



## 7th Annual MACC Summit on Completion WORKSHOP DESCRIPTIONS

### SESSION 1 – 11:00 – 11:50 a.m.

#### 1. Destigmatizing Help: Embedded Tutoring in Developmental English Classes

**Category:** Student Success Measures: Pathways/Acceleration, etc.

**Format:** Presentation

**Affiliation:** Montgomery College

**Presenters:** Angela Rhoe, Writing Center Director

Xianghui Xing, Professional Tutor

Monica Mische, Ph.D, Associate Professor of English

**Audience:** Learning Center Directors, Faculty, Academic Services Staff

**Abstract:** This presentation will examine how embedded tutoring can provide a proactive and powerful support for developmental students, whose need for academic help is often dwarfed by fear and stigma. Based on an ongoing collaboration between the Writing, Reading and Language Center, and the English and Reading Department at Montgomery College, the presentation will offer an overview of the project, including intended outcomes, current status, and student feedback. By the end of the presentation, participants will be able to envision and replicate innovative collaborations between faculty and learning centers as an effective retention strategy for developmental students.

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#### 2. From DFW Rates to Teaching Innovation and Learning Improvement

**Category:** Student Success Measures: Pathways/Acceleration, etc.

**Format:** Presentation

**Affiliation:** Montgomery College

**Presenters:** Brad Stewart, Vice President and Provost, CHSHPEH and Takoma Park/Silver Spring Campus

Monique Davis, Associate Dean and Director of Nursing

Angela Pickwick, Dean of Health Sciences

Monica Trent, Dean of Communication Studies and the American English Language Program

**Audience:** Instructional Faculty, department chairs, deans and other administrators

**Abstract:** This interactive presentation describes how faculty members in Montgomery College's Communication Studies, Health Sciences, Health and Physical Education, and Humanities (CHSHPEH) unit employed various strategies to improve student learning and success across disciplines and programs. Learning Objectives: Attendees will leave the workshop with "to-do" and "pitfalls to avoid" lists they will find useful as they launch student success efforts at their home institutions.

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### 3. Spanish101- A Case Study Targeting At-Risk Students

**Category:** Student Success Measures: Pathways/Acceleration, etc.

**Format:** Workshop

**Affiliation:** Montgomery College

**Presenters:** Ivonne Bruneau-Botello - Chair, Humanities Department  
Cristina Daley Butler -Acting Chair of World Languages Department

**Audience:** Faculty, advisors, chairs and administrators

**Abstract:** Spanish 101 is among the most highly enrolled courses at Montgomery College and, until recently, was also the language course with the highest DFW {Drop, Failure, and Withdrawal} rate. Consequently, in the fall of 2015 we set out to identify the challenges our students faced, highlight best practices in the language classroom, and build a support system to increase student success. At the end of the semester, DFW rates had decreased by almost 6%. Attendees will learn about strategies leading to this decrease and identify initiatives going forward. They will identify and share their own action plans for their specific disciplines.

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### 4. Synchronous Learning and Student Success in Media Arts Courses

**Category:** Closing the Distance Education Retention and Gap

**Format:** Presentation

**Affiliation:** Montgomery College

**Presenters:** Deborah Preston, Dean for Visual, Performing, and Media Arts  
Ed Riggs, Chair of Media Arts & Technologies  
Patricia Johannsen, Graphic Design Professor

**Audience:** Faculty and administrators who want to increase retention and success in distance learning courses.

**Abstract:** The Media Arts and Technologies Department was the first at MC to offer online courses, and the professors who taught graphic design and digital photography were pioneers in distance learning. However, high attrition and failure rates led them to abandon their online curriculum-until synchronous online learning became a viable alternative.

Working with platforms such as Elluminate, Adobe Connect, and BlackBoard Collaborate, the MAT Department has created a new distance learning program with impressive retention and success rates. This session will: 1) explain the basics of synchronous online learning, 2) share data that demonstrate success, and 3) offer strategies for maximizing effectiveness.

