (funded by a Montgomery College Innovation Grant), and professional development for WRLC staff and faculty tutors.

Student Success Data

Using ENGL102 as a benchmark course, preliminary data reveals that students enrolled in ENGL102 in 2021 who used the WRLCs did significantly better than students who did not (see Table 4.1). The ABC rate for students who used the WRLCs was 88.4% versus 69.2% for students who did not. Thus, students who used the WRLCs were almost 20% more likely to receive an ABC grade than students who did not.

Table 4.1. Comparison of ABC Rate for Students Using or Not Using the WRLCs*

	Students Who Utilized the WRLCs	Students Who Did Not Utilize the WRLCs	Statistically Significant for LC Users ABC Rate better than Non-LC Users
ENGL102	88.4% (334/378)	69.2% (1528/2209)	Yes

*Preliminary data from Spring 2021

Writing Groups for Student Success

In 2022, with the continued support of an **Innovation Grant**, the Writing, Reading, and Language Centers (WRLCs) offered affinity-focused and social justice-oriented **writing groups** for students.

The groups were focused on literature from the African diaspora, Latin American literature (in Spanish), LGBTQ+ literature, and Asian-American literature. By participating in these writing groups, students learned strategies for improving reading comprehension and written expression (in various languages including English), as well as made connections between writing and their identities. In partnership with the Office of Academic Alliances, participants also learned about opportunities for transfer, particularly to HBCUs, HSIs, and MSIs. All participants who met program requirements received a stipend, books, and connection to transfer resources and opportunities. Facilitators included faculty tutors Emma Muñoz, Charles Washington, Jennifer Lee, and

WRLC staff members Mimi Yu (GT), Jess Pajak (GT), Xianghui Xing (RV), and Lucy Grinnell (RV).

These affinity-focused writing groups for student success had over 236 student contacts in 2022. In Spring 2023, the WRLCs will offer college-wide, student-centered writing groups directed towards **Black, Latinx, Asian, and LGBTQ+ students**.

2022 Shared Professional Development

- In Spring 2022, Felicia Rose Chavez, author of The Anti-Racist Writing Workshop, gave two workshops in conjunction co-sponsored by the WRLCs, the Office of Equity and Inclusion, and ELITE, “Adapting our Teaching Habits,” and “Self-Advocacy for Students.”
- The WRLCs hosted representatives for information sessions from the MC Libraries and Dual enrollment during our fall tutor in-service.
- Jeremy Lignelli (WRLC-TP/SS) led a workshop for tutors from all WRLCs on assisting students with writing transfer essays
- WRLC staff, including Jin Khademi, Elysse Meredith, and Lucy Grinnell, coordinated and ran the first-ever Learning Centers Staff Retreat during Advising Day.
- In 2022, WRLC staff members took a significant role in preparing to launch Accademia, with 15 staff members serving in 18 positions across all five Accademia subcommittees:

Subcommittee	Staff	WRLC
Integrations	Tanya Camp	TP/SS
	Elysse Meredith	GT
Administration	Lucy Grinnell	RV
	Jin Khademi	RV
	Elysse Meredith	GT
	Mary Mowen	TP/SS
Marketing and Instructional Materials	Ellen Ayres	TP/SS
	Jin Khademi	RV
	Louise Ng	GT
	Anthony Nguyen	RV
	Yi Sheh	GT
Training	Karyn Brown	RV
	Jeremy Lignelli	TP/SS
	Anthony Nguyen	RV
	Mimi Yu	GT
Communication	Shaline Kirkland	TP/SS
	Luis Mata Portillo	RV
	Jess Pajak	GT

In March 2022, Lucinda Grinnell (WRLC-RV), Elysse Meredith (WRLC-GT), and Charles Washington (ENGL/READ) presented at the Maryland College Learning Centers Association Conference on “Society, Success, and Self: Developing Affinity-Focused Writing Groups to Support Student Success and Engagement.” This presentation discussed the development, successes, and take-aways from the Innovation Grant-funded writing groups.

2023 Shared Professional Development Goals

- **Accudemia:** Increase student access to our services and decrease barriers
- We will conduct a **pronoun poster campaign** in Spring 2023 to raise awareness of the use of the singular “they.”
- Through online modules and guest speakers (as resources allow), **train faculty tutors and staff on linguistic diversity and justice** as it relates to writing centers.
- **Continued retreats:** We are tentatively planning a WRLC retreat in May and continuing the Learning Centers Retreat on Advising Day.
- We will continue to partner with ELITE on professional development.

Writing, Reading, and Language Center—Germantown

Introduction

The Germantown Campus Writing, Reading, and Language Center (WRLC-GT) is dedicated to helping our diverse student body succeed through one-on-one tutoring and instructional support. Our staff and faculty tutors foster strong relationships with students, creating a welcoming environment where students know they can ask for and receive help.

Location and Hours

The WRLC-GT is located physically in Humanities Building 150 (HS150) on the Germantown campus. Our virtual services operate via the WCONLINE platform at <https://montgomery.mywconline.net/>. Virtual services are available during all operational hours. Because the part-time Instructional Associate position was filled in late FA21, we were able to make Sunday hours a permanent part of our schedule during CY22.

Virtual Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall/ Spring	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.–4 p.m.	10 a.m.– 2 p.m.	10 a.m.– 2 p.m.
Summer	9 a.m.–6 p.m.	9 a.m.–6 p.m.	9 a.m.–6 p.m.	9 a.m.–6 p.m.	9 a.m.– 12 p.m.	CLOSED	CLOSED

In-Person Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall/ Spring	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.–4 p.m.	CLOSED	CLOSED
Summer	CLOSED	9 a.m.–6 p.m.	9 a.m.–6 p.m.	9 a.m.–6 p.m.	CLOSED	CLOSED	CLOSED

Center Highlights

Achievements

- **100% tutoring appointment usage** in FA22 on 44% of tutoring days¹
- **An average of 76% tutoring appointment usage** for spring and fall.
- **In-person tutoring increased by 180%** from spring to fall.

¹ Usage percentages include no-shows and same-day cancellations as used time.

- Our weekly **Whiteboard Wall prompts** returned as a student engagement activity in Fall 2022, now facilitated by our student assistants!

