THE STUDENT VOICE

as captured
in the
2016 Fall Opening Meeting Table Discussions

October 20, 2016

MC MONTGOMERY COLLEGE

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ACKNOWLEDGEMENTS

INTRODUCTION

Montgomery College's Fall Opening Meeting (FOM) is held every year in August as a kickoff for faculty and staff to start the fall semester. The August 22, 2016, meeting was held at an off-campus location to mark the College's 70th anniversary. The theme of the meeting was student success, which was introduced by a guest speaker whose research specializes in methods that are effective in increasing academic engagement and success of Black male students. In addition, 163 students attended the FOM and sat at tables with employees. With the intention of hearing the student voice concerning their experiences at Montgomery College, table leaders led an activity for the students to tell their stories.

DATA COLLECTION

Focus group discussions took place in roundtable format where participants were comprised of students, faculty, staff, and administrators. Students' comments, which serve as the qualitative data, were recorded at each table discussion by a designated scribe and collected for further analysis. The discussion had two parts and each part had a prescribed set of questions. (See the Appendix for the discussion instructions and questions.)

For Part I, each student at the table provided answers to three questions. In Part II, the entire table chose one topic among three for discussion—namely Leadership and Vision, Equity, or Teaching and Learning. Each topic had a unique set of questions. Ninety-eight responses were collected for Part II.

Each table functioned as a focus group of approximately 10 people comprised of student volunteers, staff, faculty, and/or administrators. In Part I, each student volunteer was asked about the perceptions, opinions, and experiences regarding services provided by Montgomery College. Questions were asked in an interactive group setting where students were free to talk with other group members. During Part II, the entire table engaged in the discussion for the prescribed set of questions of the topic chosen by the participants on the day.

Table leaders had been previously selected and trained to lead table discussion. Another participant volunteered as the scribe to take notes about what was discussed in the group on preprinted paper forms. Another volunteer served as timekeeper. At the end of the meeting, the paper forms were collected. A team of four staff members transcribed the written information from the paper forms into a Microsoft Word document. Then, a research team of three analyzed and produced a report.

METHODOLOGY

The research technique *content analysis* was used to analyze the response data. This approach deduces replicable and valid inferences by interpreting and coding textual material. By systematically evaluating the transcribed texts, qualitative data were converted into quantitative data. The following steps were used in this content analysis.
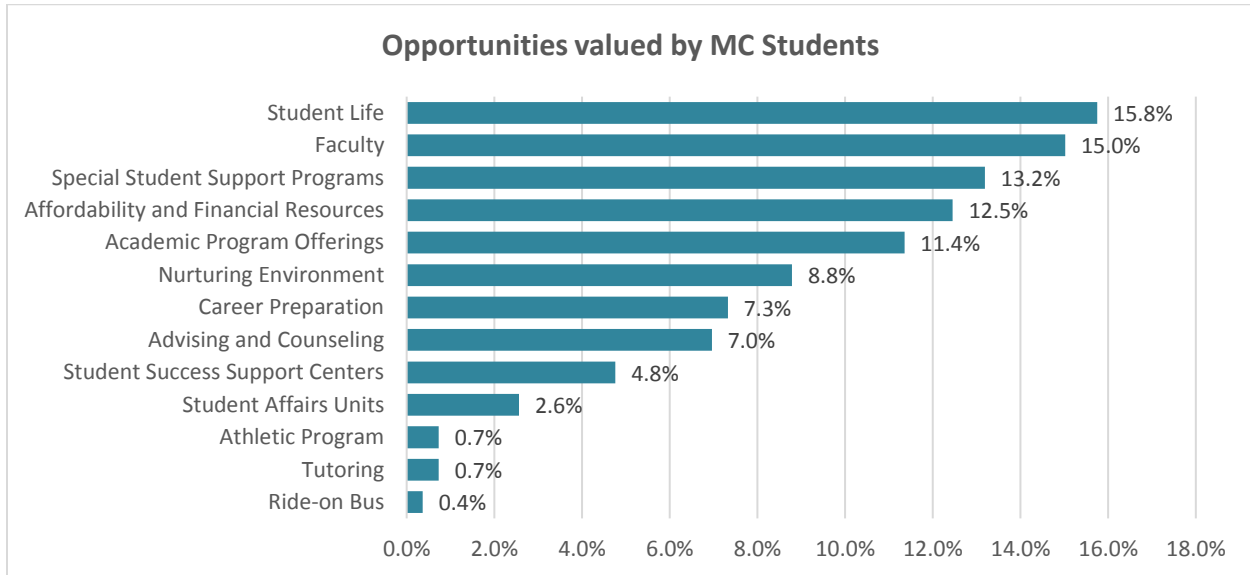
1. Decide the level of analysis—The research team decided to code for sets of words or phrases, such as "Faculty should care." Furthermore, phrases implying the same concept or underlying meaning were coded the same even when they appear in different forms, for example, "I like caring faculty," or "Faculty should be more understanding."

2. Identify categories—After reading the comments, the team identified a set of categories or concepts. Each category is described by a set of representative comments.

3. Decide the type of "irrelevant" information to be disregarded—Response data that were relevant to the question at hand were captured and coded. In rare cases, where a response did not address the question, it was disregarded. All questionable responses were reviewed by the team.

4. Code text—Coding the text was then done by hand, that is, reviewers read the text and manually recorded evaluations in a Microsoft Excel spreadsheet. For each student response, coding was based on certain phrases, and, when a phrase was recorded multiple times in the *same* student response, it was recorded once.

5. Norming the results among the team—The team compared coding results among each other following the independent coding of the same sample in order to ensure that coding was consistent and coherent. The team finished coding all data after norming was completed.

6. Convert qualitative data to quantitative results for analysis—Once the coding was completed for all responses, each category was counted for its frequency. The team then drew conclusions from the results.

KEY FINDINGS

1. Results from Question #2, "Challenges," Part I, indicated that 59.9 percent of the challenges facing MC students are personal challenges related to student's unique background and/or experience, such as struggle to balance among life demands, financial hardship, cultural adjustments, lack of self-discipline, and health/family challenges.

2. With the challenges from Question #2 in mind, it is noted that the top opportunities valued by the students are those that foster community connection (Student Life), provide genuine care and encouragement to the student (faculty, special student support programs), and deliver a welcoming and supportive college environment (affordability, nurturing environment).

3. Almost one out of four in the student responses (23.7 percent) indicated a desire for improvement in Student-Faculty Interaction and Relationship (Question #3, Part I). Results in Part I and II both indicate that faculty members are key role models, mentors, and guides for students to achieve greater academic success.

4. Students expressed a desire for better support and guidance in advising and counseling. Students also expressed the need for enriching campus activities as well as the communication of available resources.

5. When examining the results of Part II, subject #3 on 'Teaching and Learning,' the top two categories identified as strengths—'Pedagogies and Instructional Area' and 'Student-Faculty Relationship'—are also areas identified as needing improvement.