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## 5. Promoting Student Engagement in Science Curriculum

- Category:** Student Success Measures: Pathways/Acceleration, etc
- Format:** Presentation
- Affiliation:** Frederick Community College
- Presenters:** Emily S. Boward, Science Lab Technician  
Judy Staveley, Ph.D., Professor of Bioprocessing Technology and Program Manager  
Debra Ellis, Ph.D., Professor of Chemistry  
Elizabeth Alexander, Honors Student
- Audience:** Faculty
- Abstract:** This presentation will focus on the use of interactive activities and demonstrations to engage students (or prospective students) in science and STEM curriculum. Topics, such as, the polymer synthesis of slime, latent fingerprint collection, and chromatography of dyes will be discussed. These hands-on experiments promote scientific inquiry and interest in STEM subjects. They can be used in credit or continuing education courses, as well as at recruiting or community outreach events.
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## 6. Increasing College and Career Readiness Through Dual Enrollment Pathways

- Category:** Student Success Measures: Pathways/Acceleration, etc  
Middle Skills /Alternative Credentials
- Format:** Presentation
- Affiliation:** Anne Arundel Community College
- Presenters:** Kathleen M. Beaman, Executive Director, Office of Instructional Partnerships  
Kipp Snow, Instructional Specialist, Business Management, School of Business and Law
- Audience:** Faculty and advisors
- Abstract:** In collaboration with Anne Arundel County Public Schools (AACPS), Anne Arundel Community College (AACC) is developing dual enrollment opportunities for students through Signature Programs at AACPS high schools, a theme-based delivery model. Local community stakeholder teams have identified the school Signature and the college has begun offering credit certificates, aligned with the theme, on-site at the high school. This dual enrollment delivery model will be shared, including its focus on middle-skill jobs and cohorts graduating with a college certificate.
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## 7. Non-Cognitive Factors: Impact on Student Success

- Category:** The Non-Academic Dimension of Retention
- Format:** Presentation
- Affiliation:** Harford Community College
- Presenters:** Pamela Runge, Manager for the Learning Center
- Audience:** Learning center staff, academic coaches, faculty
- Abstract:** At Harford Community College, the Student Success Department is committed to promoting student retention and completion. Through a variety of services, the department focuses on important non-cognitive factors that impact student success. As a result of attending this presentation, audience members will be able to: a) explore the 5 general categories of non-cognitive behaviors, b) recognize the connection between independent learning and non-cognitive factors, and c) investigate the hidden culture of higher education within our institutions that can be difficult for students to navigate.
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## 8. Attracting and Retaining Students through Guaranteed Transfer Admissions Agreement

<b>Category:</b>	2 year/4 year Articulation Partnerships
<b>Format:</b>	Presentation
<b>Affiliation:</b>	College of Southern Maryland
<b>Presenters:</b>	James Spence Jr. Senior Coordinator of Transfer Services and Articulation Kristen Titsworth, Web Services Director
<b>Audience:</b>	Transfer Coordinators, Directors of Advising, Articulation Coordinators
<b>Abstract:</b>	A strong partnership between the community college and university is an important factor in the successful transition of students from one institute to the other. In this session, learn how the College of Southern Maryland has used Guaranteed Admissions Agreements to foster a smooth transition for transfer students. This presentation will share the challenges of developing these agreements, show how they are presented on our website, and describe how CSM is using these agreements in student recruitment and retention.