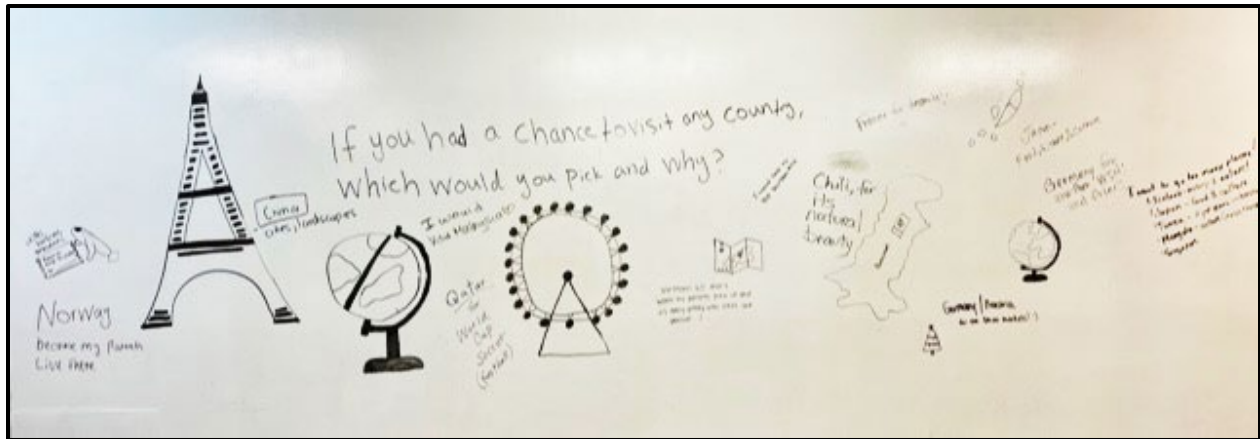
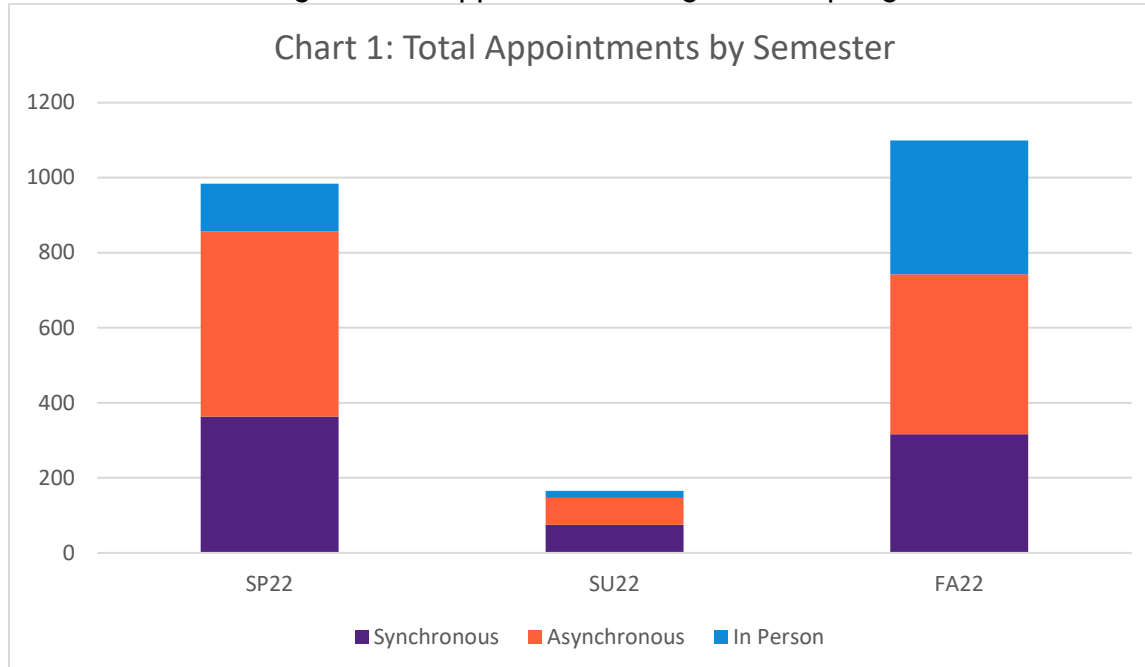


Figure 5.1: Whiteboard Wall Example

Tutoring Usage

- **2248 tutoring appointments held** in 2022, including 501 in-person, 754 synchronous online, and 993 asynchronous online (see Chart 1: Total Appointments by Semester)
- **90%+ appointment usage** on nearly 51% of tutoring days in the spring and fall, with an average of 76% appointment usage in the spring and fall²



² Usage percentages include no-shows and same-day cancellations as used time.

Workshops and Orientations

- **25 workshops held** (embedded and scheduled)
- **Over 315 workshop visits**
- **Over 300 orientation visits**
- **Over a dozen subject areas and specific programs reached**, including Biology, Communications, STSU, ELAP, English, sciences honors programs, the Southern Management Leadership Program, Early College and Dual Enrollment, and more (see Center Collaborations below)

Resource Usage

- **318 computer lab visits** by students in FA22
- **23 classes held** in the computer lab in FA22

Student Feedback

Students have many positive things to say about the WRLC-GT! Here are selected comments from our anonymous surveys:

- *I thought the writing center was so unbelievably helpful!*
- *The feedback made it easier to understand.*
- *I learned a lot. I really appreciate it.*
- *I felt overwhelmed with my exploratory essay, but [the tutor] was amazing...friendly, very intelligent and helpful. I hope to work with [the tutor] in the future.*
- *This is my first experience with Learning Center, and [the tutor] was a fantastic tutor; she gave me many suggestions and resources to improve my essay. I am pleased and grateful for the opportunity to learn from my mistakes and improve my writing. Like many immigrant people, I was afraid of my writing skills, which prevented me from asking for help. But now that I have overcome that barrier, I would like to thank being able to receive the invaluable support of this academic department. I know I need more practice, but I am confident that my writing will be better because of the people who work to help students like me.*
- *This was my first time using the writing center. [The tutor] asked great questions and made great points I would have never thought of.*
- *This was my first writing lab tutoring session. The suggestions [the tutor] provided addressed my reason for scheduling. I am amped to revisit my essay. Thank you [tutor]!*
- *WRLC tutoring is very helpful. The tutors give useful tips to students to improve their writing. I really appreciate it and highly recommend it.*

Professional Development

WRLC-GT staff and faculty both participated in and contributed to professional development within and beyond the college:

- WRLC staff attended the **Mid-Atlantic Writing Center Association** (MAWCA) Conference and the **Maryland College Learning Center Association** (MDCLCA)

Conference. Elysse Meredith co-presented at MDCLCA with Lucinda Grinnell (WRLC-RV) and Charles Washington (ENGL) on the WRLC's Writing Groups Innovation Grant.

- Elysse Meredith (director) was **elected Vice President** of MDCLCA and **Vice Treasurer** of MAWCA. She also completed her term as the Chair of Membership, Marketing, and Communications in the Montgomery College Rising Professionals Association (MCRPA) and began a term as the Chair of Community Engagement and Events.
- Elysse Meredith (director) published the article "Writing on the Wall" in *Unlimited Players: The Intersections of Writing Center and Game Studies*, co-written with Miriam Laufer.
- Mimi Yu (instructional associate) became part of the 29th cohort of the **Leadership Development Institute**.
- **50%** of WRLC-GT student assistants in CY22 are **Early College students** in their first professional position.

For professional development related to equity and inclusion, see the next section.

Equity and Inclusion

The WRLC-GT sponsored, coordinated, and participated in multiple equity and inclusion groups and events. Highlights include:

- **Writing Groups for Student Success**, an Innovation Grant-funded collaboration between all three WRLCs, continued in both semesters, with Germantown WRLC staff coordinating and (co)leading the LGBTQ+ group both semesters.
- Participation in **Frank Islam Athenaeum Symposia**.
- Completion of **Mental Health First Aid** by two staff members and **Suicide Prevention Gatekeeper Training** by one staff member. The majority of WRLC-GT staff are now certified mental health first aiders.
- Offering **fidget toys** at tutoring tables and throughout the WRLC to help all participants focus during sessions, promoting Universal Design by normalizing the needs of a neurodiverse population.

Services and Resources

- **Tutoring** in writing and reading across the disciplines, available in-person and synchronously and asynchronously online, is provided by WRLC-GT staff as well as part-time and full-time faculty tutors.
- **Workshops** on writing and reading topics are designed and led by center staff, which can be embedded into classes by faculty request. Workshops last 30 to 60 minutes.
- **Orientations** to WRLC-GT tutoring services and language software are provided throughout the semester by staff. Orientations can be during a class or during outreach events.

- **Language learning software** required by English Language for Academic Purposes (ELAP) and language courses are available in the center.
- **Technical support** is provided by staff and student assistants to students, staff, and faculty. Support is available for WCONLINE, word processing, ePortfolios, and software required by English Language for Academic Purposes (ELAP).
- **Instructional handouts** curated or developed by center staff are available digitally and in person for free to students, tutors, and faculty.
- The **computer lab** is available on campus for students to complete coursework and take online classes.