6. In general, attendees were positive on the subject of Leadership and Vision, and Equity. Results shows 60.0 percent of attendees indicated, "Yes, MC has a widely shared vision for students' success commitment." Likewise, 65.4 percent indicated "Yes, equity is a focus for College conversations and professional development."

Question 1: What opportunities have you had as a student at MC, and how have those opportunities translated into your success?

Opportunities valued by MC Students

Category	Percentage
Student Life	15.8%
Faculty	15.0%
Special Student Support Programs	13.2%
Affordability and Financial Resources	12.5%
Academic Program Offerings	11.4%
Nurturing Environment	8.8%
Career Preparation	7.3%
Advising and Counseling	7.0%
Student Success Support Centers	4.8%
Student Affairs Units	2.6%
Athletic Program	0.7%
Tutoring	0.7%
Ride-on Bus	0.4%

Detailed Description of Each Category

Student Life
- Leadership opportunities, volunteering
- Helpful peer-to-peer counseling
- Student life and extracurricular activities

Faculty
- Easy access to faculty, interaction and relationship
- Caring, nurturing faculty, support and flexible office hours

Special Student Support Programs
- Main Tours [Future Link]
- GT Step Program
- Summer Bridge program
- Boys to Men
- ACES
- Dream Act
- TRiO
- Phi Beta Kappa
- Pathways
- Veteran support

- Service Learning
- Beacon conference
- Mentor/mentee program

Affordability and Financial Aid
- Able to find job on campus, eJobs, work-study opportunity, career fair
- Affordability, low tuition, cost savings
- Scholarship opportunities
- Receive financial aid for school

Academic Programs Offerings
- Small class size
- Nursing refresher certification program 100% success, nurturing faculty
- Renaissance Scholars, Honors Program
- Remedial courses
- Academic opportunities and Variety of programs
- Flexible scheduling
- MC Scholars program
- Alternate summer/winter break
- Online courses
- Dual enrollment
- Transfer-out/in opportunities and/or transfer articulations

Nurturing Environment
- Build confidence
- Ease transition from high school, other countries
- Supportive environment – racial-neutral, multi-cultural, acceptance
- Supportive learning environment
- Faculty and staff are nice and helpful
- MC is organized and streamlined

Career Preparation
- Career/workforce preparation
- Connection to career and professionals working in the field
- Internship opportunities
- Access to career resources

Advising and Counseling
- New student orientation, FYE
- Transfer counseling

Student Success Support Centers
- Writing centers
- Math centers
- Libraries
- Learning centers/resources

Student Affairs Units
- Helpful Welcome Center
- Helpful financial aid office
- Enrollment process – very good

Athletic Program

Tutoring

Ride-on Bus

Question 2: What challenges or barriers have you experienced as a student? Consider both personal, professional, and academic challenges and barriers.

Challenges experienced by MC students

Category	Percentage
Balance among competitive demands/schedules	17.8%
Financial Challenges	14.8%
Cultural challenges, including international student…	12.5%
Weak student-centeredness	11.4%
Lack of self-discipline and motivation	8.0%
Academic Challenges (Insufficient College Preparation)	8.0%
Personal Struggles	6.8%
Process Challenges	6.8%
Transportation Challenges	5.3%
Advising and Counseling	4.9%
Academic Instructional Challenges	3.8%
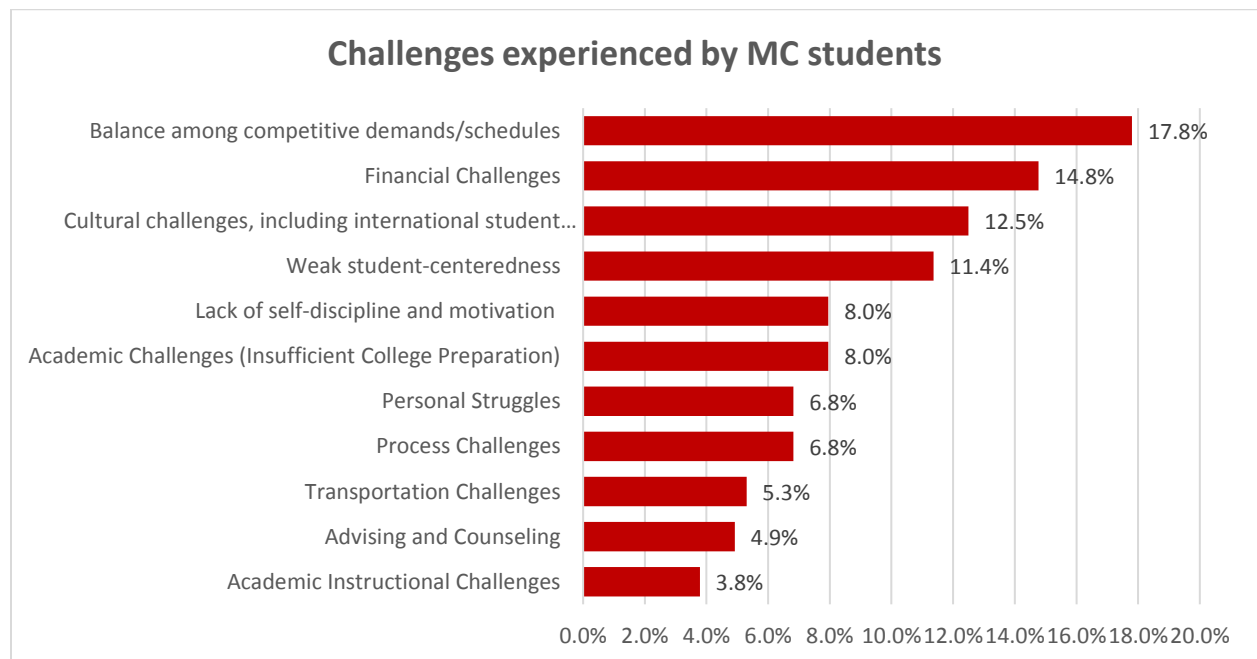
Detailed Description of Each Category

Balance among Competitive Commitments
- Work schedule
- Balance between work, school, family, social/personal life including sports schedules
- Family commitments, caring for sick members, being a single parent

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Financial Challenges

- International students are not eligible for scholarship/financial aid
- Finance resources are not stable and often delay course registration
- The time gap between scholarship receipt and registration
- Financial challenges, existing credit card debts, loans
- Limited options for merit scholarships

Cultural Challenges, Including International Student Issues and Family Challenge

- Cultural adjustment, cultural issues/expectation
- International student
- Lack of family support, or having no family in this country
- Non-traditional students transition, like adult student, age difference
- High school transition

Weak Student-centeredness

- Feeling alone, not being welcome/supported, esp. for non-traditional students
- Unhelpful Admission and FA offices. People not kind.
- Faculty – poorly prepared for class, unsupportive, not knowledgeable of college resources/opportunities
- Unclear course expectations
- Faculty – not caring, not understanding, disrespectful, not responsive
- Tutoring – difficult and limited hours