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## 9. Acceleration 2.0: Developmental Education Developments at CCBC

<b>Category:</b>	Student Success Measures
<b>Format:</b>	Presentation
<b>Affiliation:</b>	The Community College of Baltimore County
<b>Presenters:</b>	Monica Walker, Ed.D., Dean of Developmental Education & Special Academic Programs Brooke Bognanni, Department Chair, English Rachele Lawton, Ph.D, Department Chair, Academic Literacy & World Languages Michael Venn, Assistant Dean of Mathematics
<b>Audience:</b>	Faculty members, administrators
<b>Abstract:</b>	In this session, presenters from The Community College of Baltimore County (CCBC) will explore the latest developments in their curricular reform efforts resulting in new models of accelerated developmental education. Using examples from accelerated models in Reading, English, and Math, presenters will lead participants in discovering and discussing key planning, piloting and implementation phases, approaches for scaling-up, and strategies for addressing common reform problems and celebrating student success.

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## 10. Early College: Acceleration and College Readiness

<b>Category:</b>	Student Success Measures: Pathways/Acceleration, etc.
<b>Format:</b>	Presentation
<b>Affiliation:</b>	Howard Community College
<b>Presenters:</b>	Alison Buckley, Associate Vice President for Enrollment Services

Margaret Garroay, Acting Dean English/World Language  
Dorothy Plantz, Director Admissions and Advising  
Bernadette Sandruck, Dean Mathematics  
Sharon Schmickley, Dean Business and Computer Systems  
Patricia Turner, Dean Science, Engineering and Technology  
Faculty, advisors, enrollment management staff

**Audience:**

**Abstract:**

As part of the college's completion strategy, Howard Community College (HCC), in partnership with the Howard County Public School System (HCPSS) launched an Early College cybersecurity program in 2014. In 2015 the program was expanded to include an Early College STEM program. In both programs, college course work starts in the 10th grade. Students graduate from high school with 30 college credits and receive their A.A. degree after one additional year at HCC. This presentation will provide an overview of the program and explore the interventions undertaken to ensure high school students are ready for college coursework.

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## 11. Building Skills & Saving Lives: The FCC CNA to MA to RN Pathway

**Category:**

Credit and Non-Credit Integration/Stackable Credentials

**Format:**

Presentation

**Affiliation:**

Frederick Community College

**Presenters:**

Dr. Karen Wilson, Department Chair & Medical Assisting Program Manager  
Dr. Alanka Brown, Associate Vice President for Academic Affairs & Dean of Career Programs

**Audience:**

Advisors, Career Counselors, Faculty, Registrars, and Continuing Education Staff

**Abstract:**

To address the growing needs of the healthcare workforce, FCC developed a CNA to MA to RN pathway program. This stackable credentials program was developed not only to save students money and time, but to make powerful professions accessible for students. The program enables students who start their educational journey in the college's noncredit CNA program to use the skills and credentials obtained to earn credit towards the Medical Assisting (MA) degree,...significantly reducing cost and time to completion. Upon completion of the MA program and obtainment of the MA certification, students can either take their credentials or go into the workforce as a licensed CNA/MA or they can leverage their credentials for credits towards the Nursing RN degree. In this session, participants will learn how to develop internal noncredit to credit pathways at their home institutions. Session presenters will demonstrate their process model used for the development, implementation, and maintenance of these time and money saving structures

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## 12. Nursing 4.0 Grant: Enhancing Student Success With A Nursing Student Support Program

**Category:**

Student Success Measures: Pathways/Acceleration, etc

**Format:**

Presentation

**Affiliation:**

Baltimore City Community College

**Presenters:**

Dr. Pamela Ambush Burris, RN, FRE  
Scott Olden, RN,MS, Dean, School of Nursing and Health Professions  
Dorothy Holley, RN, MS, Associate Dean, School of Nursing and Health Professions  
Alise Williams, RN, MS, Nurse Transition Coach, School of Nursing and Health Professions

**Audience:**

Faculty, advisors, retention specialists

**Abstract:** BCCC is a two-year degree granting college serving ethnically diverse students and is experiencing a low nursing graduation rate of 38%. The School of Nursing proposes to increase the number of non-traditional, culturally diverse students by implementing a comprehensive retention and success program, Nursing 4.0. Nursing 4.0 is a success initiative of the Nurse Support Program II grant to facilitate sustainable outcomes in student retention and completion. The success strategies implemented and the outcomes will be discussed; 1. Discuss the purpose of the Nursing 4.0 Grant, 2. Discuss the student success strategies implemented, 3. Discuss the purpose of the S.T.E.P Initiative.