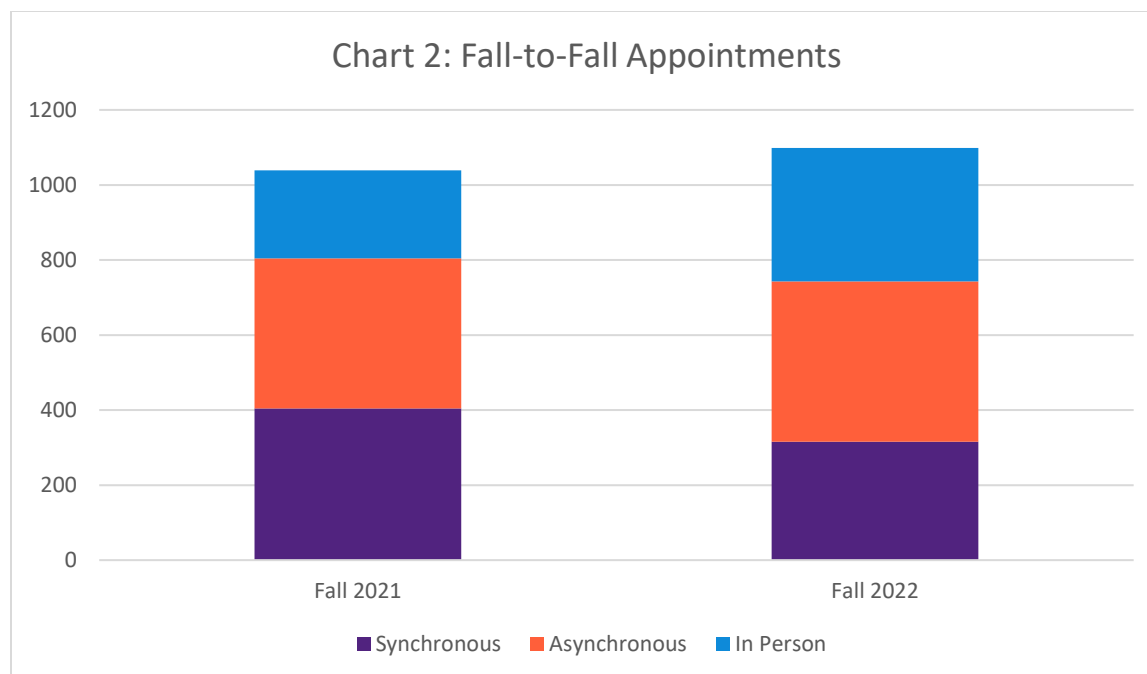
Center Collaborations

- **Accudemia:** All WRLC-GT staff participated in preparation for the Accudemia scheduling transition, serving on every subcommittee.
- **LGBTQ+ Writing Group:** In collaboration with the other WRLCs, the WRLC-GT continued to support the Writing Groups. In particular, Mimi Yu lead the LGBTQ+ Writing Group in Spring 2022 and Jess Pajak co-lead it in Fall 2022 with Lucinda Grinnell (WRLC-RV).
- **Virtual Campus:** Elysse Meredith (Director) served on the Virtual Campus Implementation Team.
- **P-Tech Dual Enrollment at Clarksburg High School Orientation:** WRLC-GT staff collaborated with ATPA and SHaW Center staff to present on College resources to the P-Tech Dual Enrollment Program.
- **Southern Management Leadership Program:** WRLC-GT staff collaborated with SMLP to present a workshop on transfer essays.
- **Instagram:** WRLC-GT staff and student assistants coordinate the shared Learning Centers Instagram, which now has 280+ followers!
- **ATPA:** The WRLC-GT collaborated with ATPA on Accudemia implementation and multiple resource information sessions for students.
- **Managers of ASC, STEM learning centers, and WRLCs** meet fortnightly to coordinate, collaborate, and support across the cohort; Elysse Meredith (Director) continued to serve as the meeting convener for 2022.
- **WRLC Directors** meet weekly to discuss and align services, initiatives, and collaborations.
- **Workshop Series:** The WRLC-GT continues to participate in the joint workshop series with the ASC, all WRLCs, MC Library, the Digital Learning Center, and others.
- **Digital Learning Center:** WRLC-GT staff collaborated with DLC staff to present advanced ePortfolio skills workshops.

- **Digital Storytelling Internship Program:** WRLC-GT tutoring staff attended Digital Storytelling Internship Program workshops, where they provided and modeled feedback techniques with the interns.
- **Clarksburg, Northwest, and Damascus High Schools:** WRLC-GT staff continued to present a summer workshop on writing college application essays to rising juniors/seniors.
- **Counseling Faculty:** WRLC-GT staff continued to provide ePortfolio workshops and support in STSU classes.
- **ELAP:** WRLC-GT staff continue to support the implementation of MyEnglishLab software in ELAP classes, in conjunction with the other WRLCs.

Update on 2022 Goals

- **Continue to Maintain Tutoring Usage and Embedded Support, and Expand Methods for Meeting Increased Demand.**
 - Tutoring usage remained steady between Fall 2021 and Fall 2022, with an 180% increase in in-person tutoring (see Chart 2: Fall-to-Fall Appointments).
 - Increased CAPDI ESH allowed for additional tutors in summer and fall
- **Continue to Increase Access and Equity in WRLC-GT Services** through ongoing tutoring initiatives and professional development, with a particular focus in 2022 on Universal Design.
 - Staff engaged in multiple initiatives and professional development opportunities, including the LGBTQ+ Writing Group, Virtual Campus Implementation participation, Mental Health First Aid training, and offering fidget toys (see Equity and Inclusion and Center Collaborations above for details and additional examples).
 - Staff worked to begin the transition to Accudemia, a new scheduling system that increases tutoring access for students through SSO, Banner integration, and ADA-accessible interfaces.
 - A review of handouts and workshops for universal design principles began in 2022 and will continue into 2023
- **Continue Current Collaborations and Explore Further Collaborations** as resources allow.
 - Particular notable additions include orientations and workshops for P-Tech Dual Enrollment at Clarksburg High School, Southern Management Leadership Program, and collaborations for Accudemia implementation (see Center Collaborations above).



2023 Goals

Due to careful maintenance of previous positions, the WRLC-GT maintains the strong position it has held in meeting students' demands. In addition to maintaining this status, we also plan to introduce two new goals for 2023:

- **Complete Accudemia implementation and transition**
- **Pilot peer tutoring program** to simultaneously **provide experiential learning** opportunities to students and **meet tutoring demand**

Challenges and Resources Needed

The WRLC-GT continues to have an overall reduction in staffing since FA19, having lost two Part-Time Casual Temp Instructional Associate positions and one Full Time Temp-With-Benefits Instructional Associate Position. As tutoring staff who can also assist with day-to-day administration, Instructional Associates have a critical role in the WRLC-GT's ability to meet students' needs. While increased CAPDI ESH and student assistant budget in CY22 alleviated some strain upon services, it remains difficult to find part-time faculty who are available to tutor during critical hours. Coverage issues are exacerbated by unforeseen circumstances, such as tutor illness, weather events, and power outages.

Because of limited tutor availability, the WRLC-GT had to turn away or waitlist 194 students³ in CY22, and we do not currently have the capacity to see walk-in students. Optimal tutoring generally occurs when appointments are at 75% capacity throughout the semester, allowing plenty of flexibility for walk-in students, tutor illness, and other

³ According to our scheduling system, 19 students (10%) were able to make appointments for the same day after joining the waitlist.

unforeseen circumstances. However, nearly three quarters of tutoring days are at or above this capacity, with over a third of tutoring days at 100% capacity.

As long as we are reliant on a contingent workforce, coverage issues and turn-aways will likely continue. However, we hope to alleviate some coverage issues and increase flexible scheduling by piloting a peer tutoring program in SP23. In order to continue best serving MC students, the WRLC-GT will continue to explore creative ways to fulfill tutoring demand and meet student needs in 2023.

Writing, Reading, and Language Center—Rockville

Introduction



The Writing, Reading, and Language Center in Rockville (WRLC-RV) provides accessible and inclusive academic support to all students at Montgomery College in effort to support student self-efficacy. In-person and virtually, the WRLC-RV offers tutoring assistance for all students for any writing assignment, from academic essays to lab reports, scholarship applications, creative projects, to annotated bibliographies. We foster a community of writing through workshops, orientations, special events, affinity-focused writing groups, and the writing Studio. The WRLC-RV computer lab (MT 020) offers space and assistance for students to access instructional software and complete language lab hours as well as for students to receive World Languages tutoring.

