



## MIDDLE STATES FALL 2016 LISTENING TOURS WORKGROUP III

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### Comments

Strength- the materials (books, videos, etc.) online resources, discussions in classes etc. Are meeting: Challenges- the teachers that don't support students (lectures without participation) not everybody has that access.

Gen Studies- revised, Gen Ed exposed to a variety of important issues. coherent process. Internships- articulation agreements to USG-- smooth transition. Nursing and engineering very clear path/Biotech responsive to workforce and professionally accredited program review process. Academic/student services- restructuring to help with collegewide delivery-- relationship between aa and student affairs. Academic Master plan. Challenges: requirements for faculty related to currency/student responsiveness-- know what's needed? Internships, voluntary not as coherent a process. co-curricular activities foster student discussion, no degree audit system.

Program dependent. are we also considering workplace skills? "Coherent learning experience" not just academic or technical but also soft skills so students are work ready and/or transfer ready. Employer engagement- ensuring that faculty are up to date on academic/technical skills in terms of students transferring and for entering the workforce. Are we considering diverse faculty and student populations (teaching and learning styles.)

Career advisor's boards- innovation transfer program- articulation agreement cross communication between 2-4 year.

Challenges to coherent learning experience and synthesis of learning: recognize that students themselves face a number of challenges in terms of "coherent learning experience" (work, family, financial situations)/Consistency across a 3 campus system

Coherent/synthesis of learning: challenges: no single entry point for counseling about full range of offerings (noncredit and credit)/Opportunity: capstone courses - innovative learning for all degree programs/Qs: standards - do we have standards? How defined?

Many opportunities seem available for professional development that can enhance and promote teaching. Seemingly unlimited amounts via college and through outside training programs.

Hiring process for part-time faculty are not defined. It is therefore entirely coincidental if a hiring promotes innovation in teaching and/or equity in student learning. Evaluation for part-time faculty is limited to the classroom observations. Nothing in such observations promotes innovation (in fact, they may inhibit innovation as the faculty member teaches a "safe" topic in a traditional way during the evaluation.) or equity in student learning.

My experience is that they (hiring and evaluation process) do not promote innovation and are certainly not equitable. Opportunities go to the favored few. Work is taken from one and given to others.

Faculty participate in outcomes assessment (not great) Gen Ed (ok) with tests etc.

Not sure if the hiring process promotes innovation- looking for new employees with different views to teach. Evaluation is not really happening. Wants the faculty to use different tools but does not say innovative ways. Professional development is underutilized by faculty. Faculty too set in their ways. Don't fix what isn't broken mentality, but could be a disservice to the students.

Based off feedback from course evaluations, we can assess from a student's perspective whatever the learning experience was. It should be mandatory for all courses.

CPOD, ELITE and other professional development opportunities are utilized to see how we can help students to feel more comfortable and welcomed at the college, welcomed in class, make all the classes instruction more interesting, make teaching more effective, help us see how differences in culture play a part in learning how underserved under privileged students can be better served, etc., Right now, I am learning how to teach culturally diverse students in a 3-part class given by CPOD. We are learning from the facilitators about differences in teaching students who appear to be like American students who are born and lived here, but are different. Their parents are immigrants who speak another language other than English and that is the only language used at home and amongst friends in social circles. These students' English capabilities appear more like AELP and ESL rather than American students who are not from similar households. We learn much in these trainings that we can put towards innovative teaching and equitable learning. Too bad man faculty and staff don't have the opportunity to take these classes or are disinterested. These classes need to be held on several campuses instead of just location. Some of these classes need to be made mandatory for faculty and staff because they may have ways in mind to be innovative but may not know how to be equitable or radically inclusive.

Cross-grading in AELP= equity. all professors give some final example from a "pool". Professional Development opportunities =my own experience has been a positive addition of ideas to incorporate into my interaction with students in the classroom or one-on-one. Equitable student learning experiences as a result? I can't say for anyone else. For my area (counseling) we have learning outcomes, data is collected (as an adjunct, I am not involved much in this area) and outcome charts designed showing we have met the criteria or areas of improvement needed

In our department (AELP), we have a very rigorous hiring process. Sometimes, we have more than 100 people apply, they are narrowed down to 25, 8-10 are interviewed one is hired. Equity in student learning experience- at higher level writing courses, we do cross-grading. Sometimes a third grader looks at the final exam. All three reading levels in AELP program use the same final exam- or from a set of three- all evaluating the same skills. Final exams are all 25% in all sections- all three campuses.