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## SESSION 2 – 12:00 – 12:50 p.m.

### 13. Student Engagement Strategies for Distance Education

**Category:** Closing the Distance Education Retention and Gap

**Format:** Presentation

**Affiliation:** Montgomery College

**Presenters:** Elizabeth Benton, Department Chair

Robin Cook, Tech and Project Analyst in the office of E-learning, Innovation, Technology and Teaching Excellence (ELITE)

Anna Deadrick, Professor of English

Keith Elphick, Professor of English

Kateema Lee, Professor of English

**Audience:** Administrators, stake holders interested in distance education

**Abstract:** A team including faculty and a distance learning analyst will discuss student success interventions in distance education English composition classes. These interventions resulted from a year-long study of distance learning composition courses at Montgomery College. The interventions are aimed at helping distance students more successfully complete their courses and persist to completion of their program. The presenters will share the data they reviewed, their decision-making process, intended outcomes, interventions created, implementation of interventions, and status of the project. Upon completion of the session, participants will: gain understanding of strategies to increase success rates, enhance course quality, and personalize instruction in a distance learning common course; and discuss and share effective revision processes and course redesign.

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### 14. Using OER to Promote Student Completion

**Category:** Student Success Measures: Pathways/Acceleration, etc.

**Format:** Presentation

**Affiliation:** Montgomery College

**Presenters:** Dr. Michael Mills, Vice President, Office of E-Learning Innovation and Teaching Excellence

Samantha Veneruso, Professor, Department of English

**Audience:** Faculty and Administrators

**Abstract:** Institutions that support faculty exploration of Open Education Resources (OER) have the opportunity to lower the cost of education for students and promote decreased time to completion while fostering student success. This presentation will examine the strategies Montgomery College is using to encourage the faculty to explore and adopt OER. Additionally, the presenters will share the initial analysis of the effectiveness of those strategies. By the end of the session, participants will be able to: explain some of the challenges and complexities of OER adoption, identify strategies for promoting OER use both at the faculty and administrative level, discuss how OER can increase completion, and identify strategies they might use at their institution

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## 15. Integrating advising into the curriculum to increase completion in engineering and computer science programs at Montgomery College

**Category:** Student Success Measures: Pathways/Acceleration, etc.

**Format:** Presentation

**Affiliation:** Montgomery College

**Presenters:** Dr. Muhammad Kehnemouyi - Dean, Science, Engineering, & Technology  
Dr. Nawal Benmouna, Department Chair,  
Dr. Donald Day, Engineering & Computer Science Program Advisor

**Audience:** Faculty and Program Advisors

**Abstract:** Montgomery College is home to the largest engineering and computer science programs among community colleges nationwide. Major Field advising is critical in these programs as research shows that advising strengthens student retention and completion. Our efforts to generate interest among faculty about advising includes creating innovative efficient technology to promote easy access to needed information, such as an online Student Advising Report, which features a one-page summary of a student's academic records and registration, and a Student Plan for Completion, which allows students to create an academic plan online. By "curricularizing advising", students are able to create and own their academic plan throughout their educational pathway which includes articulated benchmarks for success.

