INTERsections
The Academic Affairs Chronicles
December 2018

A Message from Dr. Sanjay Rai

As we prepare for the end of the semester and upcoming winter break, I am pleased to share some of our great successes. In today's dynamic higher education environment, we must be responsive, agile and proactive. Our approaches are multi-faceted: The use of OERs continues to expand; z-course and z-degree offerings are growing; a fifth online degree has been submitted for approval; a new certificate in Homeland Security is being added to other recently approved certificates in Cloud Computing and Data Science; a new AAS degree in Polysomnography Technology joins the recently approved Bioinformatics degree. English and Reading redesign and math redesign, as well as the use of alternative placement, are responsible for significantly fewer students being trapped in the quicksand of developmental courses. ELAP meets the language and academic needs of linguistically diverse student community. Demand for winter term courses continues to grow. The Scholarship for Excellence in Teaching has been implemented. These are only some examples of the excellent work being done to benefit our students.

When we get together during Professional Week, January 15th, (8:30 a.m. breakfast) 9:00 a.m. – 11:30 a.m. in Globe Hall on the Germantown Campus I will share with you the second Academic Master Plan Implementation Update. 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.

The 2014 restructuring of the Academic Affairs division has proven to be a catalyst for the great work that continues to be done at Montgomery College. Deans and VPPs with Collegewide responsibilities and content expertise, and 12-month department chairs coupled with phenomenal faculty and staff are producing the kind of change that fosters student success and is so critical to our ability to ensure that students are well prepared for their next step. What impresses me and is implicit in this document is the talent we have assembled in the Division, and the Collegewide collaboration and teamwork that have been effected. 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 is reforming and transforming students' lives and Montgomery College. In that vein, it is incumbent upon us to recognize such excellence by nominating talented faculty and staff for the College's Outstanding Faculty Award (http://cms.montgomerycollege.edu/facultyawards/) and Outstanding Staff Award (http://cms.montgomerycollege.edu/staffawards/mcsoya/). The deadline for nominations is March 1st at 11:59 p.m. Please consider making a nomination…our faculty and staff are remarkable in so many ways.

I look forward to seeing you next semester, and hope you all enjoy a well-deserved winter break. To those who are working over the winter break in teaching both traditional Winter Session and Extended Winter Session, know that your work is vitally important to the students taking your course – you are moving them along in their degree completion efforts, and you are making their lives less stressful. You will be serving over 2000 students, and that is a great gift.

Enjoy the winter break!

Sanjay

Institute for Part-time Faculty Engagement and Support Conference

Loyal to its mission of being a vital and dependable hub of job-related information and resources for part-time faculty, professional excellence and opportunity for growth, the Institute for Part-Time Faculty Engagement and Support will hold its *Part-Time Faculty Spring Conference* on Saturday, January 12, 2019. The Institute is committed to increasing our Part-Time Faculty's efficiency through high standards of service for our students' success. Part-time faculty will have a selection of professional development sessions that further their interests aligned with the College's goals. This will be an informative, learning, and networking environment for our part-time faculty.

The Montgomery College Institute for Part Time Faculty Engagement & Support

presents

Explore

Charting The Pathways Towards Student Success

Spring Semester Conference Day for

ALL Montgomery College Part-Time Faculty Members

(Includes Continental Breakfast, Lunch, Snacks and multiple breakout sessions with a variety of engaging topics)

Saturday, January 12, 2019
8:30 a.m. - 4:00 p.m.

MC Germantown Campus / BE Building

Register Here: https://www.surveymonkey.com/r/ZVKYZ9Y (Ctr+Click to follow link)

MC MONTGOMERY COLLEGE

For more information
Call 240-567-4545 then Press 1, 2 or 3 when prompted
email: IPTFES@montgomerycollege.edu
and visit our webpage at
http://cms.montgomerycollege.edu/ptfi/

Initiative 1: Embed Classroom Support - Libraries

This fall semester, the MC Library has continued to build its embedded support of select programs with high DFW rates. The library has focused on maintaining collegewide embedded support of PSYC 102 and ENGL 102/103 students and has expanded support of BIOL 150 students to all campuses. The library's embedded support centers around Research Toolkits, online guides that are built by MC librarians to address the information literacy outcomes of a course's signature assignment. They can be introduced to students through in-class library instruction, workshops outside of class time, or embedding the Research Toolkit link directly in a Blackboard course site.

Embedded Library Support as of 11/26/2018						
	Fall 2017 (*Pilot Semester)			Fall 2018 (Partial Semester Data)		
	# Sessions	# Students	Research Toolkit Usage	# Sessions	# Students	Research Toolkit Usage
BIOL 150*	4	60	617	12	133	2046
PSYC 102*	6	114	670	11	235	4329
ENGL 102/103	41	759	4047	38	678	3512

In addition to expanding support for courses with high DFW rates, the library is embedded in every section of NURS 114 and provides support to other courses and programs upon request. During the fall 2018 semester (as of 11/26/2018), librarians have taught a total of 187 instruction sessions; in comparison to 173 sessions that were taught in fall 2017.