Use of iPad's in teaching students. Provides student with an opportunity to learn how to use technology given the faculty that most students were born before the age of technology. Provides more efficient and faster learning. Science labs.

Applicants deliver teaching modules meet all the national license certification and standards of industry and field of study. Feedback from advisory, interested into curriculum. e.g. healthcare, accounting, CPA, GITE program, HVAC etc. Evaluation: updated CEU's check, public information on licensure, request updated information from faculty, should evaluate every course and teacher, comprehensive faculty evaluations and request for innovation, student evaluation and feedback focus on opportunities for faculty member during comprehensive faculty evaluations.

The College does a very good job supporting professional development of not only faculty but staff as well. The availability of EAP tends to support employees in professional organization membership, conference attendance, and pursuit of higher education degrees and other qualified professional development opportunities is one of the main benefits of an employee. I with this was actually increased as a pool as the funds have run out for some categories before everyone has an opportunity to utilize them. Further, the college supports faculty with sabbatical pay and overseas educational opportunities. I also appreciate the College's dedication to employee's attainment of higher education degrees with the use of a pay bonus for every additional tier of degree.

Part-time faculty are hired to fill sections without going through rigorous application process or meeting some educational requirements/experience criteria.

Faculty give quizzes, papers exams, participate in formal outcomes assessment processes, online student evaluations, student participation in honors events or conferences-- excelling at their work, complete or selected. formal grades submitted for the course.

Heavy reliance on part-time faculty make it difficult for students to reach faculty for questions. Not all part-time emails are easily accessed by students. Part-time faculty deliver quality education board are difficult for students to reach for letters of recommendation later when they are applying for scholarships, etc. our need for more full time. Workshops are offered by MC-- however they are often difficult for part-time faculty to attend. Need more alternative workshops.

How does the academic calendar support and or fail to support professional development? may need to reimagine how we offer this and how to and when to deliver these opportunities in order to reach more and engage more effectively.

Professional Development on diversity, communication, IT assist with providing all students with appropriate materials and accessible learning experiences. As well as innovative information.

The system is clearly outlined- excellent. strong emphasis on faculty to faculty teaching, provide many opportunities designed to strengthen effective teaching techniques: clarifying, updating personal pedagogy as it relates to effective delivery learning. Most of the training opportunities are relevant. Faculty are able to meet professional development requirement. what is not readily available: assessment of the effectiveness of the workshops on faculty performance in the classroom. How do we know that a faculty who evaluated a training as useful actually applies the useful technique in his or her teaching? Faculty from my experience assess student learning through regular "in course" testing at which time feedback is provided to the student which hopefully is provided to the student would help inform student learning of concepts and skills. College commissioned assessment-- these are done at a time when students have already left the course and seemingly could not be used to benefit students under immediate evaluation.

However, it is hoped that the lessons learned could be applied to teaching and other students to their benefit and thus impact the whole.

Professional development is so important-- going to conferences, attending classes, and workshops, etc. things strategies, tips, and techniques learned are then applied when prepared to create instruction sessions for students. Healthy budget for professional development for faculty and staff. Internal MC Learning opportunities are wonderful. Many different classes/workshops are varied and offered at all 3 campuses.

The college offers many professional development opportunities that allow me to keep up with trends and changes in college libraries and library services. Learning from peer institutions can be really helpful in seeing where we have and have not innovated.

Preference is generally given in hiring to candidates who have experience working with a diverse student body and sometimes with DL delivery experiences. I suspect candidates who have demonstrated innovation and initiative would be viewed favorably during interview and hiring process but there is no institution-wide standard for giving them preference. Innovation and or equity are not specifically addressed in the student course evaluations other than asking if instructor treats students with respect. I am not familiar with the questions/evaluation points in the faculty evaluations.)

Professional Day speaker emphasis in innovation. Innovation Grants. MCIW. ELITE work groups work to promote and the Academy for Teaching and Excellence. more work to follow up on how those practices are implemented in the classroom, needs to go beyond the evaluations when faculty indicate the usefulness and intent to implement practice. Workshops to integrate various learning technology.

Professional development opportunities offered through CPOD and ELITE allow faculty the opportunity learn about instructional technologies and how to integrate or promote their use into their pedagogical practices. Professional development (EAP).

Professional development for faculty and staff through COPD and ELITE to further innovation in support of teaching and learning and collaborate to develop new resources.