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## 16. Create An Effective Cohort Model for Student Success

**Category:** Student Success Measures: Pathways/Acceleration, etc.

**Format:** Presentation

**Affiliation:** Montgomery College

**Presenters:** Dr. Zeporia Smith, Professor, School of Education  
Dr. Eric Benjamin, Department Chair of Education and Psychology  
Dr. Darrin Campen, Dean of Education and Social Sciences

**Audience:** Faculty, Student Services Staff, and Administrators

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**Abstract:** The presenters will discuss recent success creating and effectively running a cohort program for culturally and linguistically diverse students at Montgomery College. The presenters will provide data that indicates the effectiveness of the cohort program and related interventions. Practical advice for how to set up an effective cohort program will be provided. Participants will be able to articulate the benefits of a cohort program for their college or program, evaluate the appropriate steps for creating a successful cohort program and analyze how the cohort model supports the retention and persistence of students

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## 17. Factors Influencing Grades of "D", "F", or "W" in Gateway Chemical and Biological Science Courses at Montgomery College: An Investigation.

**Category:** Student Success Measures: Pathways/Acceleration, etc.  
**Format:** Presentation  
**Affiliation:** Montgomery College  
**Presenters:** Dr. James Sniezek, Instructional Dean for the Chemical and Biological Science Unit  
Dr. Laura Anna, Professor and Chair of Chemistry  
Dr. Scot Magnotta, Professor and Chair, Department of Chemical and Biological Sciences,  
Mr. Nelson Bennett, Professor and Chair, Department of Chemical and Biological Sciences,  
Dr. Rashidul Alam, Professor and Chair, Biology  
**Audience:** Faculty, advisors, administrators  
**Abstract:** Baseline studies were performed identifying factors influencing poor performance ("D", "F" or "W" grades) in Biology and Chemistry courses at Montgomery College. DFW rates were calculated for all Biology and Chemistry courses for a two year period, establishing baseline rates by course and means by discipline. Observed patterns in faculty distribution of DFW grades, closer examination of key gateway courses, and current strategies designed to improve success in gateway courses will be discussed. Participants will have an enhanced awareness of factors that contribute to poor student performance and be informed of strategies implemented to reduce DFW rates at Montgomery College.

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## 18. Pathways to Transforming the Student Experience

**Category:** Student Success Measures: Pathways/Acceleration, etc.  
**Format:** Presentation  
**Affiliation:** Prince George's Community College  
**Presenters:** W. Allen Richman, Interim Dean, Office of Planning Assessment and Institutional Research  
Laura Ellsworth, Professor and Chair, Public Safety and Law  
Mirian Torain, Associate Professor and Chair, Developmental English and Reading  
Aundrea Wheeler, Senior Academic Administrator the Vice President for Academic Affairs  
**Audience:** Deans, Chairs and other Leadership, as well as all others interested



**Abstract:** All changes in policies and practices require strong leadership and collaboration across faculty, staff and administration, as well as a comprehensive communication plan. These changes can be difficult and even disruptive but can lead to positive culture changes in your institution and may positively impact students. Presenters will focus specifically on changes in new student orientation, ending late registration, and implementing a robust student learning outcomes assessment process. After sharing PGCC's Pathways journey, participants will be asked to consider the roadblocks and benefits toward implementation, and identify opportunities and challenges that will transform the student experience.

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## 19. Readiness Pilot Improves Success Rates in Online College Algebra Course

**Category:** Student Success Measures: Pathways/Acceleration, etc.

**Format:** Presentation

**Affiliation:** Anne Arundel Community College

**Presenters:** Kathy Hays, Professor, Mathematics  
Jim Messenger, Professor, Mathematics

**Audience:** Faculty

**Abstract:** During the 2015-16 academic year, a team of mathematics instructors at Anne Arundel Community College implemented a pilot that was successful in increasing student readiness and success in online college algebra. Learn about strategies that were implemented, including utilizing a team approach, the importance of a master course, and the Virtual Math Center.

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## 20. Psychology and Statistics: How our Learning Community Helped Students Think Scientifically and Enjoy It!

