INTERsections
The Academic Affairs Chronicles
February 2019

A Message from Dr. Sanjay Rai

"Only those with tenacity can march forward in March"
— **Ernest Agyemang Yeboah**

We are entering March this week moving us quickly towards mid-semester. While you've all been deeply engaged in student success efforts, I wanted to share a few significant and exciting highlights for this semester to-date:

The Academic Master Plan (AMP) implementation update has been released and can now be found here on our website. This report reflects the great collaborative efforts of the Academic Affairs division - faculty, staff, deans, and provosts. It reflects the interactions of individuals and groups across the College. It reflects the intellect and energy of our division and our joint commitment to our students. Annual AMP updates provide an opportunity for us to gauge our progress, quantitatively and qualitatively. What impresses me, and is implicit in this document, is the talent we have assembled in the Division and the Collegewide collaboration and teamwork. We have welcomed a new provost, new deans and department chairs, and new faculty, adding to the momentum to achieve common objectives. The signature asset of the Academic Affairs division is our talented team. Your creativity and passion ignite the excitement for discovery and learning in students from their first encounter until they are engaged alumni. Together, your incredible performance, highlighted here, is

encounter until they are engaged alumni. Together, your incredible performance, highlighted here, is reforming and transforming students' lives and Montgomery College.

Academic Affairs Day during opening week was a great opportunity to hear from faculty, staff, students, and parents about several key student success initiatives: Student Advising and Innovation – the Purple Plan, Early College and Middle College, Workforce Development and Continuing Education highlighting both Early Childhood Education and America's Promise (a US Department of Labor grant), and the Scholarship for Teaching Excellence. The panelists were engaging and it was great to hear from participants how these initiatives impacted them from their own perspectives. I learned a great deal that day, and I was very impressed by all of the presenters.

The College has also had a very successful Extended Winter Session. Now in its third year, the number of courses, sections, faculty, and students enrolled has increased yet again. And, again, course pass rates are very similar to those of the fall and spring semesters. This is an excellent opportunity for students to create a schedule that works best for them, and our faculty have risen to the challenge of meeting that very important need – for the three years we've run Extended Winter Session, over 2,000 students have benefited from these offerings.

I am pleased to share that I've received notification of new publications, one from Gregory Malveaux, coordinator of travel and study abroad and co-author Rosalind Raby *Study Abroad Opportunities for Community College Students and Strategies for Global Learning (IGI-Global).* This is the first book on community college education abroad. And, one from Lena Choudhary, associate professor for nursing, who published in the peer reviewed journal Nursing 2018. Her article describes the work that she and her colleague Jasline Moreno have employed to reduce incivility in the field of nursing using a simulation video and curriculum development. I am also pleased to share that Dr. Elena Saenz, Associate Senior Vice President for Academic Affairs has been awarded the League of Innovation's 2018 John and Suanne Roueche Excellence Award. On another note, Professor Shinta Hernandez, chair of the Department of Sociology, Anthropology and Criminal Justice, will be presenting on the Montgomery College United Nations Sustainable Development Goals Open Pedagogy Faculty Fellowship that she and Dr. Michael Mills, vice president of the Office of E-Learning, Innovation, and Teaching Excellence, offered for the first time in Summer 2018. The webinar is scheduled for Friday, March 8 from noon to 12:30 p.m. During the fellowship, faculty created renewable assignments that required their students to become agents of change in the community. The renewable assignments created by faculty fellows required that students tackle a United Nations Sustainable Development Goal through their open pedagogy coursework. There were 15 faculty fellows grouped into seven teams across 12 disciplines and three campuses. The open pedagogy assignments were deployed in 16 different courses and 25 sections across the College. Through the Fall 2018 fellowship, 571 students were impacted by this groundbreaking and transformative work. Click the link to see examples of the student assignments and to learn more about the fellowship . Registration for this webinar is available here. I am always excited to hear about the great work of our colleagues, and will

include such information in upcoming editions of *Intersections*. Send such information and recognitions to Dr. Laurie Savona, Operations Director, so they can be compiled for future publication.