The library asked students in the embedded courses to complete surveys to help us assess our embedded program. Upon completion of lab report workshops for BIOL 150, 88% of survey respondents agreed or strongly agreed that the workshop helped them write a good lab report; and 92% of survey respondents agreed or strongly agreed that they would recommend the workshop, and also that they would make use of the MC Library's services in the future. A student who attended a Rockville workshop commented that "I was already familiar with the MC online library raptor search and the biology 150 research tool kit. However, I learned that it is possible to combine specific terms for a better search and to use search tools in alternate terms." Students in PSYC 102, ENGL 102, and ENGL 103 have also been asked to complete surveys and responses received thus far also demonstrate a positive impact on student learning. The full results will be available after the end of the semester.

The library is also exploring technology options to make it easier to embed Research Toolkits and additional research support and information literacy learning into Blackboard. We will pilot these new options with faculty volunteers in select classes during the spring. We are currently exploring when we might make these options available to all courses. If you are interested in more information, please reach out to Jessame Ferguson, Library Associate Director for Research & Teaching, jessame.ferguson@montgomerycollege.edu, 240-567-7137.

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 latest newsletter features information on a wide variety

of topics and provides employees with valuable updates that relate directly to the work you do every day at MC and includes 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.

In-Person Ethics Training Schedule: Please note that first priority for participation is for members of the area hosting the session, but *contact the name listed to see if there are additional spots available*. It is important for all of us to have both the online and in-person ethics training in FY19. Sessions have been held on all campuses, and will be available next semester as dates and trainer availability allow. Currently, these are the spring semester dates available:

Rockville:
January 14   2:00 p.m. - 3:30 p.m. BEACAHMPS (Michelle Brink)
January 15   1:00 p.m. - 2:30 p.m. ESS (Christie Liljestrand)
January 18   1:30 p.m. - 3:30 p.m. BEACAHMPS, VPMA, Eng/Reading (Dr. Rodney Redmond, Michelle Brink)

Germantown:
January 15   1:00 p.m. - 2:30 p.m. Science, Engineering and Tech (Burcu Crothers)

WD&CE faculty and staff:
January 25   9:00 a.m. - 10:30 a.m. limited extra space (Beth Mole)

Early College Program
Dr. Elena Saenz and Amy Crowley

The Early College Program is a collaboration between Montgomery County Public Schools (MCPS) and Montgomery College (MC), which provides the opportunity for every student in Montgomery County to complete their high school graduation requirements and simultaneously earn an Associate of Arts or Science degree. Students enter the program as juniors and complete their junior and senior year of high school by taking college courses exclusively on an MC campus. Although we have other

successful dual enrollment programs, this program directly addresses capacity issues. By hosting students on the college campus, the college is able to provide greater number of students a college experience that it cannot provide at an individual high school location.

An early college program effectively advances the completion agenda by provide a diverse population with the opportunity to access college while in high school that results in reduced cost to a degree and reduced time to a degree. When looking at these types of programs in Florida, low-income students seem to receive particularly strong benefits from early college like initiatives (Redden, 2017). These and other data should not be ignored, by increasing the number of students who are able to access dual enrollment programs we are keeping our commitment to social justice.

When deciding the academic programs that would be offered as part of the early college initiative, special consideration was given to the workforce needs of the county. The need for mathematics teachers informed the decision to offer the Associate of Arts Degree in Teaching Secondary Mathematics and the Associate of Science Degree in Mathematics as the kickoff programs. In the fall of 2018, 49 students began taking classes on the Rockville campus in one of these two degree offerings. Special supports have been put in place to ensure the success of each students. In cooperation with student services, a summer bridge program was developed to address issues of transition to the college environment.

Individualized math support was also provided. Notably, almost 50% of the inaugural class is African American, Black or Latino. This program has the potential of making significant inroads in addressing the need for people of color in STEM related careers in Montgomery County.

The expansion plan for early college is underway with the addition of the following degree programs for the fall 2019 semester:

1. Associate of Arts in Teaching Secondary Education, Mathematics
2. Associate of Science, Mathematics Track
3. Associate of Arts, Business
4. Associate of Arts, Computer Science and Technologies
5. Associate of Applied Science, Cybersecurity
6. Associate of Science, Biological Science
7. Health Science Degree Options
   - Associate of Applied Science, Diagnostic Medical Sonography
   - Associate of Applied Science, Physical Therapist Assistant
   - Associate of Applied Science, Surgical Technology
   - Associate of Applied Science, Radiologic Technology
   - Associate of Science, Nursing

We anticipate upwards of 300 students participating in early college in the fall 2019 semester and over 600 students by the fall of 2020. We anticipate these enrollments coupled with other partnership efforts such as middle college will result in over 1000 new full time students by fall of 2020.

Department Detail

Open Educational Resources: OER Work Focuses on Academic Success and Social Justice
by Dr. Michael Mills

Growth in the number of students enrolled in Z-courses at Montgomery College, courses that have zero costs for instructional materials, continues. In the Fall 2018 semester, the College offered 413 sections of Z-courses with enrollments of more than 8,400. In the Fall 2017 semester, there were 320 sections of Z-courses with about 6,400 enrollments.