Professional development - how are we helping faculty become effective faculty members beyond course content - writing effective letters of recommendation, engaging students in transfer plans - this is not level 4 advising it is creating a culture that encourages students to develop a plan that will get them where they need to go with funding

Some programs foster innovation with student success as a goal - others are more about alignment with the status quo, some based mostly on campus identity/PT faculty support varies widely depending on location and academic area/MC has extensive professional development opportunities.

Professional development -limited pool of EAP funds that are depleted and limits advanced grad training or other development for faculty and staff.

I am concerned that the rolling term faculty evaluations may actually hinder the expectation and ability and interest to be innovative. How can the faculty stay interested in being current if they are only evaluated every 3-6 years? I'm not clear on the equity concept. How can you expect equal outcomes for all students or expect faculty to do more for certain students? It seems

unrealistic to expect equal outcomes - even in a set of twins you can't guarantee they will end up the same. What will happen if you still don't get equal outcomes even if you put in more for certain students? What about the students and their own efforts? The students earn their grade. Insinuating that equal inputs are somehow inequitable is dangerous.

We hire faculty based on their educational credentials, as well as their work experience in the technical trades. For example: Do they have a degree in the field in which they are being hired for? If not, do they have work experience that equates to an advanced level of expertise. Do they have teaching experience? We evaluate with observations, review their course objectives and materials and student evaluations. Some of our faculty have been sent around the country to participate in innovative programs. We did work with students that need extra help for equity in some cases. Our faculty will spend time with struggling students, but there is no way to create equal results.

Pro: Formal publications updated regularly (i.e. catalog) and advising worksheets are available,  
Cons: Are staff/faculty always aware of all updates, WDCE catalog updated, but organization is confusing. Documents available online but are students using or do they just ask for help? Do students take a role in accessing information available?

All requirements are listed in the catalog. Requirements are listed in their entirety and semester by semester (4 semesters). Some programs do not take into consideration the level at which a student begins thus prolonging time to completion and negating the truthfulness of the semester by semester plan. The semester by semester plan could also list the implied assumptions (starting at college level, going full time, passing each class taken, etc.) Degree audit worksheets are very effective as a checklist, but are time intensive to update separately from the catalog.

A lot of information that is useful, but students often do not see it. It is written from a faculty perspective. Students often arrive in class still needing clarification.

Myriad number of steps we put our new students through (admissions process e.g.) is complicated. They have to complete eMap, print last page, bring it to counselor, have advising holds (advising questionnaire, nso) they try and register if they haven't completed a or b they have holds then they have to go back and meet with a counselor. The result is they feel stressed and exhausted.

It depends on the level of student experience-- college level student with great understanding of college we serve well. 1st generation college students have very little knowledge of college i.e. # of credits to receive a degree, # of days' classes met, rigor of course work. Although we provide the eMap many students still do not understand the catalog, what a semester means etc. So we are communicating, but not in ways all students understand. Student get programs of study sheet and still sometime are very clueless.

In terms of effectiveness, for a student to understand some of the degree requirements they would need assistance. The eMap helps in breaking down the terms needs to understand the components of a degree. However, the process is cumbersome in that the amount of information given is hard to retain.

Hidden prerequisites are a problem in the catalog and degree requirements. We should have more online collaboration across disciplines

Add all requirements in worksheets and online catalog- be upfront-- hidden prerequisites.

Clearly and accurately described in official publication in a way students are able to understand, follow, and time to completion. In the Health Sciences, examine: Hidden prerequisites- no. While students can look up the prerequisites for each course needed. They are confused by the health sciences application rules; all don't seem to be aware that all majors at the college are not two years in time. College could do a better job of describing the approximate 2 years of gen ed, necessary, then two years in the curricula or major. Especially for these programs must be accepted into. website links are inconsistent, degree planning sheets are helpful, starfish-academic plans from start to finish templates built in.

How effective are our official publications at giving students info them helps them understand, follow and complete degree requirements? Advising worksheet- Anthony Solano creates and maintains these and is accessible to amend forms as needed. Course placement rosters (sequencing sheets) good resource to hand student to explain where they are and where they will go next. Transfer webpage- advising by major links to transfer agreements links o career/what to do with \_\_\_\_\_major, links to info on UMCP specifically. Starfish academic plans- templates are there to work with a student from entry to completion. Challenge: sometimes links are broken and take student to "deans' " page (their pictures and names- don't always make clear (usually don't) that development course will lengthen time at MC.

WDCE publications are revamped three times a year. Course offerings list dates and times of classes, class location and pricing special requirements (BDN) immunization, etc. are listed next to each class. WDCE publications list program descriptions for each course (Different from degree/credit offerings) and are easy to read. Descriptions are usually just one paragraph long.