Location and Hours

The WRLC-RV is the only MC learning center with two locations: Humanities 002 and Macklin Tower 020. The Humanities location offers one-on-one tutoring, The Studio (a collaborative writing space), orientations, writing groups and workshops. The Macklin Tower location offers a computer lab and world language tutoring.

Operational Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall/Spring	9 a.m.–8 p.m.	9 a.m.–8 p.m.	9 a.m.–8 p.m.	9 a.m.–8 p.m.	9 a.m.–4 p.m.	11 a.m.–3 p.m.	1 p.m.–4 p.m.
Summer	9 a.m.–7 p.m.	9 a.m.–7 p.m.	9 a.m.–7 p.m.	9 a.m.–7 p.m.	9 a.m.–1 p.m.	CLOSED	1 p.m.–4 p.m.

In-Person Hours Fall 2022							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	10 a.m.– 7 p.m.	10 a.m.– 7 p.m.	10 a.m.–7 p.m.	10 a.m.– 7 p.m.	10 a.m.– 4 p.m.	CLOSED	CLOSED

Resilient MC in the WRLC-RV

In an effort to meet students “when and where they are,” we offer tutoring seven days a week. Tutoring sessions are appointment-based and occur on-ground and remotely through e-tutoring (asynchronous) and online (synchronous) one-to-one sessions. In 2022, all tutoring appointments were scheduled on the hour and sessions were up to 45 minutes in length, allowing time for the tutor to fill out our client report form and upload their documents between appointments. We currently use WCONLINE, the same tutoring platform used before remote operations, for all tutoring. In 2022, we also offered workshops, orientations, writing groups, and special events for students.

In Spring and Summer 2022, demand for virtual tutoring surpassed that of in-person. Similarly, while our computer lab was open five days a week this past year, we had little student traffic for computer use. Student use of the lab was also impacted by the ongoing construction outside Macklin Tower during spring and fall semesters in 2022.

Though we were challenged with finding enough part-time tutors as well as with frequent faculty tutor absences due to illness, student usage and demand for in-person tutoring increased dramatically in Fall 2022. We had **500 more** in-person tutoring appointments in 2022 than in 2021 and our utilization of in-person and virtual tutoring was at or above capacity almost the entire fall semester.

Center Highlights

Achievements

- In addition to offering numerous class orientations, the WRLC-RV made more than **6,240** student contacts in 2022 through **tutoring (Reading and Writing and World Languages), workshops, writing groups, computer lab usage, and the Studio**. Additionally, more than **2,231** students visited our center for use of the digital language lab and computer classroom (including orientations).
- In Fall 2022, utilization of virtual and in-person tutoring exceeded expectations to the point of needing to limit student appointments to 3 per week. When resources allow, we offer students up to two tutoring appointments per day.
- In Fall 2022, we hired a new part-time instructional associate, Tina Togafau, allowing us to increase our availability to students.
- Affinity-focused writing groups for student success had **236** student contacts in 2022
- For professional development, staff and faculty tutors participated in workshops on **anti-racism** and linguistic diversity organized by WRLC directors and staff.



Reading and Writing Tutoring Usage

Table 1. WRLC-RV AY21 – AY22 Tutoring Data			
	2021	2022	% Change
Winter(Written Feedback & Live Virtual) *	36	50	16%
Spring (Written Feedback)	1819	1154	-22%
Spring (Live Virtual)	848	663	-12%
Spring (in-person)	n/a	569	100%
Summer I and II (Written Feedback)	316	330	2%
Summer I and II (Live Virtual)	197	135	-19%
Summer I and II (in-person)	n/a	42	100%
Fall (Written Feedback)	1612	1015	-23%
Fall (Live Virtual)	652	533	-10%
Fall (in-person)	293	793	46%

* Winter virtual tutoring was offered on a limited basis during the first two weeks of January.

Additionally, **World Languages** tutoring had 121 virtual appointments and 33 in person appointments.

Chart 1: WRLC-RV Appointments by Semester

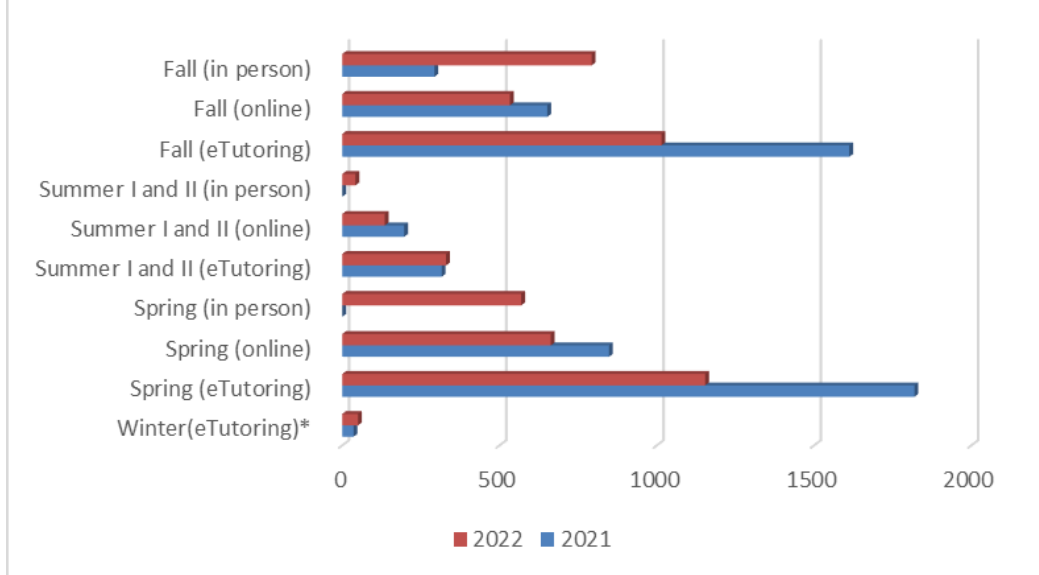
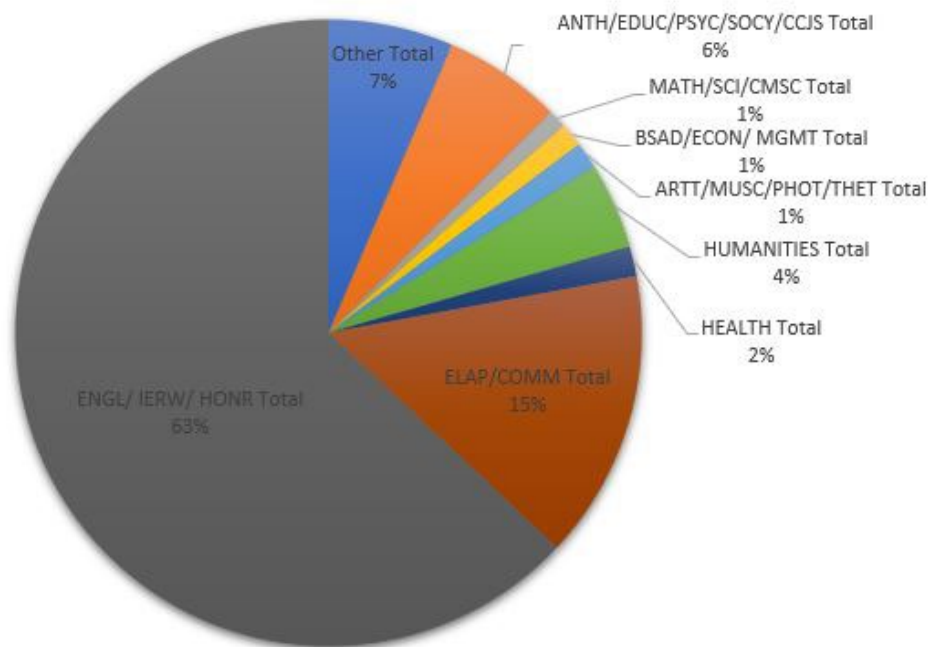


Chart 2: FA22 Appointments by Discipline



Fall 2022 Utilization

- Virtual tutoring averaged **97% utilization** (including last minute cancellations and missed appointments) beginning September 19, 2022.
- In-person tutoring averaged **87% utilization** (including last minute cancellations

and missed appointments) beginning September 19, 2022.