Lack of Self-discipline and Motivation

- Lack of time to study
- Need better time management
- Easily distracted, lack ability to stay engaged and focused
- Not organized
- Stay motivated
- Lack of self esteem, confidence
- Keep disciplined
- Changing majors

Academic Challenges: Insufficient College Preparation

- Math
- English language
- Lack of computer skills
- Basic science skills

Personal Challenges

- Overcome personal struggles – being homeless, insecurities, drug addiction, criminal background/connection, DSS, ill-prepared for college (thinking community college is an extension of HS)
- Disability
- Divorce, sickness
- Veterans
- Health issues

Process Challenge

- Admission application and process is difficult
- Learning centers have different policies at different campuses
- Financial aid is a challenge. It also relies heavily on parent information.
- Unfamiliar with US education system
- Transfer credits
- Unaware of college programs/activities – rarely read email

Transportation Challenge

- Long commute hours with public transportation, esp. during traffic rush hour
- Shuttle frequency not enough
- Friday schedule of shuttle is different
- Limited parking space at RK

Advising and Counseling Challenges

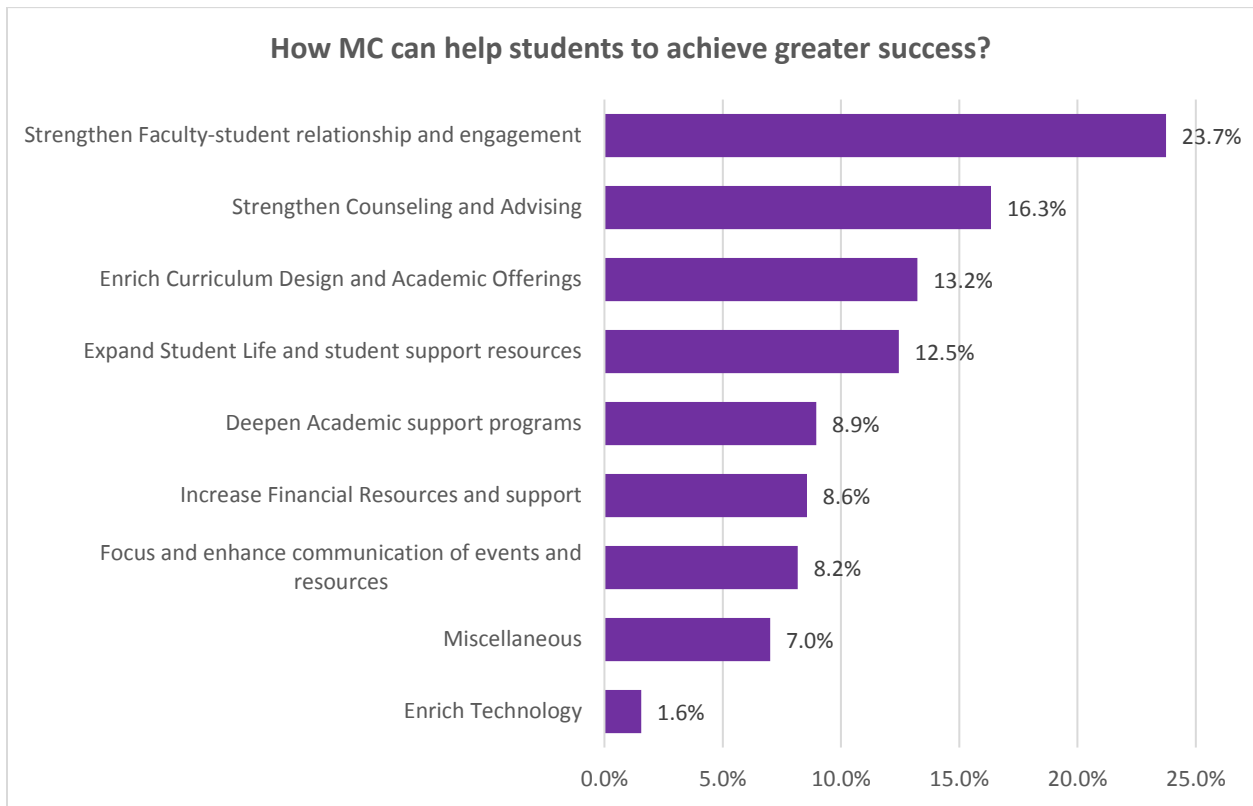- Counselor gave inaccurate advice
- Long waiting time to see a counselor

Academic Instructional Challenges

- Keep up the deadlines and course content
- Too easy
- Course/class not structured, not focused
- Limited course options, scheduling
- Not all courses are offered in every campus
- Interested major is not offered at MC
- Placement below own expectation
- MC reputation as an extension of high school

How MC can help students to achieve greater success?

Category	Percentage
Strengthen Faculty-student relationship and engagement	23.7%
Strengthen Counseling and Advising	16.3%
Enrich Curriculum Design and Academic Offerings	13.2%
Expand Student Life and student support resources	12.5%
Deepen Academic support programs	8.9%
Increase Financial Resources and support	8.6%
Focus and enhance communication of events and resources	8.2%
Miscellaneous	7.0%
Enrich Technology	1.6%

Detailed Description of Each Category

Strengthen Faculty-student Relationship and Engagement
- Authentic caring faculty and staff, more understanding and engaging faculty, build personal connection with MC
- Faculty who take time to talk about student work. Faculty who spend time with students before/after class
- Having faculty and staff with similar background
- Treat all students/people as equal
- Human connection
- Compassion for students whose native language is not English
- Relevant and timely feedback
- Offer incentives to engage students
- Make more course materials available on Blackboard
- Train faculty to be aware of student diversity

Strengthen Counseling and Advising
- Need more advisors and counselors – spend more time with students, face-to-face, consistent advisors
- Need understanding caring counselors
- Better counseling appointments
- Assign a dedicated counselor to each student to develop a relationship
- Enhance communication of course selection relevancy towards major/degree achievement and/or career goal
- Help students to stay engaged and focused
- Transfer advising. Guidance program in career selection and connection to professionals in the field
- Freshman STSTU – First Year Experience, /FYE
- Starfish – not working sometimes
- Make orientation, Summer Bridge program mandatory.