**Category:** Closing the Distance Education Retention and Gap

**Format:** Presentation

**Affiliation:** Harford Community College

**Presenters:** Elizabeth A. Mosser, Assistant Professor of Psychology  
Chris Jones, Professor of Mathematics

**Audience:** Faculty

**Abstract:** Students question the utility of course concepts – they ask, “When am I ever going to use this?” They are also too eager to agree with any presentation of ‘research’ no matter the veracity of the claim. To address these concerns, we linked our Psychology and Statistics courses during the spring 2016 semester and engaged students in joint activities aimed at increasing their scientific literacy through the application of statistical concepts to psychological phenomena. Learning Communities (LCs) have been shown to have a positive effect on student engagement, persistence, and retention. We will share our process for designing and executing this LC.

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## 21. Shortened Pathway to College Level Math

- Category:** Student Success Measures: Pathways/Acceleration, etc.
- Format:** Presentation
- Affiliation:** Cecil College
- Presenters:** Kim Sheppard, Professor, Mathematics  
Barb Morton, Coordinator of Skills Assessment, Tutoring & Testing
- Audience:** Faculty, advisors, etc. anyone interested in a shortened path for Developmental Math
- Abstract:** At Cecil College we have shortened the sequence of developmental math courses. Previously students took up to 11 credits of developmental math prior to taking a college level math course. Under the revised sequence, students take up to 8 credits of developmental math but many of our students' only need 4 credits of developmental math. We have one path for STEM majors and a shortened path for non-STEM majors. We will share how we shortened the sequence and have time to discuss what others have done with the developmental math sequence at their college.
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## 22. Engaging Adjunct Faculty in Student Success Efforts

- Category:** Student Success Measures: Pathways/Acceleration, etc.
- Format:** Presentation
- Affiliation:** Community College of Baltimore County
- Presenters:** Dr. Dallas Dolan, Chair – Office of Instruction  
Dr. Monica Walker, Dean, Developmental Education and Special Academic Programs
- Audience:** Faculty, Administration
- Abstract:** Adjunct faculties typically teach approximately 50% of students in Maryland Community Colleges, yet they are often not fully included in or knowledgeable about college-wide student success efforts. Come and hear how CCBC is ramping up efforts to engage adjunct faculty in student success efforts by intentionally including adjuncts in planning, piloting and assessing the infusion of high impact practices into highly enrolled general education classes that cut across all CCBC Pathways. Learn about the role an Achieving the Dream grant has influenced changes in how adjunct faculty are included in these efforts, and lessons we've learned in our first year of HIP Infusion.
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## 23. Dual Enrollment: Pathways to Completion and Success

- Category:** Student Success Measures: Pathways/Acceleration, etc.
- Format:** Presentation
- Affiliation:** Frederick Community College
- Presenters:** Andrew McClain, Dual Enrollment Specialist  
Elizabeth Duffy, Director of Dual Enrollment  
Michele Thornton, Dual Enrollment Coordinator
- Audience:** Faculty, Staff, Administration
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**Abstract:** Our session will educate colleges on the strategies we use to create a strong partnership with local schools to ensure that high school students develop the skills needed to succeed and complete in higher education. The dual enrollment team will also explain the rationale in choosing the courses we offer and recommend for the dual enrollment student to maximize and accelerate credit attainment. Additionally, we will provide guidance on resources used to create college and/or career-specific pathways for students, as well as opportunities local English Language Learners.

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## 24. CSM Coaches-Staff and Faculty Working Together for Success

**Category:** Closing the Distance Education Retention and Gap

**Format:** Presentation

**Affiliation:** College of Southern Maryland

**Presenters:** Dr. Jessica Chambers, Associate Vice President, Enrollment Management  
Laurie Cangelosi, Student Success Coordinator

**Audience:** Faculty, Advisors, Student Success, Retention/Completion specialists

**Abstract:** CSM piloted the coaching program starting in 2015 and now has collected its first year of data. The presentation will describe the program and provide data showing the impact of having staff members working within the distance learning shells of online courses to assist students with technology issues and to prompt them to log in, participate in discussions and submit assignments.

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