For our next edition of *Intersections*, Margaret Latimer, Vice President and Provost of the Germantown Campus will provide the introduction. I will be in Russia for an exciting Fulbright Seminar. The Seminar is two weeks long and I look forward to sharing my experiences throughout via memos, and in the April edition of *Intersections*. I am very excited for this opportunity, and feel fortunate to be able to share what Montgomery College does so well, thanks to you, and to learn as well. I look forward to sharing this experience with you upon my return.

Enjoy the unpredictability of March! The rest of the semester will fly by.

Sanjay

New Math Corequisite Model
John Hamman

In the fall, the Mathematics Department launched its new developmental corequisite structure. Hundreds of students who tested into developmental math were able to simultaneously take a developmental and college-level course. This model of providing "just in time" support has been adapted by many institutions nationwide and has proven an effective way to remediate students while also decreasing time and cost to completion.

Faculty in the combined MATH 017/117 classes and the MATH 020/120 classes worked with students and developed curriculum to help them master both the developmental and college-level content. Additionally, corequisite courses were deployed in the STEM developmental pathway (MATH 045/050) allowing students to take a single developmental course before enrolling in college-level class instead of a three-semester sequence of classes. The pass rates in the table below show that the success in these courses is similar to past performance and that the students who needed some developmental work were able to still succeed at rates similar to their peers. This is truly impactful because many of these students would have had to take a year or more of developmental classes before they were exposed to this content. Faculty throughout the department worked hard to both build a deliver such a successful model.

Course	Fa18	N	Online	GT	RV	TPSS	Fa17
MATH 017/117	62%	924	55%	58%	62%	65%	
MATH 117	68%	1,129	57%	70%	68%	78%	70%
MATH 020/120	71%	342	42%	59%	79%	69%	
MATH 120	71%	381	64%	66%	73%	77%	68%
MATH 045/050	80%	473	69%	83%	79%	82%	
MATH 050	82%	765	77%	80%	86%	77%	60%

We are tracking our successful students as they enroll in future courses, but we are also tracking the students who not successful in these courses. Of those who were not successful in MATH 020 or MATH 017 we took a sample and determined that approximately 65% of those students have re-enrolled for the Spring, most of whom (roughly 75%) are retaking a math course. More information will be available on these students at the end of the academic year.

The corequisite structure allowed 1,198 (69%) students to successfully complete a college-level math course in their first semester, significantly improving the progress towards a degree. This metric, completion of a college-level math course in the first year, is one of the leading indicators we are tracking at the college to help ensure that we reach our student success goals of 30% graduation rates and 50% transfer rates for the students that started in Fall 2018. A more in-depth analysis of these courses will be completed over the summer when we have a full year's worth of experience and we can see how students are doing in subsequent courses. The faculty who have been working with these students as well as analyzing the data deserve a lot of gratitude for their persistence and hard work.