Hiring offers practice learning to students. People learn with practice. others learning with school/lecture.

So much information! So many services! so easy to miss something for students and employees. I have observed that the college website is particularly weak in current info for students and inconsistent.

Information communicated through schedule of classes (not print), family members shared experiences, website, social media, solve sequences are shown in publications, should lead to more knowledgeable advisors.

The students get the information they need, but there is a lot of behind the scenes work that can be streamlined. Integrate counseling and course/program. Offer I don't know as a program option.

Publications are effective at getting course information to students. college is building capacity to better integrate counseling/advising w/ course catalog options-- program. College needs to build more effective and efficient processes for building and managing content.

Students complain that 2-year degrees do not help with acquiring a job. too much information, more innovation to simplify information for degree requirements. suggestion dashboard available to students

Catalogs, flyers, do students access these. Library has print version.

Attempting to coherent information to students. Delayed by Gen Ed changes, online catalog-disconnect between online and paper publications- needs to be cleared up. Strengths- level IV Advisors- academic advisors-- ARC program advising guides, being developed. Catalog-- also online, publish first year insider guide moving to online systems. Weaknesses- Some pubs not aligned- not all in one place, not cohesive-- Macklin vs. Montgomery. vs. Renaissance. No student handbook-- where get all together? not centralized place to understand the value of MC. Very little social media avenues for official information for students. Need an MC online for students still primarily paper based. Need calendar of events need more communication.

Are students using catalog to verify degree requirements? Library have one hard copy- some students are still asking hard copy 3-5 students per semester. Counselors- how do we measure effectiveness? Meters for measurement, obtain analysis of web visits

Are these official publications available in other languages? Are they available in audio for the visually impaired? Does counselling explain these documents to the educationally challenged? (those with learning disabilities?)

Official publications- still challenging for students to find information. Information can be buried in websites. Students are told to "find a document" on the website, can be challenging. consider how documents are named-- is this clear to students.

Sometimes the online catalog information does not align with the printed catalog. The MC website has recently been updated. Gather feedback about usage and improvements as a result of student reactions to the new website.

Students have a hard time understanding programs - need more/better advising. they don't see need for General Education. many don't know what they want to study. website is still too hard to navigate (although it's getting better.)

Online catalog could be more effective by grouping offerings in pathways. Pathways lead to a career page. Department-collegewide-not campus-based i.e. business has 3 websites should have one business landing page then branch off to department websites.

Don't know, but there seems to be issues surrounding advising so someone is misunderstanding something/might be difficult to understand if never introduced to catalog/sequence of courses/consequences of dropping or withdrawing or matters of transferring/we provide a lot of info but I imagine it may be challenging to navigate, especially for international students or students who have ESL./Could there be visuals to help "see" the program?/Could there be required sign off of reviews before registration?/Do we provide pathway options - careers that can be obtained with the degree that is earned?/What about job openings for these degrees?/Is the info we are providing uniform across the college?

I think this criterion brings up two key issues: 1. often students are unclear about their major from the start (fill out the application and just check a random box for major) and there is no process for helping them to make a more informed choice. / 2. All of our information is buried. Each department creates their own materials, other areas of the college create materials, and then some are on the website (created by an unknown entity, updated by an unknown entity). Information on the website in general is buried under multiple layers and navigation is counterintuitive. Often times, information conflicts or is out of date. There is no uniformity or

organization. /We need a lot more targeted programming around helping students choose a major. Dr. Pollard has said "students don't do optimal." We need some things such as having students come to a counselor to decide on a major mandatory.

I would like to see more paper catalogs available. The website even with the redesign is cumbersome. Especially the front page - it seems like window dressing, then when you click a link it takes you to the old website.

Current health sciences classes on TP/SS campus and MLC (Medical Learning Center) only on TP/SS campus= sufficient. Equity- Need newest current textbooks for all classes. Helps students that buy older version. Technology (computers, scanners, printers) for students that may not have at home. Online access for support- need more. Are hours of learning centers sufficient for student use?

Taking "available resources" and exploring specifically library resources: we are moving to more e-resources that help support statement access 24/7, wherever they have internet access, however that has the expectation of online access by students, which around 1/4 of students do not. (not all resources are online however!) We have also the textbook service at each camper library, which provides access to textbooks for students, however there are limitations on this service.