Workshops and Orientations

- In the Spring and Fall 2022 semesters, WRLC staff and faculty tutors offered over a dozen **workshops**, including on reading strategies, writing essentials, thesis statements, paraphrasing, and planning for the writing process.
- There were **58** participants in spring and fall workshops.
- In Summer 2022, faculty tutor, Diana Martin offered a four-week workshop, “Unpacking Your Emotional Backpack: Facing Your Fears When It Comes to Writing,” garnering **40** student contacts throughout the summer.
- In Spring 2022, most students accessed the WRLC’s video orientation, which explains how to use our services. However, in Fall 2022, we offered **20** orientations to classes on tutoring services. Additionally, instructional assistants and the assistant director offered MyEnglishLab orientations to **518** students. We also continued to assist students on MyEnglishLab with questions they had outside of orientation by email and phone calls to better serve the student needs.

Student Feedback

- “___ was a spectacular tutor that really helped me understand how to create a better thesis!”
- “_____is a great tutor. She helped bring out ideas I didn't know I had in me.”
- “I highly recommend students like me to take advantage the online tutoring because it helps a lot. I have improved my writing skills.”
- “I love that the feedback I received was very detailed. It helped me see my errors that I can prevent in the future.”
- “It was my first time going to writing center. First impression was absolutely perfect. I will definitely recommend my peers to go.”


Professional Development and Service

- In Spring 2022, Jin Khademi, assistant director, won the Montgomery College Staff Outstanding Service Award for Customer Service.
- Jin Khademi, assistant director, serves as secretary of the Employee Services Council from AY22.
- Janice DuFour, instructional assistant, serves as secretary of APPEL Corps for AY22.
- In October, Karyn Brown, instructional associate, and Dr. Lucy Grinnell, center director, presented “Un-English:” Global Englishes in the Writing Center” at the International Writing Center Association annual conference in Vancouver, Canada.
- Kicking off English and Reading’s theme of **Linguistic Justice**, Karyn Brown and Jason Youngkin, offered “Linguistic Diversity: Global Englishes” during Fall Humanities days.
- Throughout the Fall 2022 semester, Anthony Nguyen, instructional assistant, helped jump-start and became advisor for two student-led clubs: **MC Vietnamese**

Student Association and MC Flag-Football Club. The **Office of Student Life** acknowledged that both clubs had impressive membership and involvement in campus activities.

- Dr. Lucy Grinnell, director, continues to serve as the staff advisor for the Pride+ student club and co-coordinator of MC Pride & Allies.
- Jin Khademi, assistant director, continues to pursue her M.Ed. in Distance Learning and E-Learning at UMGC and Dr. Lucy Grinnell, director, continues to pursue her M.Ed. in Higher Education at Penn State. Tina Togafau, instructional assistant, is a PhD candidate at the University of Hawaii in Creative Writing.

Equity and Inclusion



Latinx Literature Summer Workshop
Facilitated by Professors Emma Muñoz and Alejandro Leopardi

Discutiremos la obra de Julia Alvarez, *En el Tiempo de las Mariposas*. La conversación se llevará a cabo en español y inglés y los participantes pueden leer el libro en cualquiera de los dos idiomas.

We will discuss Julia Alvarez's book, *In the Time of the Butterflies*. Meetings will include discussion in English and Spanish, and participants can read the text in either English or Spanish.

All participants who meet program requirements will receive a book and a stipend of \$100.
All participants must be current MC students.
Sponsored by the Writing, Reading, and Language Centers.

Latinx Literature Summer Workshop

Days: **Thursdays**
Dates: **June 9, 16, 23, 30**
Time: **1:30 - 2:30**
Location: **Hybrid**, in-person in **HU 005** Rockville campus, and via **Zoom**

Meeting ID: **937 5091 4562**
Passcode: **189987**

<https://montgomerycollegezoom.us/j/93750914562?pwd=aHRVNiZlHSElPm9kYVYVNiZlM1V1V6ZlZ09>
For more information or to request an accommodation, please contact writingcenter.rockville@montgomerycollege.edu

- Dr. Xianghui Xing, instructional associate, served on the President's Advisory Council on Equity and Inclusion until Spring 2022 and is trained as a search advocate. Dr. Lucy Grinnell has served on PACEI since Fall 2020.
- In Spring 2022, Dr. Emma Muñoz, Charles Washington, and Jennifer Lee, faculty tutors at the WRLC-RV, facilitated affinity-focused writing groups focused on Latinx/Hispanic, Black diasporic, African-American male, and Asian American literature, writing, and identities.
- In Fall 2022, Dr. Emma Muñoz, Dr. Lucy Grinnell, and Dr. Xianghui Xing facilitated affinity-focused writing groups focused on Latinx/Hispanic, LGBTQ+, and Asian American literature, writing, and identities.
- Karyn Brown, instructional associate, serves on the steering committee of the Universal Design Center.

- In Fall 2022, Dr. Lucy Grinnell, center director, offered a workshop on inclusive language for the Grants department as well as co-organized a decolonizing community of practice at MC.

Special Programs & Events

The Studio: Throughout 2022, led by Karyn Brown, the Studio, (HU007) continued its mission as a creative place for students to write, read, think, and talk about writing. Ms. Brown is also the staff advisor for the student Creative Writing Club.

- A small space with 4 tables for individual or small group study, the Studio supports MC values of equity and inclusion and self-efficacy. In 2022, the Studio served **109** students.
- The studio also sponsors virtual special events related to writing and reading such as poetry readings for National Poetry Month.



Services and Resources

Technical Support and Quick Questions: All of our staff, and particularly our instructional assistants, provide technical support for WCONLINE including monitoring and tracking appointments, answering questions from students, and forwarding client report forms to professors.

We are also continually working to update student resources on our webpage. This year we have added videos of some of our workshops and plan to add more in the coming year.

Center Collaborations

- Jin Khademi helped the **American Sign Language** coordinator with WCONLINE by creating their schedules, offering technical assistance when needed, and providing helpful WCONLINE handouts to the faculty tutors.

- In the first half of Fall 2022, Jin Khademi, center assistant director, served as interim host for the collegewide shared **Virtual Workshop Series** between the WRLCs, the Academic Success Center, the Digital Learning Centers, and the Libraries.
- In Spring 2022, the WRLCs partnered with the **Presidential Scholars Program** to offer writing groups to students. TPSS instructional associate, Ms. Shaline Kirkland, and RV faculty tutor, Dr. Maurice Johnson, offered the groups. We hope to continue this partnership in Spring 2023.
- During the tenure of the Innovation Grant, the WRLCs partnered with the **Office of Academic Alliances** to provide information on seamless transfer to participants in the affinity-focused writing groups.
- Karyn Brown, instructional associate, offered editorial support to **Digital Storytelling** interns.
- Dr. Lucy Grinnell, director, presented on a panel on virtual academic support services during **National Distance Learning Week**.
- Prior to the start of the Fall 2022 semester and season, Anthony Nguyen presented to over 80 student athletes at **MC Athletics Orientation Day** to share the WRLC's resources and services.
- During the 2022 Fall semester, Professor Melissa Montoya hosted a **Spanish Global Classroom** in collaboration with a University in El Salvador. Her students utilized the WRLC's Digital Language Lab to interact with students live in real-time through GoogleMe, a video conference feature. Jin, Anthony, and Luis provided technical support to Professor Montoya and her class.