Enrich Curriculum Design and/or Academic Offerings
- ESL classes too long and not very helpful
- Offer classes on all campuses
- Internship opportunities
- More rigor in course work
- Realistic pathway from the start
- Connection to career resources, professional skills
- More help or review sessions
- Focus in science and math
- Offer more night classes
- Eliminate condensed semester (too difficult to balance schedule)

Expand Student Life and Student Support Programs
- Encourage involvement in college activities/clubs
- Need more social and/or cultural activities for community building
- Need special programs for minorities and disability students
- Need active learning experience and access to experienced learning
- More support groups like Boys to Men, for single parents, homeless, women, nontraditional students, veterans, TRiOS, ACES, Renaissance Scholar
- Mentors and peer support program
- Fund student clubs

Deepen Academic Support Programs
- Tutoring. Make roaming tutors available on all campuses
- Study strategies
- More programs like Future Link to connect to career/professional opportunities
- Writing centers, Math centers,
- Better coordination of Learning centers among campuses
- Offer Adult Learning Center

Increase Financial Resources and Support
- Need more people FA
- Financial management workshop
- Financial aid/support for continuing education
- Scholarship opportunities
- Reduce cost of books
- Reduce cost of non-credit courses

- Financial aid options for foreign students
- Clear communication regarding any additional fees
- Difficult FAFSA process
- Give discount as incentive for next registration (rather than raise tuition)
- More campus jobs
- Support for a path to citizenship

Focus and Enhance the Communication of Events, Programs, and Student Resources
- Consolidate resources, ease of access to resources, Need more information on College resources and programs, and scholarship opportunities. Make resources in other languages
- Make general student support services available at central location, and/or orientation
- Advertising of campus activities to all campuses, not just one
- Communication between faculty and student support services
- Provide information in Spanish
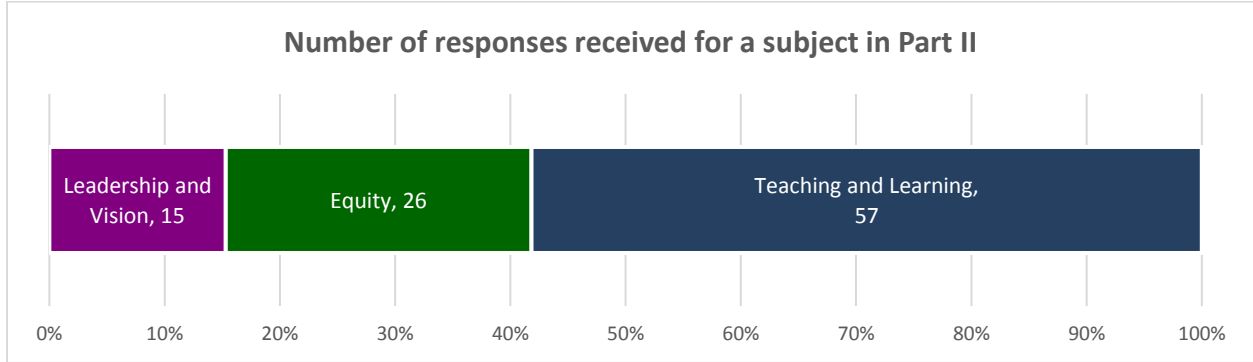
Miscellaneous
- Food at cafeteria not good, and expensive
- Transportation and access to campus
- Housing. Provide Health facility
- Lockers
- Safety and Security – including, library
- Emergency communication
- Increase shuttle frequency
- Increase diversity
- Promotion of programs, community college reputation
- Provide Day care
- Study space
- Increase library hours

Enrich Technology
- Ease to access and use email system (difficult to login, or not using email at all)
- Ease to find upcoming activities in MyMC (listing at the bottom of webpage are not easy to find)
- Enhance social media communication
- Web site needs to be user friendly
- Social media
- Utilize text messaging for information
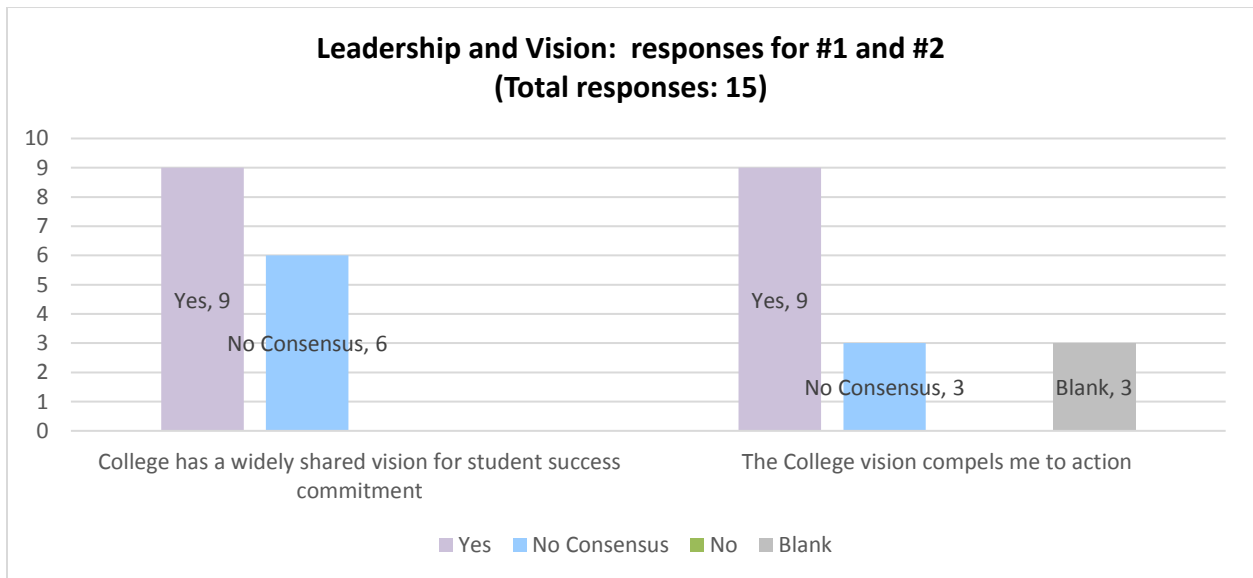- Resume mass emails for events

In Part II, each table chose one subject out of three options for discussion. The charts below show the number of responses received among the three subjects:

Number of responses received for a subject in Part II

| | Leadership and Vision, 15 | Equity, 26 | Teaching and Learning, 57 |

0%　10%　20%　30%　40%　50%　60%　70%　80%　90%　100%

	Number of responses	Percentage of the TOTAL
Leadership and Vision	15	15.3%
Equity	26	26.5%
Teaching and Learning	57	58.2%
TOTAL	**98**	**100.0%**

Subject 1: Leadership & Vision

a) **Does the College have a widely shared vision for the future that articulates a commitment to student success? [Yes / No / No consensus]**

b) **Does the message compel you to action? [Yes / No / No consensus]**

Leadership and Vision: responses for #1 and #2
(Total responses: 15)

College has a widely shared vision for student success commitment: Yes, 9; No Consensus, 6

The College vision compels me to action: Yes, 9; No Consensus, 3; Blank, 3

Legend: Yes No Consensus No Blank

c) What message should be incorporated to better communicate the shared direction?

Following is a list of unedited comments received for the question. They are grouped in five major themes in no specific ranking or order.

A. Strengthen Commitment from Leadership
- Activities & programs; leading by example & discipline
- Students were quite surprised at the differences between campuses in labs, tutoring centers and student life, even though we are "One College". Great leadership & vision could help change this.
- Sometimes execs don't realize how hard faculty/staff are working and good effort on behalf of the faculty are being recognized.
- Individuals come to work at MC because they have a personal commitment to student success. But it's hard to know if the institution's vision and its implementation is unified. - - Not everyone knows how to implement or support the vision with the given resources – and to do it uniformly across campuses
- curriculum map/program plans (catalog may be an issue)
- Parts need work of shared vision that shows commitment.
- How do we define compelled? Go deeper – beyond blanket statements.