Academic Master Plan Update

Initiative 3: Implement Alternative and Customized Assessment and Placement

This initiative focuses on accelerating students' credit attainment by recognizing work, knowledge through testing, or credentials they've already achieved, to reduce their cost and time to degree. The most significant achievement toward this goal is the work of the early childhood education (ECE) faculty and the Workforce Development and Continuing Education (WDCE) staff who launched a childcare certification pathway that includes recognition of a non-credit industry credential for incumbent workers in the field. Through this new pathway, currently employed childcare workers can receive credit for their prior certification to reduce their time and cost to degree. This non-credit to credit pathway will make it possible to serve incumbent workers more effectively and make it possible for them to complete their associate's degree in less time.
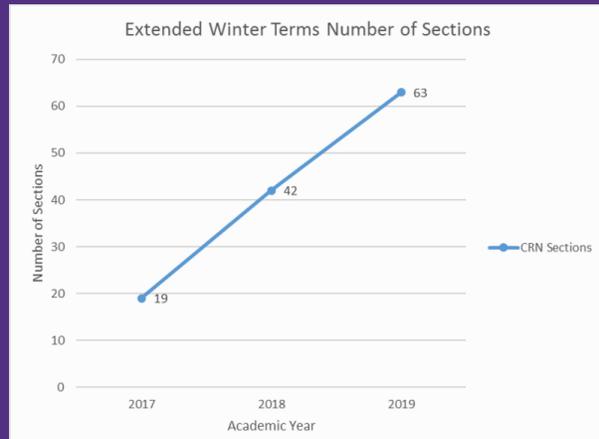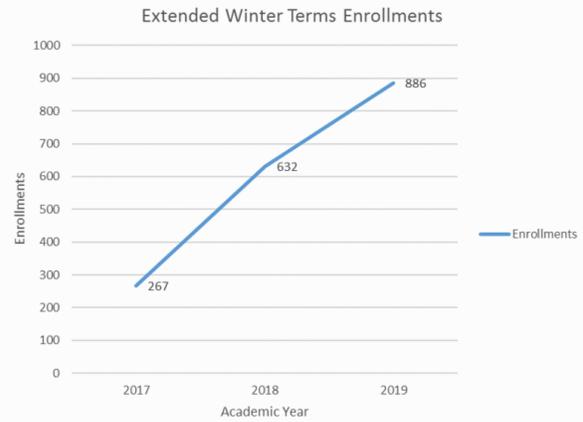
Another effort to expand prior learning is to enhance student understanding and access to credit for their prior learning. Toward this goal, MC developed a new Web site and marketing materials to make it simpler for prospective and current students to take advantage of their prior learning and apply it toward their degree. The new *Credit for Prior Learning FAQ* provides information for students on how to successfully obtain credit for their prior learning. The Transfer Credit and Credit for Prior Learning Web page explains the process in-depth so that students can more easily pursue transfer and prior learning credit at Montgomery College (MC). Expanding information about prior learning and making the process more transparent are two goals of the AMP Initiative 3.

The workgroup on prior learning is also working to expand credit by exam (CBE) at MC. A review of the exam options for students is underway and will expand student options for CBE. One milestone achieved is that MC moved into the top 100 College Level Examination Program (CLEP) provider tier in January, 2019. This represents a 25% increase in testing at MC, a significant growth in testing, and a greater opportunity for students to gain credit for their knowledge and apply it to toward their degree.

Work continues on identifying additional non-credit to credit pathways and expanding CBE options. Additional pathways to a degree, including badging, and expanding marketing materials for prior learning are in development. While challenging, these options help students achieve their academic goals more quickly and help prospective and current students see that their goal is attainable and their skills are valued.

Extended Winter Session

We have successfully completed our third Extended Winter Session. Enrollments have continued to increase, as has the number of sections and the number of faculty involved in Extended Winter Session. The quality of our courses remain high, and our pass rates meet or fall and spring rates.

Extended Winter Terms Enrollments

Academic Year	Enrollments
2017	267
2018	632
2019	886

Extended Winter Terms Success Rates

Academic Year	ABC%
2017	79%
2018	78%
2019	83%

Extended Winter Terms Number of Sections

Academic Year	CRN Sections
2017	19
2018	42
2019	63

Upcoming In-Person Ethics Training Opportunities

The Compliance Office has been making efforts to assure that trainers are trained and that in-person Ethics Training takes place Collegewide. Their last newsletter featured information on a wide variety of topics and provided employees with valuable updates that relate directly to the work you do every day at MC. It also included responses to frequently asked questions about the t**wo FY19 required ethics trainings.** This issue, as well as past issues can be found on the compliance webpage.

The Office of Compliance, Risk, and Ethics will offer Focus on Ethics in-person training sessions in the Central Services Building during the spring 2019 semester. Employees may enroll in these sessions through MC Learns. These sessions are considered as opportunities to make-up the in-person ethics training for new employees or employees who missed the training offered through their departments.