Sufficiency of learning opportunities. Are we currently providing sufficient learning opportunities and resources? I can only speak to the learning opportunities in WDCE. Health services to the nurse refresher and CNA programs. I think we do not provide sufficient learning opportunities or resources. resources are very limited on that we have to share (use their equipment) with the credit side. This means we can only use them facilitates when not in use. We do not have our own equipment which means this increases wear and tear on the equipment (mannequins and beds, medical equipment). Being used. Support systems for tutoring are not available for this group as classes are held on the weekend and evening. Most students work during the day. Sufficient means that WDCE and health services have their own lab and equipment to schedule courses convenient for the department.

I think the college needs to expand the resources available to all students, especially including those taking evening and Saturday courses. We require all students have a current semester sticker on their id, but do not ensure the offices are open late enough for them to access and get to them., for example. Food service, bookstores, and most common college offices often close at 5pm and are closed on Saturdays which does not show an equitable accessibility for all students.

Learning opportunities are wide and deep. Resources are excellent but unequally distributed. Sufficient resources, enough for good learning experiences. Communication of how to find resources is not effective. Innovation could be better, quicker.

Plenty of opportunities and resources. Challenge in guiding students to resources. More collaborations occurring (for example, WRLC workshop offering science and English writing lab reports.)

We have several resources so I would in theory we have 'sufficient' resources, but I think we (student services) need to collaborate to provide more information to students about these resources and to show them how they can help. For example, we have a LC's but many students do not know about them or why they should go to each. I believe we can have more of a pathway to guide students to resources and more collaboration with faculty to integrate the resources into



curriculum more. I believe there are many innovative programs such as ATPA, ACES and the student leader program but there needs to be more marketing of these to students.

Sufficient learning should be defined as an equitable/manageable workload. For example, learning centers and libraries support students and programs of study at all 3 campuses. Is workload distributed among staffing? Are students at the largest /smallest campus getting the same access to resources and people? I would say the answer is no, therefore there is not an even distribution of support equity. Solution- offer services and resources based on # of students served at each campus support center. Learning centers and libraries work hard to offer high levels of services available-- for Example the libraries on all 3 campuses need to be open until 10 pm when students are only in the space during the day? resources could be better allocated to meet the students where they actually are? Don't duplicate efforts. Be mindful that not every campus service has to exist at every campus.

Most of courses during peak hours usually taught by the full time faculty and students are usually interested to attend. But due to limitations of class spaces only few classes offered. Full time faculty members should also need to teach in the evening and weekends.

We discussed how enrollment challenges effective course offerings, student planning and the need to be more innovative in how we ensure classes fill and or what to do when they don't.

Available resources support our programs. Are we providing sufficient? How do we define sufficient? Staff in at libraries, especially librarian is not base d on need across campuses. Should reorg and distribute librarians across campus to balance # of students and faculty served.

There are lots of learning opportunities inside and outside of the classroom. Learning Lab/clubs, field trips, exchange programs, service learning etc. Perhaps you could research the exact kinds of examples and number of students involved in each opportunity. Also include tutoring options extend library houses, computer labs and Libguide, Lynda.com up to date technology-- Office 365-- etc. However, students need better ways to know and understand what resources are available.

Many have too many. Resources are stretched thing. Disparate reasons why students are here that needs to be considered when determining success.

Math and Reading labs (resources) Based on student feedback math lab resources are not as helpful for developmental self-paced classes based on # of instructor-student ratio/sufficient would be based on # instructor-student ratio seen as helpful based on data/tutoring online would be innovative way to provide some of the assistance required.

Students complain not enough support resources available such as tutoring/challenges with time limits in various tutoring centers/students also demonstrate lack of awareness of some support resources/student support services trio student's express appreciation of 'in house' support for English math and science tutoring with time limits

Innovation: the mc libraries have been using innovative technology to reach more students including e-resources, increase in electronic books and designing online tools - tutorials, videos, course pages and handouts/What is Sufficient? Resources available at point of need and resources that support academic and researcher needs but also enrich the lives of our students.

Resources for students are dependent on many, competitive factors and therefore student experience sometimes varies based on campus, program, academic area

Description - students entering 2nd year still don't know program requirements or implications for transferring to 4-year university.

One semester we offered a credit program (IT Certification) to student inmates at the MCCF. This program allowed students to be able to leave prison with a certificate and even be more successful as well as allowed them to get a job and be students at the college. This program was pushed by one instructor and was approved by a dean. We need to do more programs like these.

New General education program is confusing to explain since we have two different programs in effect. Moving communications into the Humanities provides great transferability/access/leverage. Gen Ed courses do not do an adequate job of connecting into the program. Students don't understand why they need to take each requirement and what impact it will have on their lives and subsequent bachelor degrees.