B. Engage Students in the Understanding of MC's Mission
- Disconnect between mission (2020) & student understanding
- 1st year orientation to understand mission & network. – Students would like this
- Student expressed that there is not a clear vision communicated to students. The vision is not being clearly articulated throughout the

college. Clearly distinguish "vision" from "mission"
- Catch phrases and including students in meetings like this. This shows leadership and makes students feel that they are empowered and help in the process. They both liked the term "Radical Inclusion"
- Yes, they do see a vision, but it seems that it is just being formulated and is a work in progress and this is a spring board for the 2020 plan

C. Strategize Social Media in Communication
- Social media is good and bad to help spread the vision
- more social media access more social media access, (MC apps) Mascot rating, staff and professors care, class size. Faculty and staff can learn from students.

D. Promote Reputation of Montgomery College (community college)
- Community College looked down – however it is a good & viable option
- Get the word out to High School Students that MC has great opp.

E. Miscellaneous
- Would have been helpful to have an exploration time instead of declare major immediately
- Look at space differently with all of the new buildings. Spring board for new ideas, new ideas for labs and look at all utilizing all of the space differently

Subject 2: Equity

a) Is equity an area that is a focus for college conversations and professional development?

Twenty-six responses were received. Among them, 65.4% indicated 'Yes." The chart shows the distribution of answers.

Equity is a focus for College conversations and professional development

Category	Value
Yes	17
No Consensus	6
No	1
Blank	2
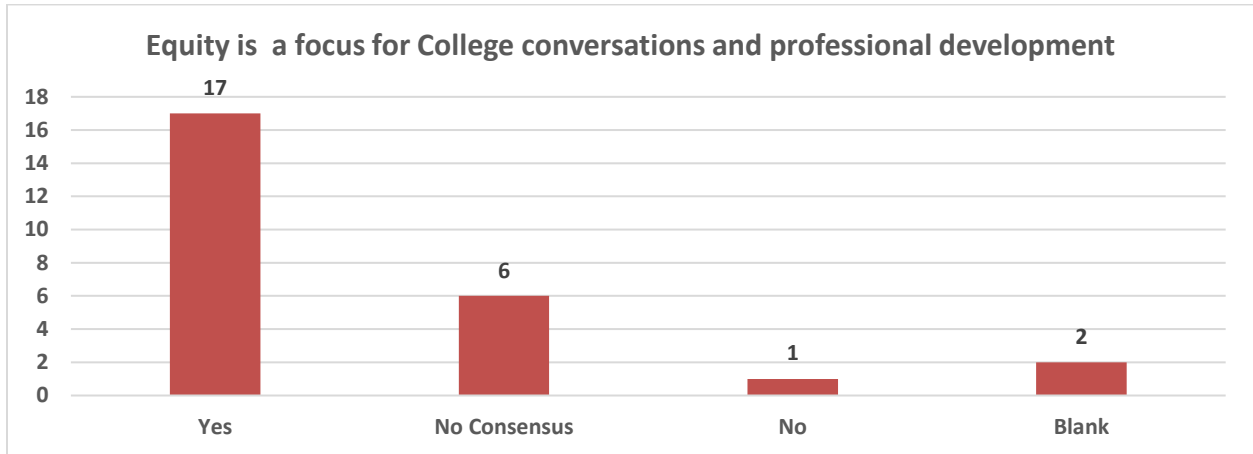
b) What are some positives in terms of the College's focus?

Following is a list of unedited comments received for the question. They are grouped in four major themes.

A. Leadership
- Leadership clearly articulates a vision inclusive of equity, but the faculty to student exchange is where it happens and isn't always happening.
- Many professors have open conversation about equity in communication, English classes.
- Caring and available & responsive faculty
- Extensive conversation about equity
- Cultural variation and broader perspectives.
- Positives – bringing students here today. Governance opportunities include students. at some dept levels people are talking more about equity
- In the idealism in the leadership level; Open door policies w/some of the professors was fantastic. Staff has been fantastic.
- Looking at data related to equitable outcomes
- Well communicated daily consideration for communications staff. Free to be club for students helped communicate equity
- Affordable community college, open-policy, extremely diverse.

- Allows more people to compete, opens avenues.
- Positive that "today we care"; but are still preaching to chair. No accountability offered re: how to change statistics

B. Diversity in Program Offerings and Support Services
- ACES, developmental education
- We are starting Achieving the Promise (or ATD)
- Boys 2 Men – Safe/No judgement paces
- TRiO Programs, Veterans Programs
- Tutoring Centers
- Being more inclusive. Diverse population – World Music, Pilot Program. Support programs that meet student where they are – ACES. Priority from top down. Club – Nationality open can learn from everyone.
- opportunities for campus work & internships
- financial aid
- Free ride on bus passes

- Title IX/offer student support (Academic Students + opportunity. Lots of opportunities available to all. Emphasis on making college affordable.
- There are a number of efforts/initiatives like ACES/TRiO, but not everyone knows about hem and not every department/discipline is taking action and utilizing data and best practices to progress.
- Some special events (arts, performance) – but these don't necessarily reach those who need them most.

C. Awareness among College Community
- Cultural awareness has filtered down to students
- Support for student and learning better here than some universities
- students say they feel MC does care
- Focus on awareness
- Staff have heard about student success for a long time, feel the college has done a good job. We need to focus on both graduation and transfer rates.

- MC is diverse and recognizes diversity. Academic diversity of faculty is positive for students who see themselves in different academic pathways to PhD, BA etc. Flags of 174 nations are up at MC to represent students.

D. Strong Training Programs
- Professional development
- Professional development (Tapestry, etc.) But "choir" are attending. – need more mechanisms out there to see that this is an LGBT friendly environment campus climate survey was good (although) inadequate start.
- Mandatory diversity training this conversation has been very productive and positive
- PD at the college allows employees to take classes and attend workshops that allow them to connect with students; conversations are being held in several departments about students, equity and how to make progress in this area
- Safe Zone training, Push for mentorship and thinking differently, Radical Inclusion Training

c) What areas should receive stronger focus?

Following is a list of unedited comments received for the question. They are grouped in five major themes.