Monday, March 25, 2019	**2:00 p.m –4:00 p.m.**
Wednesday, March 27, 2019	**2:00 p.m.–4:00 p.m.**
Tuesday, April 23, 2019	**10:00 a.m.–12:00 p.m.**
Friday, April 26, 2019	**10:30 a.m.–12:30 p.m.**
Wednesday, May 1, 2019	**1:30 p.m.–3:30 p.m.**
Tuesday, May 14, 2019	**12:00 p.m.–2:00 p.m.**

In addition, the Achieving the Promise Academy will hold Ethics training on **March 22nd from 9:30 a.m. - 11:30 a.m. in BE 160** on the Germantown Campus. If you are interested in joining that session, please email Ja'Bette Lozupone.

Department Detail

Workforce Development & Continuing Education
Five Things to know...

Pop Up Courses! In response to students' interest in understanding current national and international events on the news, the Lifelong Learning Institute has introduced Pop Up Lectures. The first lecture, "To Wall or Not to Wall," took place on January 31st at the Gaithersburg Business Training Center and was attended by 22 students. The lecture focused on the controversial topic of building a border wall with Mexico. The **next lecture is scheduled on February 14, "How Venezuela Came to Have Two Presidents."** The Pop Up Lectures are not part of the regular semester catalog, allowing scheduling flexibility and the opportunity to bring updates and facts on the events as they develop. Students are notified of upcoming lectures via mass email. Students enthusiastically embraced this concept and expressed interest in registering for the second lecture.

Montgomery Can Code! Wednesday, January 23rd, at the Germantown Bioscience center, a group of 20 businesses and community-based organizations, led by Montgomery College, MMF, the Montgomery County Economic Development Corporation, and the Apple Corporation, gathered to launch an initiative called "Montgomery Can Code." Modeled after Apple's Chicago Can Code and Birmingham Can Code initiatives, this effort aims to bring computer science skills to the county's 8000 disconnected youth ages 18-24, through coding classes and clubs that teach Apple Swift programming. Among the partnering organizations were MCPS, Identity, CASA, Marriott, Moving Montgomery Forward, Non-Profit Montgomery, and HOC. The goal is to provide economic opportunity for less affluent young adults while creating the next generation of tech professionals.

New Courses! MC WDCE just signed a contract with Qiagen to provide a 9-hour course to employees called "Introduction to Environmental, Social, and Financial Responsibility." The contract is signed, and the course will be held on April 25th. Through labor market information, increasing evidence that **cloud computing** could be a successful class with a large enrollment that would impact student career pathways we worked with MC faculty who was knowledgeable about Amazon Web Services (AWS)

cloud technology to develop the curriculum. About 80% of our enrolled students are working professionals who are having to deal with cloud technologies as part of their day to day professional reality and they need help learning the content. There was a strong interest in our individual offerings around **data analysis**, but we kept getting students who were jumping into the middle of the sequence. The intensive bootcamps were a way for us to encourage students to learn the material in the proper sequential order. The Intro to Data Analysis Bootcamp is 10 weeks at 4 hours of class time a week and 2 hours of homework. The Advanced Data Analysis Bootcamp is 10 weeks at 6 hours of class time a week and 3 hours of homework. The majority of the Data Science students are aspirational; they have jobs in accounting, finance, database mgmt, or economics and want to change jobs into data analytics.

Clinical Trial Project Management's 8th Graduation Ceremony! The Clinical Trial Project Management Graduation ceremony last December 8th at the Germantown Bioscience center featured the 30 completers making presentation s to a panel that included the director of FDA's clinical trial unit, the chair of the Morgan State University bioscience department, and the Amarex Corporation.

50+ Learners! The 50+ population at MC is growing - The total number of students 50 and over as shown on this chart reflects about 21% of our student population. Lifelong learning!

Fiscal Year	Number of students of age 50 or above taking credit courses	Number of students of age 50 or above taking non-credit courses	Number of Students of age 50 or above taking any courses at MC
2013	2932	7974	10819
2014	2836	8453	11165
2015	2586	7768	10241
2016	2390	8361	10639
2017	2161	8680	10716
2018	2027	9705	11625

DATA POINT

611 students have completed an Interest Form for next year's Early College Program - **552** meet initial eligibility requirements.