Gen Ed seems to be refocusing toward a degree focus faster with moves the student to feel they are working toward a degree w/every course rather than taking fluff electives. Not sure how it promotes innovation. Equitable learning, focuses the student on a pathway that prepares them for their courses across the curriculum and disciplines-- all field represented and available for pathways.

General education ideas: fosters exploration, research, critical thinking, scholarly writing and reading, flexibility. Allows students to become more well-rounded and better pre-pared to choose a major, either at MC or at their transfer institution. Innovation: allows student to design a degree that meets their transfer requirements while also meeting Gen Ed requirements at MC and reflects interests (*I think this is about Gen Studies*)

General education fosters flexibility, allows for exploration of inquiry (interest, topics) enhances critical thinking skills, well-rounded scholar prepares students to choose a major at transfer institution or at MC).

More robust required freshman seminar to include activities around Gen Ed expectations i.e. foster critical thinking.

More focused will help students find pathways of interest. ePortfolios should help students see connection between skills learned in class and in how they can use them professionally. may need to have some sort of support and training for ePortfolios, many departments are doing this, but may need to ensure all training is similar.

Promote innovation for instruction and student learning: development of math "emporiums" to target Gen Ed requirements for math. this innovation allows student to ??? to ??? minimum math requirements and hopeful move to higher level classes.

Too many of our students pass the 30 credit mark without completing a college level English or Math class. Both academic excellence and student success require that students demonstrate college level proficiency. How are we addressing this problem in the self-study? For years some sort of flag or block has been proposes in the registration process as a mechanism to solve this - if we don't want to do this, what other mechanisms are being proposed?

Consider expanding cultural/global awareness through collegewide annual themes to be incorporated more generally (could include a "badge" recognition)

Technical concerns- ADA compliance. Review and Approval- don't go with the bleeding edge providers, use industry standards. Consistent branding of MC in 3rd party applications. Interoperability w/ and between other solutions. Are there detailed concrete standards by which we evaluate 3rd party learning tools? There should be periodic review to make sure that current tech can scale to future needs. Student training for 3rd party products is an issue.

Accessibility and seamless integration are key. review and approval process needed. Have deployed industry standard delivery systems (Blackboard, Elucian, etc.) Are there detailed standards we apply to these delivery systems to know if they support student success? Have we verified whether these systems to meet needs?

Don't know what the process is for evaluation. Blackboard stinks. Library should show how to use Bb. OIT needs to help.

Unknown selection process. Blackboard is frustrating-- how long is the contract, only one survey is done for the faculty. Training for students are lacking. Is there an orientation for students? Does IT help? Do faculty members have other options? Blackboard app is difficult to use-- terrible user/learning experience. Use one drive or use thumb drive for storage.

Resources- I work in the library and I think the budget that is allocated for materials that are purchased to support the academic classes is very healthy. We purchase materials in various formats to support different styles of learning (print, audio, streaming, electronic options. etc.) these also provide a high level of accessibility for students with these various formats. Learning opportunities - librarians work with faculty to create library instruction sessions for students to increase student success in writing their papers or completing their assignments.

I would like to hear from faculty, chairs or deans how effective is the current outcomes assessment process for gathering useful data on student learning, evaluating student learning and improving student learning.

CAR report, 1st time in FY 15, gave Academic area stronger understanding of libraries, direct involvement in academic program, ext. Libraries as unit in academic program

The program review process evaluates the components of the program from an institutional point of view. Program assessment look at what the student is expected to learn. Program review has helped to improve the program update the curriculum, discuss strengths and weaknesses of programs, review advising groups and articulation agreements and benchmark our programs with other like institutions.

The library has used ethnographic study methods and LibQual survey to evaluate library resources + services and used data collected to make changes and improvements to library services and resources (for example increased power outlets and library hours)./The library used assessment data from studies mentioned above to decide and expand hours to ensure equitable access to evening students./Unsure how library has used data to innovate other than providing technology (learning laptops/Raptor Search discovery service) to improve access.