A. Student Focus
- Respect for all gender of students
- Learning student stories
- Opportunities for students to tell their story.
- Need more formal guideline for getting to know our students.
- Cultural understanding
- Immigrant communities could be more recognized. Some male profs are not used to having females in male dominated classes. Campus and faculty is very diverse, but it's still difficult to discuss in a well-rounded way due to defensiveness and respect issues.
- Disability services, diversity talks besides race; addressing leaning styles
- people need empathy for people with different experiences
- intentionally fostering relationships that strengthen students' knowledge of resources & sense of capability

- Overall experience was rough try to come back to college via Welcome Center but overall helpful.
- Cashier – Rockville – Scary – Customer Service training, treat everyone with respect. More accessible academic support – availability point of access location. Campus equity – counseling availability by campus. Lack of walk in open counseling sessions. Faculty that teach at MC and have low expectations of students (UMD professor teaching at MD). Student access to technology – more resources on campus. Cost of textbooks and food.
- Faculty can do a better job trying to develop a relationship with students – it's hard because not all students come to see you. It's tough w/ 200+ students ea. Sem. In each semester. Limited resources to assist student. How do you help the student if there are no responses? We aren't structured as a social services organization. We need mental health

counseling. Faculty maybe could take some time at the beginning to help student recognize what is needed to be a successful student. Market limited resources that we have like Kognito.

- How to get the less highly motivated student to events and forums?
- More directive & early academic advising
- Ok to be educated and have aspirations.

B. Resources Focus
- Provide food for hungry students
- Include a meal plan in tuition
- transportation needs
- Finance is important for students to understand
- Budget/staffing and trickling down to students.
- Students scholarships
- Scholarship money – disparate amount of MC $$ go to white students, hiring of minority, esp. Latino/bilingual faculty and staff. Need easy access for students to apply for scholarships. A QR code website, not sending an email and waiting for response.
- Better opportunities for students to know about opportunity, increase awareness. Alternate academic support options. Make resources less intimidating, more welcoming.
- Funds for school supplies
- Restrooms for LGBT community and people w/ disabilities.
- Change aspects of institutions re: finances. Find ways to make members of community accountable to real, specific, substantive ways of offering support, not just "care: and "be authentic".
- Access to mental health resources for students and increased training on these issue for faculty.

C. Leadership Focus
- Succession planning for staff that is meaningful.
- Apply the equity conversation to implementation
- Effective research – based instructional practices culturally responsive instructional practices equity across campuses - space, training etc.
- White privilege should be openly discussed.
- Develop a variety of equity conversations and prof dev. That make connections between diff aspects of students needs and roles of people across campus. Too often not enough time to process and reflect as precursor to action. Is equity a focus of college conf.? Mile wide and

inch deep. Structurally, the institution focuses on numbers, should admin not looking at basics like impacts of fin aid timing; books cost and availability (re: private vendor profit).
- Cart is before the horse. Equity is a hot topic, it's great to hear that MC understand how critical it is to discuss equity. But what do we do after we discuss? How does the college help faculty and staff address this? When issues regarding equity are brought up they are not always embraced or given a clear direction on how to approach this issue. Training needs to be provided on equity. I think we do a great job discussing equity on a macro level with large groups, but could improve on a micro level. This could accomplish through thorough professional requirements that allow faculty and staff to engage in practical training that touch on effective strategies to alleviate barriers for students that would otherwise prevent from success.
- Need equity for part-time dedicated office space/hrs.
- Equity in pay between PT/FT pay for teaching hours.

D. Program Focus
- programs, classes need to be more flexible to individualized student needs
- Re-examine of requirement for English as a second Lang. Disconnect between the problem & the solution (For example: problems by students in Eng as second Lang not being able to take college level courses)
- FT working students' needs for course schedule flexibility/availability
- Incorporate emerging situations into course materials. Security team is working toward even including in the syllabi, campus wide events & sent via email.
- Professional Development – Career/mentoring → having professional come into talk.
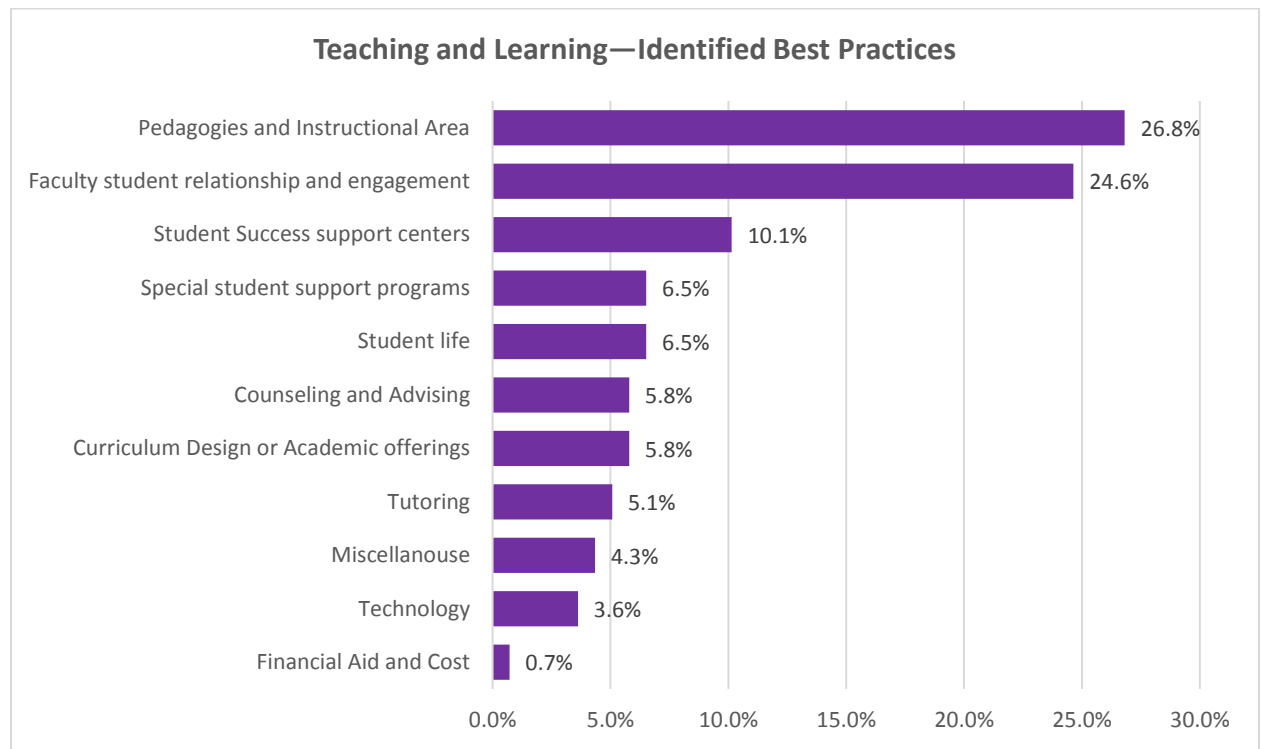
E. Develop Purposeful Connections and Communications
- Involvement with student government (faulty/staff) more connection between academic affairs and student affairs
- Statistics – minority groups are not succeeding at the same levels – more informational sessions at the beginning @ orientation students are not aware of the resources available – spread the

- information out throughout the year. Students did not know about the CLEP program – time and money. Students feel the counseling at Takoma park is not good. Student felt she did not get the information she needed - more guidance for majors. Orientation can we include quick links for resources in MyMC – what form of communication works – emails, faculty can discuss certain opportunities in class, interested in this, please see me.