Update on 2022 Goals

The WRLC-RV's major goals and objectives are to improve the quality of writing and increase student success by:

- **Supporting student writers across the curriculum.**
 - In 2022, we continued offering both in-person and virtual tutoring options for students. In Spring 2022, we resumed in-person class orientations and use of the Studio in-person.
- **Encouraging and facilitating a culture of writing on campus.**
 - We continued to offer access to writing support in our Studio as well as offered affinity-based writing groups.
 - As detailed above, we held various literary and writing focused events in celebration of heritage months and National Poetry Month.
 - Due to a focus on switching to new tutoring software, we are still in the initial planning stages of developing a peer tutoring initiative.
- **Creating a writing center that is radically inclusive, stands for social justice, and serves as a hub of intellectual engagement.**
 - We continued conversations on how to build an inclusive learning environment for LGBTQ+ students, faculty, and staff.

- We continued tutor and staff professional development on anti-racist tutoring and linguistic justice within the writing center.
- We expanded our affinity-focused writing groups in 2022 with the addition of a LGBTQ+ focused group.
- We continued to provide visuals (displays, posters, etc.) in the center as well as on Instagram that promote social justice and create a welcoming atmosphere.
- **Collaborating with faculty and administration to decrease the College's DFW rate and improve student learning outcomes.**
 - In line with the English and Reading program's focus on Reading, we have been further developing workshops and materials focused on reading skills.
 - Dr. Lucy Grinnell, director, continued her work on the PACEI Goal One Committee on Student Equity, which is tasked with monitoring college-wide work to improve persistence, retention, and completion/graduation/transfer of all students, particularly African American male and Latinx students.

2023 Goals

The WRLC-RV's major goals and objectives are to improve the quality of writing and increase student success by:

- **Supporting student writers across the curriculum.**
 - We will begin implementation of Accudemia software in Spring, fully implementing in Summer Session 1. This software will increase student access to our services and decrease barriers.
 - In 2023, we will continue offering both in-person and virtual tutoring options for students. In Spring 2023, we will resume in-person tutoring that is primarily walk-in based.
 - As resources allow, we plan to provide a quick question desk for Spanish in the Macklin 020 digital learning and language lab.
- **Encouraging and facilitating a culture of writing on campus.**
 - We will continue to offer access to writing support and activities via our Studio.
 - With the support of Innovation Fund, we will continue to offer our affinity-focused writing groups in Spring 2023. For Fall 2023, we hope to do the same, as resources allow.
 - As resources allow, we plan to pilot a peer tutoring initiative in Fall 2023.

Creating a writing center that is radically inclusive, stands for social justice, and serves as a hub of intellectual engagement.

- We will continue tutor and staff professional development on anti-racist tutoring and linguistic justice.
- In Spring 2023, we plan to hold events in celebration of heritage months and for National Poetry Month.
- We will continue to provide visuals (displays, posters, etc.) in the center as well as on Instagram that promote social justice and create a welcoming atmosphere.
- In collaboration with the other learning centers, we will create a pronoun campaign to increase awareness of equitable pronoun usage and destigmatize the use of they/them as a singular pronoun.

Collaborating with faculty and administration to decrease the College's DFW rate and improve student learning outcomes.

- In line with the English and Reading program's focus on Reading, we will continue developing workshops materials and resources focused on reading skills.
- In conjunction with the English and Reading program, provide training to faculty and staff on linguistic diversity and justice through online modules and guest speakers (as resources allow).
- Dr. Lucy Grinnell, director, will continue her work on the PACEI Goal One Committee on Student Equity, which is tasked with monitoring college-wide work to improve persistence, retention, and completion/graduation/transfer of all students, particularly African American male and Latinx students.

Challenges and Resources Needed

As a result of the popularity of virtual tutoring and in order to maintain effective operations, the WRLC-RV will need the same level of CAPDI ESH as it has received this fiscal year from the VP/Provost's budget. Considering the high level of utilization of our services and the lack of available faculty tutors on campus due to ESH constraints as well as other commitments, we may need to hire part-time faculty tutors externally in the coming year.

Writing, Reading, and Language Center—Takoma Park/Silver Spring

Introduction

The Writing, Reading, and Language Center, Takoma Park/Silver Spring campus (WRLC-TP/SS) serves as a resource to students, faculty, and staff and provides academic support services to students in all classes that require reading, writing, speech, and pronunciation in American English and world languages. Services provided include one-to-one and group tutoring, world languages review sessions, specialized workshops, and, when on-campus, access to instructional technology, the Microsoft Office Suite, print services, and various resources assigned by faculty. In addition, the WRLC-TP/SS provides support to students by increasing access to academic support, fostering engagement, promoting self-efficacy, and helping them connect with the MC community.

Location and Hours

The WRLC-TP/SS is located in Resource Center (RC) 105. Virtually, the WRLC-TP/SS is available to students at <https://montgomerycollege.mywconline.net/>. The Resource Center also houses the Library; together, these two units provide an integrated service that helps students learn how to approach assignments and gain the skills needed to meet the high academic requirements of their courses.

Operational Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall/Spring	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 4 p.m.	9 a.m.– 1 p.m.	1– 4 p.m.
Summer	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 4 p.m.	CLOSED	CLOSED

In-Person Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 4 p.m.	CLOSED	CLOSED

Resilient MC in the Writing, Reading, and Language Center-TP/SS

The WRLC-TP/SS continued to face and overcome pandemic challenges through 2022 and provided uninterrupted academic support services.

- The WRLC-TP/SS continued to provide remote services, and it increased availability for on-campus services semester after semester to better meet the diverse needs of our students.
- Virtual tutoring continued to be offered seven days (7) per week, including nights and weekends. On-campus tutoring saw a marked increase of 80 percent utilization from spring to fall. This hybrid modality allowed the center to continue

to be accessible and convenient to students online while also meeting the needs of students who learn best in person.

- During this period of hybrid operations and continued social distancing, the Academic Success Center (ASC) continued its joint operations with the WRLC-TP/SS in RC 105. Operating jointly, the staff of the WRLC-TP/SS and ASC collaborated to provide convenient in-person and virtual services to students enrolled in Humanities and Social Sciences courses. To illustrate, students were able to receive content tutoring for courses such as psychology from the ASC and then writing support from the WRLC-TP/SS, all in one convenient location. Joint services included virtual and on-campus tutoring, virtual workshops, access to computer labs, and access to a food pantry. In addition to serving students in an innovative and convenient manner, this collaboration also alleviated some of the stress caused by understaffing.

Center Highlights

Achievements

- Services offered **7 days/week virtually**, including nights and weekends, to meet the needs of students when and where they are
- Services offered in **hybrid modality** to meet the needs of students both online and on campus
- **Continued joint operations** with the Academic Success Center to provide increased academic support for students enrolled in Humanities and Social Sciences courses
- **85.19% overall utilization** of available virtual tutoring appointments during Fall 2022; 87.5% utilization after the first two weeks of the semester; 92.78% utilization after midterms; 100% utilization rate for nearly one-third of the semester
- **2.7% increase in tutoring sessions** from 2021 (3,990) to 2022 (4,097)
- **80% increase in on-campus tutoring sessions** from spring (202) to fall (363)