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**Student Session**  
**Workgroup III**  
**Thursday, November 3, 2016**  
**Germantown Campus**

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**WORKGROUP III: DESIGN & DELIVERY OF STUDENT LEARNING EXPERIENCE**

**Strengths**

- Yes, generally classes are available.
- Course content does prepare us for four year schools.
- Some good experiences with scheduling classes.
- Some students have seen degree planning sheets.
- STSU class is good for helping student's go over what they need in their major.
- First Year Experience ambassadors required to take STSU.
- Summer STSU class is better than semester one because it prepares students before they begin rather than as they go along.
- Counseling provides required course planning documents like advising worksheets.
- Online planning sheets available.
- Bolded/italicized classes show transferability.
- Information is available, students need to know that they are responsible for searching and finding it.
- BSSD – P1/102 – great courses. Glad we're required to take interesting courses outside of major.
- Good Gen Ed courses
- Gen Ed courses available in high schools
- Acrobatics pilot for statistics – free and interesting
- Gen Ed and Gen Studies give students opportunities to explore and try different things before finalizing a major.
- Hybrid style of teaching is good, but so is lecture – a blend of both is better. (Flipped classroom).

**Weaknesses**

- Bio 226 only available at night at Germantown. Important for Nursing program.
- Only one section of Genetics at Germantown. Lots of STEM majors at Germantown. We need more sections available.
- The deeper into your major you get, the fewer options there are at Germantown. Only 1 or 2 professors teach these courses.
- Animal Science is not listed as a major or concentration.
- Didn't realize that classes chosen are not physically close to each other, making it difficult to create a workable schedule. Causes students to drop classes. Need to take into account travel distances and prevent students from signing up for courses too far away. (Ex. 20 minutes between classes at Germantown and Rockville is not enough time.)
- Some students have not seen semester degree planning sheets.

- More students should be aware of STSU – it should be mandatory.
- Need to advertise summer STSU classes more.
- What is available needs to be more available and needs to be available online.
- Provide students with strategies for searching for information.
- Group meetings and study sessions need to be promoted in advance so that DSS students can arrange accommodations.
- Looking up class information online is good, but can be hard to do.
- No basketball courts for student to practice after classes.

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## **WORKGROUP III: DESIGN & DELIVERY OF STUDENT LEARNING EXPERIENCES**

### **Discussion Question 1: Criteria 3.2**

#### **Question 3**

- Heavy reliance on part-time faculty makes it difficult for students to reach faculty for questions.
  - Not all part-time emails are easily accessed by students.
  - Part-time faculty deliver quality education but are difficult for students to reach for letters of recommendation when they are applying for scholarships, etc.
  - Need more full-time faculty.
- Preference is generally given in hiring to candidates who have experience working with a diverse student body. I suspect candidates who have demonstrated innovation and initiative would be viewed favorable during the interview/hiring process, but there is no institution wide standard for giving them preference.
- Innovation and/or equity are not specifically addressed in the student course evaluations, other than asking if instructor treats students with respect. (I am not familiar with the questions/evaluation points in the faculty evaluations.)
- Part-time adjuncts lists

#### **Question 4**

- The system is clearly outlined. Excellent.
- Strong emphasis on faculty-to-faculty teaching.
- Provide many opportunities designed to strengthen effective teaching techniques; clarifying, updating personal pedagogy as it relates to effective delivery of learning.
- Most of the training opportunities are relevant.
- Faculty are able to meet professional development requirements.
- What is not readily available; assessment of effectiveness of the workshop on faculty performance in the classroom. How do we know that a faculty who evaluated a training as useful actually apply the useful techniques in his/her teaching?
- Workshops are attended by MC. However, they are often difficult for part-time faculty to attend. More alternative workshops are needed.

- How does the academic calendar support and/or fail to support professional development? May need to re-imagine how we offer this and how to and when to deliver these opportunities in order to reach more and engage more effectively.
- Professional development on diversity, communication. IT assist with providing all students with appropriate materials and accessible learning experiences. As well as innovative information.
- Requirement of faculty ELITE offerings
- Innovation works
- Professional Development pays off
- Required training
- Professional Day speaker emphasis on innovation
- Innovation grants
- ELITE workshops work
- The Academy of Teaching Excellence
- More work to follow-up on how those priorities are implemented in the classroom need to go beyond the evaluations when faculty dictate the usefulness and intent to implement practice.
- Professional Day speaker emphasis on innovation.
- Innovation Grant
- MCIW
- ELITE
- The Academy for Teaching Excellence
- More work to follow up on how those practices are implemented in the classroom. Need to go beyond the evaluations when faculty indicate the usefulness and intent to implement practices.
- Workshops to integrate various learning technology
- ELITE trainings and workshops, realizing diversity and student demographics.