- How to build a community: how are we connected and disconnected?
- Idealism does not translate to student on front line level; More needs to be done at student level; Certain things should be mandatory rather than optional. Alerts; student emergency communication (how is it communicated) – personal security. Not feeling safe on campus (no protection, complacency)

Subject 3: Teaching and Learning

The comments for subject #3 were analyzed using a content analysis technique, which was described in earlier section of the report. There are two questions to this subject. Following is the analysis and category descriptions.

a) **We know many of our students need a strong support system, both inside and outside of the classroom. What strengths or best practices can you identify?**

Teaching and Learning—Identified Best Practices

Category	Percentage
Pedagogies and Instructional Area	26.8%
Faculty student relationship and engagement	24.6%
Student Success support centers	10.1%
Special student support programs	6.5%
Student life	6.5%
Counseling and Advising	5.8%
Curriculum Design or Academic offerings	5.8%
Tutoring	5.1%
Miscellanouse	4.3%
Technology	3.6%
Financial Aid and Cost	0.7%

Detailed Description of Each Category

Pedagogies and Instructional Area
- Adaptive teaching strategies for diff learning styles

- Faculty knowledge of available resources at the college
- Faculty engagement in support of professionals in the classroom

- Application to real world
- Field trips
- Passion for teaching, inclusive environment, informed, provide clear expectations Rigor, hold high standards for students
- Interactive classroom
- Group activity, Study groups
- Have study questions and session before tests
- Consistent (stick to) the syllabus schedule, clear grading rubrics, outcomes
- Use office hours for study sessions
- Flexible office hours
- Q&A to review lessons
- Use Blackboard to communicate
- Post resources on website

Faculty-student Relationship and Engagement
- One-on-one session, Approachable, relatable, fair
- Make time for students, listen to students; know names
- Maintain relationship outside classroom and/or after graduation

Student Success Support Centers and Learning Space
- Learning centers, Science centers, computer labs, library – good hours
- Helpful staff

Special Student Support Programs
- Resources for special population
- Mentors
- ACES, Future Link, BIT, ATPA, Boys to men, Combat 2 college, Bridge program, Adult re-entry program, TRiO

Student Life
- Service learning hours to promote community collaboration
- Clubs, international student clubs

Counseling and Advising
- Academic counselors very good
- Consistent counselors
- Have an academic plan
- First year experience program
- Orientation, STSU100 and STSU 101

Curriculum Design or Academic Offerings
- Macklin Business Institution, Hillman
- WD&CE classes for community
- Small class size, Flexible class scheduling, including weekends, online, hybrid

Tutoring
- Provide tutoring list, Consistent office hours
- Group tutoring
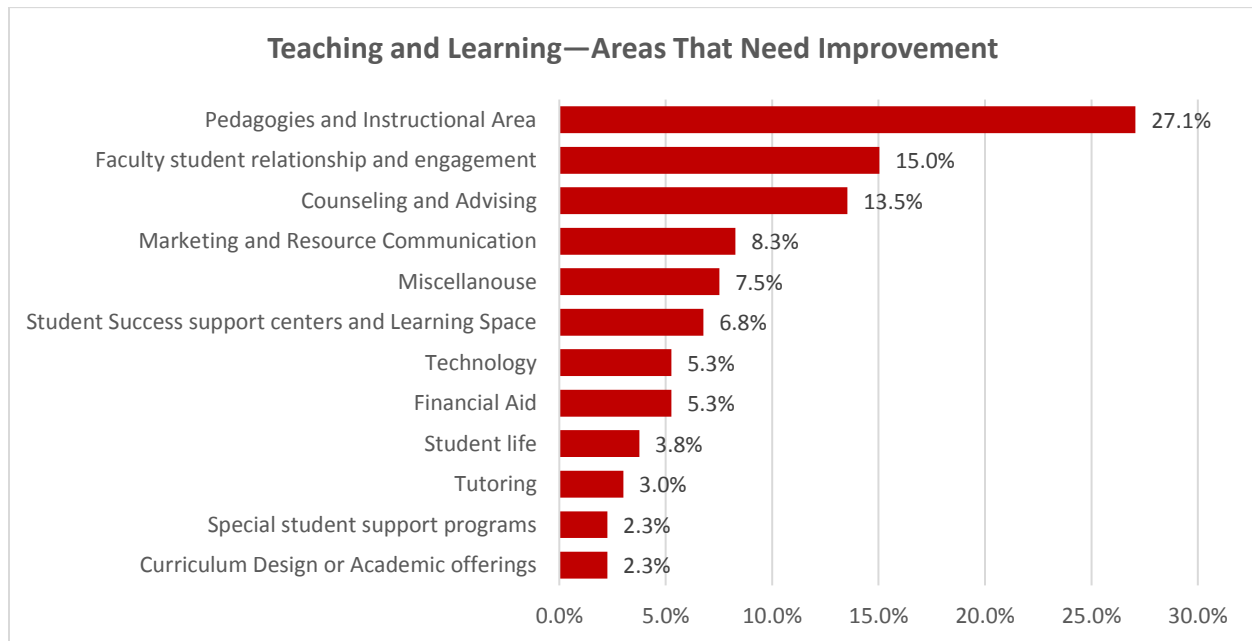
Miscellaneous
- Feeding our students. Food pantry
- Student's emergency contact
- Shuttle, Ride-on
- Partnerships with industries and community groups. Community resources
- Loan services
- Title IX and confidentiality, Diversity
- Low tuition

Technology
- Starfish, Early Alerts
- Training to use software
- Receive Text reminders
- Recording took via Blackboard

Financial Aid

b) Are there gaps or areas for improvements?

Teaching and Learning—Areas That Need Improvement

Category	Percentage
Pedagogies and Instructional Area	27.1%
Faculty student relationship and engagement	15.0%
Counseling and Advising	13.5%
Marketing and Resource Communication	8.3%
Miscellanouse	7.5%
Student Success support centers and Learning Space	6.8%
Technology	5.3%
Financial Aid	5.3%
Student life	3.8%
Tutoring	3.0%
Special student support programs	2.3%
Curriculum Design or Academic offerings	2.3%

Detailed Description of Each Category

Pedagogies and Instructional Area
- Make instruction applicable to real world, Make material relevant to today
- Connect students with external professional opportunities, Guest speakers for academic programs
- Adaptive teaching strategies for diff learning styles
- Improve assessment for student learning styles
- Provide experiential learning opportunities
- Make class interesting
- Improve active learning techniques – observe and engage
- Faculty should be equipped with inclusiveness and sound instructional techniques
- Teach how and what, assess learning, and communicate
- Stop lectures, do visuals
- Feedback providence - Be faster, early and often
- Require excellence in speaking and writing in all classes
- Training on working with students with disability
- Leverage diversity within the classroom
- Hold study groups, Require study buddies/groups
- Time to teach both subject matter and soft skills
- Use Blackboard (incl. for support materials)
- Make classroom resources available outside of classroom
- Use study guides, Provide accurate study guides from ALL professors
- Have ice breaker activities in the classroom to help students know each other
- office hours – more, Flexible
- Use relevant and updated PowerPoint
- Avail course syllabus ahead of time
- Avail the schedule of learning centers in the syllabus
- Develop manageable syllabus and course organization
- Extra credits for attending addition events, meeting with counselors, 'like' MC Facebook page
- Provide instruction on how to do a group project
- Day 1 should be non-teaching – classroom mgmt.
- Inform students what's going on in the College
- More training for PT faculty to use technology