Tutoring Usage

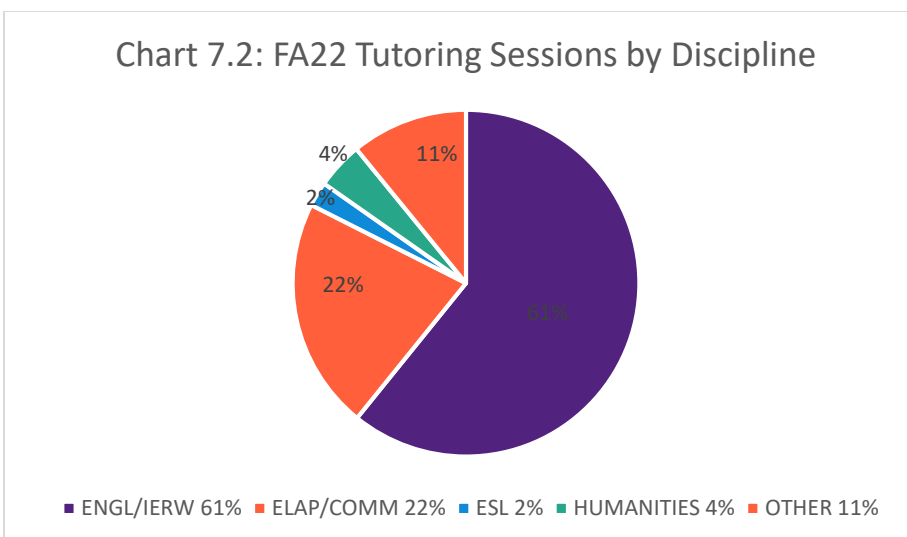
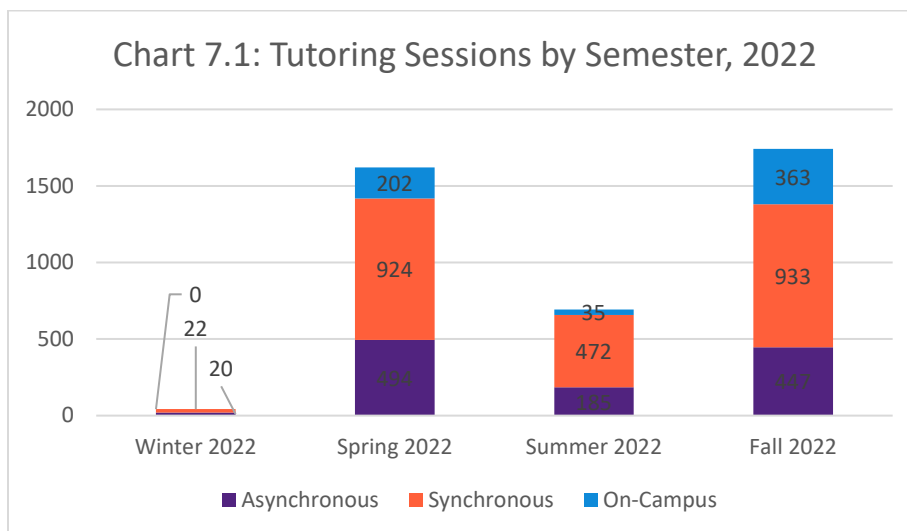
- **4,097 tutoring sessions** conducted in 2022 (see Table and Chart 7.1: Tutoring Sessions by Semester, 2022 and Chart 7.2: FA22 Tutoring Sessions by Discipline)
- Approximately **246,000** minutes spent tutoring
- **100% utilization** for nearly one-third of the Fall 2022 semester
- **2.7% increase in tutoring sessions** from 2021 (3,990) to 2022 (4,097)
- **80% increase in on-campus tutoring** from spring (202) to fall (363)

It needs to be noted that while there was a 2.7% increase in tutoring sessions from 2021 to 2022, this increase should have been higher. During the entire calendar year, one part-time instructional associate was on medical leave, and during the Fall 2022 semester, one full-time instructional associate was placed as the acting manager while the

director partook in professional development leave. Additional funds to hire faculty tutors were supplied to help provide tutoring coverage, but this coverage was not equivalent to the hours the instructional associates would have worked. Had these instructional associates worked their entire schedule, it is quite possible that approximately 1,700 sessions would have been conducted in the spring semester and over 1,800 sessions would have been conducted in the fall semester, bringing the year's total to 4,300, for an increase in tutoring sessions of 7-8% instead of 3%. Regardless, an increase of 3% is still noteworthy, considering the decline in overall enrollment.

Table 7.1: Tutoring Sessions by Semester, 2022

Modality	Winter 2022	Spring 2022	Summer 2022	Fall 2022	Total
Asynchronous	20	494	185	447	1,146
Synchronous	22	924	472	933	2,351
On-Campus	0	202	35	363	600
Total	42	1,620	692	1,743	4,097



Workshops and Orientations

- One project that grew out of collaboration with the other WRLCs and the ASC is the **virtual workshop series**. This virtual service has resulted in each center being able to deliver a proportionate number of workshops while reaching a wider audience without duplicating efforts across centers. **56 workshops** were delivered and **347 students** were served.
- Professors may request **orientations** during which an entire class may be brought to the WRLC-TP/SS to learn about the Center's tutoring policies and other services. During orientations, students in courses that require the use of specific instructional software are enrolled in that software. During remote operations, orientations are conducted via Zoom. **95 orientations** were delivered in 2022: 40 in the spring, 12 in the summer, and 43 in the fall.
 - Faculty also have the option of embedding our orientation materials into their Blackboard courses and/or syllabi. [Here is the link to our orientation video via YouTube: https://www.youtube.com/watch?v=IxIzX0QRWkw](https://www.youtube.com/watch?v=IxIzX0QRWkw).
- Fall 2022 marked the first semester faculty began to regularly reserve the language lab for classroom use. During the Fall 2022 semester, the language lab was reserved **50** times by courses in the following subjects: ELAP (2), ENGL (24), IERW (12), and SPAN (12).

Resource Usage

- **Technical Support:** The WRLC-TP/SS answers quick questions and provides technical support to students through the following email address: wrlc.TP/SS.general@montgomerycollege.edu. Staff and student employees answered **2,219 student questions** in 2022, which is a 10% increase from 2021 (2,014).
- **Computer Labs:** The WRLC-TP/SS houses three computer labs: Computer Tutorial Language Center (CTLC) (PC lab, 33 seats); Language Lab (PC lab, 25 seats); and Satellite Language Lab (PC lab, 6 seats).
 - All computers in these labs are equipped with the Microsoft Office software suite and can access the Internet and recommended cloud-based instructional software. In addition, students have access to Ink Labs SmartStation (a cloud-based print service), a scanner, and an ADA-compliant desktop magnifier, located in the CTLC.
 - Computer lab access was made available to students effective Fall 2021. There were **49** computer reservations in the Spring 2022 semester and **39** computer reservations during the Fall 2022 semester, for a total of **88** computer reservations for the entire year.

Student Feedback

- Each semester, the WRLC-TP/SS conducts surveys via WCONLINE, our current tutoring scheduling software. In Fall 2022, **94% of students** who replied to the WRLC-TP/SS survey would recommend our tutoring services to their classmates

or friends. Below are samples of student feedback regarding their experiences at the WRLC-TP/SS.

- "I love how I was given suggestions for the content of my essay rather than just grammar, Thank you."
- "The tutor help me with my questions and concerns on my assignment. I found the tutor very helpful answering my concerns with my assignment and my tutor took time understand my concerns."

Professional Development

- WRLC-TP/SS faculty and staff are committed to staying up to date with their professional development. In 2022, faculty and staff attended and/or participated in the following professional development opportunities.
 - MC ELITE Professional Week, "Implementing Universal Design Best Practices"
 - MC ELITE, "Teaching for Tomorrow: HyFlex Course Design"
 - Frank Islam Athenaeum Spring 2022 speaker series: Ross Gay, poet and activist, "Joy and Gratitude"
 - MC Confluence: Translation Conference, "Welcoming the Stranger"
 - Exploring Decolonization at MC: Issues and Challenges
 - "Adapting Our Teaching Habits Workshop" with Felicia Rose Chavez
 - Universal Design Center, Inclusion by Design Summit
 - 10th Annual Humanities Days at Montgomery College, "Linguistic Diversity: Global Englishes"
 - "Open Pedagogy and Its Significance on Equity and Inclusion"
 - The Chronicle, "Higher Ed's Digital Future: Community Colleges"
 - Arizona State University, "Designing the Future of Academic Support"
 - James River Writers' Conference
- In addition, WRLC-TP/SS faculty and staff participated in internal professional development opportunities curated by the collective WRLCs. Please see the **Writing, Reading, and Language Centers' shared introduction, pp. 36-37**, for a complete description of collaborative professional development.