In the four semesters that students have been able to filter by Z-courses in Banner, it is estimated that students have saved an estimated $2.4 million in textbook costs, money that can be reinvested into education, thus reducing the time to completion and adding to the economic spending within the county. Students are also able to use the saved money for living expenses such as child care, food, transportation, and housing.

Below is a chart outlining growth since Spring 2017:

Spring 2017	Fall 2017	Spring 2018	Fall 2018
62 courses	91 courses	105 courses	109 courses
200 sections	322 sections	347 sections	413 sections
95 different faculty	169 different faculty	178 different faculty	212 different faculty
3400+ enrollments	6400+ enrollments	6000+ enrollments	8400+ enrollments

While it is exciting to talk about savings, the narrative has moved toward learning outcomes and social justice. Using OER and other high quality free material is an equity issue. Students have access to course materials the first day of the semester, putting them on a level academic success playing field since they do not have to wait to gather necessary funds to buy expensive books. This results in success for at-promise populations.

Since tracking the use of Z-courses at Montgomery College, underserved populations have been as successful or more successful than students in non Z-courses. Below is a fall to fall comparison of success in Z-courses by ethnicity and gender compared to success in all courses:

		Z Courses		All Courses	
		Fall 2017	Spring 2018	Fall 2017	Spring 2018
Black/African American	Male	73.6%	69.1	69.6%	69.2%
	Female	73.2	74.6	76.8	77.3
Hispanic	Male	73.6	91.7	75.3	80.1
	Female	76.9	77.4	83.4	83.2
Asian	Male	77.3	80.8	76.7	76.3
	Female	83.3	88.3	85.3	86.1
White	Male	74.2	78.8	75.0	75.4
	Female	81.0	82.3	82.1	82.7

A recent faculty fellowship that aligns social justice and innovation with the United Nations Sustainable Development Goals (SDGs) has been touted as an international model for other colleges and universities. The fellowship was offered in the Summer 2018; faculty were asked to create open pedagogical renewable assignments aligned with one of the 17 SDGs. Fifteen faculty from 12 disciplines across three campuses worked in teams to create the assignments. This semester the assignments are being deployed in 16 courses across 25 sections. More than 570 students are being impacted.

Rajiv Jhangiani, special advisor to the Provost on Open Education at Kwantlen Polytechnic University in Vancouver, Canada, highlighted the College's fellowship at OpenCon2018 at the United Nations Headquarters in New York City on October 23. A link to the comments are available at https://youtu.be/sNvfsTiurQw

Open pedagogy, a component of open educational resources (OERs), places students at the center of their academic experience through an experiential learning environment. There are multiple outcomes of this unique work. At the very minimum, this fellowship brings awareness to students of the service learning opportunities available at the institution and within the community, which may open a door of opportunity for future networking in the labor market. In addition, the interdisciplinary and intercampus requirement of faculty teams is intended to increase the equitable opportunities for students and to maximize student impact across the institution. This work also increases the networking of faculty who may not otherwise know colleagues in other disciplines or on other campuses. Another outcome is that the Creative Commons licensing allows for the assignments and products to be freely shared around the world in order to maximize global change. Lastly, the assignments can help students become agents of change in their own community through their coursework. The student learning process becomes more engaging and more collaborative.

MC-Smithsonian Faculty Fellowship Cohort for FY19

The MC-Smithsonian Faculty Fellowship program is delighted to announce the 2019 Fellowship cohort. Once again, the group represents faculty from a wide range of disciplines who will spend the year investigating the 2019 theme, **The Search for an American Identity: Building a Nation Together.**

The cohort includes: Matthew Decker (English, TPSS), Lucinda Grinnell (Women's and Gender Studies, RV), Megan Howard (English, RV), Iyelli Ichile (History, RV), Alison Melley (Psychology, GT), Jarek Michalonek (ELAP, RV), Hoa Nguyen (Economics, RV), Vincent Patterson (Music, RV), Genesis Powers (ELAP, TPSS), Michelle Prendergast (English, GT) and Tracie Witte (Sociology, RV).

Faculty Fellows will spend the spring 2019 semester delving into museum learning and pedagogy as they travel to the Smithsonian for a series of seminars and tours designed for our theme by Smithsonian curators and educators. During the fall 2019 semester, they will be implementing theme-based activities and assignments that integrate museum objects and collections with course content. Through the Fellowship, faculty and students experiment with time-tested and novel pedagogical approaches to help MC students formulate their own questions, generate knowledge and develop more sophisticated approaches to critical thinking and problem-solving.

The MC-Smithsonian Faculty Fellowship is the product of a unique collaboration between the Paul Peck Humanities Institute (PPHI) and the Smithsonian Center for Learning and Digital Access. It is the first of its kind for the Smithsonian Institution and a community college. The Fellowship is the signature program of the PPHI, with the 2019 cohort marking the beginning of the 22nd year of this amazing collaboration. During that time, more than 200 professors have participated in the Fellowship, guiding well over 23,000 MC students through various Smithsonian museums as part of the program.

DATA POINT
Over 2,200 students will take advantage of extended winter session and traditional winter session courses this year.