Faculty-student Relationship and Engagement
- Friendly, Approachable, relatable – students sometimes feel intimidated talking to the instructors

- Be respectful, consistent, caring, empathetic, nonjudgmental, engaging, adaptable, responsive
- Faculty interest in my personal success
- Reach out to students
- Listen to students; know names
- Have students complete a one-minute fact sheet to enhance faculty's understanding of students
- Require office hours, including adjuncts
- Faculty-student orientation
- Honor the posted office hours
- Clear and frequent communications
- Professors should mingle during Welcome Week

Counseling and Advising
- Better advising and counseling – respectful, responsive, patient, supportive, rapport, knowledgeable (inc. career)
- Mandatory counseling
- Streamline counseling
- Consistent counselors and accountability
- Need clarity on counselors – which counselor to ask about what issue
- Need to know steps to take if having problems with instructor
- Better advising – get the students achieve their goals in a timely manner
- Set up stages when students should be advised
- STSU100 and STSU101 should be mandatory
- Provide students with better preparation for Accuplacer test
- Earlier registration deadline
- Replace orientation with advising session
- Counseling facilities and websites should be more visible
- Provide motivational sessions
- Need more training for advising professors
- Personal advisor
- Have resource faculty
- Program specific advisor
- Need a stronger connection with home-schooled students
- Explain higher education system in America (create video)

Marketing and Resource Communication
- Better advertising, more advertising
- Student ambassadors to promote community college experience at H.S.
- Email students for opportunities and students' needs

- Develop systematic, efficient and effectives process of communicating information in "real time."
- Need to easily identify resources, esp. for international students
- Increase knowledge of academic facilities

Miscellaneous
- Need better preparation in high school
- Cultural awareness and cultural sensitivity
- "Homeroom" experience
- Mandatory evaluations due before final exam is taken
- More input from students
- Have persuasive inclusion before radical inclusion
- Focus on small short term goals
- Housing support external to the classroom
- Parking, express bus

Student Success Support Centers and Learning Space
- Learning centers, need longer hours
- Welcome centers, advertised them
- More welcoming – stigmas attached to using services
- Create (more) spaces for group study and gathering
- Provide basic computer training
- Encourage students to use the writing centers
- Increase mentors in Math Learning Center
- More spaces for community gathering, common purpose rooms/lounges
- More conference rooms for faculty to hold review sessions with students

Technology
- Improve Starfish
- use Text reminders
- More visual cues on campus' happenings, e.g. moving billboards on MyMC web, digital boards
- Use social media apps, snapchat, Instagram
- More user friendly website
- Technology to capture lectures or notes e.g. Life scribe – good note taking app
- Training for students and faculty who struggle with Blackboard, make Blackboard more user friendly

Financial Aid and Cost
- FA
- Provide more guidance on financial aid for adult re-entry
- Increase textbook buy-back value
- Cheaper books
- Faculty (or discipline departments) purchase extra copies of textbooks to lend to students

Student Life
- Clubs, international student clubs or study groups
- More events to feel engaged as a 'college' student
- Organize study groups
- Large community activity, e.g. fundraising event, "Midnite" madness
- Community service opportunities
- Enhance community involvement

Tutoring
- Provide tutoring for all subjects
- Hire PT faculty as tutors
- Better training of counselors (developmental administrative model)

- More tutoring needed in Gen Ed course
- Advertise "Smart Thinking" online tutoring

Special Student Support Programs
- Develop informal network between cohorts to share success stories
- Strengthen awareness and advertisement on special programs – Boys to Men, Future Link, ACES, ATP
- Peer mentoring program

Curriculum Design or Academic Offerings
- Curriculum diversity in content
- Revised curriculum to increase time management
- Take account of prior learning experience
- Give credit for experiences from home universities outside of the US

This six-page document was used to provide instructions to the table leader during the Fall Opening Meeting on August 22, 2016.

MC MONTGOMERY COLLEGE

Fall Opening Meeting 2016

INSTRUCTIONS

1. Table Leader: Please write your name <u>and</u> Table # here:

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2. Please select someone to be the scribe and timekeeper for the table. Write their names here:

Scribe:

Timekeeper:

PART I:

Table Leader Duties for Listening to Students' Stories

- Introduce everyone at the table to the students.
- Have the students introduce themselves.

- Pose the following questions to students. Make sure students are speaking, and everyone else at the table is listening. There will be opportunity for discussion a little later in the program.

    1. What opportunities have you had as a student at Montgomery College, and how have those opportunities translated into your success?

    2. What challenges or barriers have you experienced as a student? Consider both personal, professional, and academic challenges and barriers.

    3. How do you think Montgomery College can help students achieve greater success?

Table Scribe Duties for Listening to Students' Stories

- Summarize information on the sheets provided.

- Write legibly and succinctly.

Table Timekeeper Duties for Listening to Students' Stories

- Keep track of time so that each student has approximately 15 minutes to discuss his/her story.

PART II:

Table Leader Duties for Table Conversations Session

- Pose the listed questions to everyone at the table. Questions are listed on the following pages.
- Select the topic that is of most interest to the table members: leadership & vision, equity, or teaching & learning.
- If time permits, the table can answer more than one.
- Encourage everyone to share his or her perspective briefly.
- Keep the conversation focused on the topic.

Table Scribe Duties for Table Conversations Session

- Summarize information on the sheets provided.

- Write legibly and succinctly.

Table Timekeeper Duties for Table Conversations Session

- Keep track of time so that this portion of the roundtable discussion stays within the 30-minute timeframe.

1. Leadership & Vision

a) Does the College have a widely shared vision for the future that articulates a commitment to student success?

☐ Yes, there is a widely shared vision that shows commitment

to student success.

☐ No

☐ Table members do not have consensus on this answer.

Does the message compel you to action?

☐ Yes

☐ No

☐ Table members do not have consensus on this answer.
  a. If not, what messages could be incorporated that would

     better communicate your shared direction? (summarize in a

     few words)

_____

_____

_____

4

2. Equity:

a. Is equity an area that is a focus for college conversations and professional development?

☐ Yes

☐ No

☐ Table members do not have consensus on this answer

   b. What are some positives in terms of the College's focus? (summarize in a few words)

_____

_____

_____

   c. What areas should receive stronger focus?

   (summarize in a few words)

_____

_____

_____

5

3. Teaching & Learning:

a. We know many of our students need a strong support system, both inside and outside of the classroom. What strengths or best practices can you identify? (summarize in a few words)

_____

_____

_____

b. Are there gaps or areas for improvement? (summarize in a few words)

_____

_____

_____