Equity and Inclusion

- **Universal Design:** In August 2021, Montgomery College launched a Universal Design Center (UDC). Staff attended various workshops throughout the year on topics such as removing barriers in our working and learning environments; using accessible information; communication technology; inclusive physical environments; and promoting inclusion, social justice, and cultural competence. Lessons learned were then incorporated into our services; our orientations PowerPoint and accompanying video. Handouts and other instructional videos were redesigned to incorporate UD principles.
- **Accessibility:** The WRLC-TP/SS continued to offer synchronous and asynchronous tutoring, as well as limited on-campus services. Over the past one year, on-campus usage has steadily increased, though virtual services continue to be the most utilized. This modality allows students to access vital academic

support when it fits their schedules. Our evening and weekend hours were expanded to meet the needs of students who have work, home, and other obligations that may prevent them from accessing our services during traditional work hours.

- **Affinity-Focused and Social Justice-Oriented Writing Groups:** Please see the Writing, Reading, and Language Centers' shared introduction, pp. 35-36, for a complete description of these student writing groups.

Special Programs & Events

- **Referral Program:** Referrals provide students an opportunity to work at a scheduled time with a specific tutor throughout the entire semester. Referrals are requested by professors on behalf of students who are enrolled in one of the following courses: ELAW 980, ELAI 990, IERW 001, and IERW 002. Because WRLC-TP/SS referral placement is dependent on tutor availability, referral requests from other disciplines are considered on a semester-by-semester basis. For 2022, **64%** of referrals received a grade of A, B, or C. See Table 7.3: Referrals by Semester, 2022.

Table 7.3: Referrals by Semester, 2022

Semester	Requested	Matched with Tutor	ABC	DFWI	Dropped
Spring 2022	15	15	10	5	0
Summer 2022	15	15	12	3	0
Fall 2022	11	11	5	6	0
Total	41	41	27	14	0

Services and Resources

- **Tutoring** for all classes that require reading, writing, speech, and pronunciation in American English and world languages
- **Referrals** for students to work at a scheduled time with a specific tutor throughout the entire semester (selected courses only)
- **Workshops** on writing, reading, grammar, and study skills
- **Orientations** during which students learn about the Center's tutoring policies and specific instructional software
- **Instructional handouts** on topics related to reading, writing, grammar, study skills, and others
- **Technical support** for tutoring and language-learning software

Center Collaborations

- **Joint Operations with the Academic Success Center:** For a complete description, see **Resilient MC in the Writing, Reading, and Language Center, TP/SS** on the first page of this chapter.
- **Learning Center Directors:** Perhaps one of the greatest collaborations that was strengthened over the course of the past three years is the working relationship between learning center directors across all campuses. Since the onset of the

COVID-19 pandemic, the learning center directors have met once every two weeks, resulting in greater unity and cohesion of services offered. While the culture, as well as staffing and resource levels, vary by campus, leading to differences in services offered, working remotely and collaboratively has enabled centers to become more closely aligned with one another.

- **Collaborative Workshop Series:** For a complete description of this workshop series, see p. 59 of this chapter and pp. 15-16 in the Academic Success Center's chapter.
- **Writing Groups:** Please see the Writing, Reading, and Language Centers' shared introduction, pp. 35-36, for a complete description of these student writing groups.
- **Achieving the Promise Academy (ATPA):** The learning centers and ATPA continued collaboration through shared professional development, marketing, and usage of the same tutoring scheduling software.
- **Digital Storytelling Internship Program:** Through an Innovation Fund grant, English and Reading faculty created the Digital Storytelling Internship during Fall 2019. Jeremy Lignelli, Instructional Associate, has liaised and served as the WRLC-TP/SS representative since then, providing MC student interns with hands-on assistance and guidance during bi-weekly meetings.

Update on 2022 Goals

- **Collaborations**
 - Continue collaborations across learning centers and increase collaborations with other departments
 - See the previous section regarding collaborations.
- **Increase Access and Equity and Inclusion**
 - Continue to build upon the work surrounding access and equity and inclusion with a focus on anti-racist pedagogy.
 - Continue to offer evening and weekend tutoring hours to accommodate student needs. Offer services asynchronously, synchronously, and on campus to meet the needs of students when and where they are.
 - Achieved by
 - Social Justice Promise
 - Professional Development speakers
 - Participation in Universal Design Center book club meetings
 - Increased weekend hours, including Sundays

2023 Goals

- **Collaborations**
 - Continue collaborations across learning centers and increase collaborations with other departments. Possible future collaborations include the following:
 - Dual Enrollment Programs
 - WDCE
 - Virtual Campus

- Nursing and Biology Departments
- **Improved Tutoring Scheduling Collegewide**
 - Implement Accudemia, a collegewide tutoring scheduling system that integrates with Banner and MyMC. This process has already begun, and full implementation across all learning centers and ATPA is expected to occur in 2023.

Challenges and Resources Needed

- **Additional ESH** would help decrease the tutoring walk-off rate/inability for students to see a tutor, as well as provide release time for staff to develop workshops and materials to meet the needs of our ever-changing student population. From Fall 2009 to Spring 2020, the Center operated with the same number of staff it has today. At the end of Spring 2020, one full-time instructional associate retired, and this position had not been filled until January 2022 due to the hiring freeze. An increase in ESH would allow the Center to hire more faculty tutors in lieu of staff. However, scheduling faculty tutors efficiently would continue to depend on faculty ESH loads as well as the days and times faculty would be available to tutor.

Conclusion and Looking Ahead to Report 2023

Montgomery College Learning Centers have led the College in helping students achieve **access, engagement, self-efficacy, and community**. In addition, the past year has demanded that we respond to student learning modality needs and preferences: online tutoring, e-tutoring, virtual help desk support, on-ground tutoring, workshops and review sessions. We continue to see partnerships grow within the learning centers and across the college. We continue to see centers innovating, meeting students where they are, and guiding students to “cultivate a love of learning” and “help students seek a fulfilling life” (Eggenschwiler, 2019). We have come together as a unit in challenging times and are a more cohesive group than ever before (Benton, Camp, Meredith, & Grinnell, 2020). Students are being served by the flexibility of our services and by the enormous support of faculty recommendations (Benton, 2022).

We have also embarked on a journey following the Presidential Advisory Committee on Equity and Inclusion to bring antiracist pedagogies and inclusive experiences into the centers, such as professional learning on translanguing support and early data on the multi-linguistic capabilities of our staff members—tutors, directors, and student employees. At this time, more than 50 employees self-report as multi/bilingual. With this in mind, we consider the following:

By increasing tutor awareness of varied ways of writing and languaging through tutor training, professional development and [student] groups related to translanguaging and translanguing approaches, we believe that tutoring [and learning centers] can become more inclusive of the diversity and language literacy practices of students while challenging standard notions of academic writing in higher education (Schreiber, B., Lee, E. Johnson, J., & Fahim, N, 2021, p. 93).

Anchored by linguistic diversity, the possibilities for academic support truly are endless for our students and the innovations that Montgomery College Learning Centers can support. When staffing and resource shortages can be addressed, we anticipate having an even greater impact on our students’ academic successes and Montgomery College engagement.

Finally, in last year’s report, we announced a series of retreats, fall and spring. We have been able to conduct both retreats, one leadership and one all-center retreat. This tradition will continue this year. These practices inspire new learning and support small and large group morale. Secondly, both inspired and bestirred by COVID=19’s next normal, we are leaning into the imagination of a new way of academic support. As such, we take heed: “Higher education’s future lies in the exercise of the human imagination...The historical imagination, the kind of thinking that lets us grasp other places and times, as well as the sort that suggests lessons for the present and future, is essential” (Alexander, 2020, p. 238-239). As we reflect on what is now in place—varied modality and a new collegewide, cloud-based data collection system—and think ahead

toward the new East County Education Center, we look forward to “peer(ing) over the horizon” (p. 240) and designing centers that build access to college, student engagement, student self-efficacy, and a community for our Montgomery College students.

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