### **Question 5**

- Faculty, from my experience, assess student learning through regular in course testing at which time feedback is provided to student which hopefully would help inform student learning of concepts and skills.
- College commissioned assessment. These are done at a time when students have already left the course and seemingly could not be used to benefit students under immediate evaluation.
- Middle States review. How is that information used? Does anyone know?
- WL department collegewide standards
  - Syllabus, exams
  - Data on DFW rates stimulated innovation program

### **Discussion Question 1: Criteria 3.3**

### **Question 6**

- Are these official publications available in other languages? Are they available in audio for visually impaired? Does counseling explain these documents to the educationally challenged? (Those with learning disabilities).

### **Discussion Question 1: Criteria 3.4**

#### **Question 7**

- Most of courses during peak hours usually taught by the full-time faculty and students are usually interested to attend. But due to limitation of class space, only a few classes are offered. Full-time faculty members should also need to teach in the evening or weekends.
- Resources. I work in the library and I think the budget that is allocated for materials that are purchased to support the academic courses is very healthy. We purchase materials in various formats to support different styles of learning (print, audio, streaming, election options, etc.). This also provides a high level of accessibility for students with these various formats.
- Learning opportunities. Librarians work with faculty to create library instrumentation sessions for students to increase student success in writing their papers or completing their assignments.
- Sufficient should be defined as equitable/manageable workload. For example, learning centers and libraries support students and programs of study on all 3 campuses. Is workload distributed among staffing? Are students at the largest and smallest campus getting the same access to resources and people? I would say the answer is no, therefore, there is not an even distribution of support equity. Solution – offer services and resources based on number of students served at each campus support center.
- Learning centers and libraries work hard to offer high levels of services to support students. Do a review of services available? For example, do the libraries on all 3 campuses need to be opened until 10:00 p.m., when students are only in the space during the day? Resources could be better allocated to meet the students where they actually are.
- Don't duplicate efforts. Be mindful that not every campus service has to exist on every campus.
- Available resources support our programs. Are we providing sufficient? How do we define sufficient? Staffing at libraries – especially librarian – is not based on need across campuses. Should reorg and distribute librarians across campuses to balance number of students and faculty served.

### **Discussion Question 1: Criteria 3.8**

#### **Question 10**

- We have used Outcomes Assessment data to review our courses.
- We have conducted our own program evaluation and shared findings with the faculty committee tasked on improving the program.
- While the formal Outcomes Assessment program has been helpful, the smaller scale program evaluation has been shared directly with faculty committee members for review, reflection, and program revision.

## Discussion Question 2: Criteria 3.2

### Question 4

- Professional development is so important (i.e., going to conferences, attending classes, workshops, etc.). Things, strategies, tips and techniques learned are then applied when preparing to create instrumentation sessions for students.
- Healthy budget for professional development for faculty and staff.
- Internal MC learning opportunities are wonderful. Many different classes/workshops are varied and offered on all 3 campuses.
- The College offers many professional development opportunities that allow one to keep up with trends and changes in College libraries and library services.
- Leadership from peer institutions can be very helpful in seeing where we have and have not innovated.

### Question 5

- Faculty participation in Outcomes Assessment
- Faculty develops individual and shared rubrics
- Faculty participated in Gen Ed recertification
- Faculty write course requirements and descriptions that go before the Curriculum Committee
- Faculty are on Curriculum Committee

## Discussion Question 2: Criteria 3.4

### Question 7

- We discussed how enrollment challenges affect course offerings, student planning and the need to be more innovative in how we ensure classes fill and/or what to do when they don't.

## Discussion Question 2: Criteria 3.4

- Look at other colleges
- Streamline process – provide clarity on vetting of candidates
- Collaboration with hiring units on process
- Is the current hiring format (with outside vendors) going to be assessed?

### MIDDLE STATES FALL 2016 LISTENING TOURS STUDENT FOCUS GROUP

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Monday, December 5, 2016  
Takoma Park/Silver Spring Campus

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### WORKGROUP III: DESIGN & DELIVERY OF THE STUDENT LEARNING EXPERIENCE

#### Classes

- Yes, but not when I need them. Scheduling issues.
- Time of the class is important to success. Need to do well.



- Class availability varies by semester. Can't always get classes you need every semester.
- Some classes are only at Rockville. Don't have a car.
- Try to schedule yourself to finish in 2 years. Hard when can't get classes.
- Better way to know what classes you need. Sometimes realize later a class doesn't count towards your degree. Waste of money.
- Scheduling confusing
- Outline what classes you need for your major
- Winter and summer – not enough offered at TP/SS.

### **Catalog**

- Catalog and some sheets from counselors is challenging to understand.
- Got a paper catalog from professor
- Don't give option of classes that don't transfer or count for degree.
- Need online counselor or degree audit
- How do you know which class is transferable?
- Online transferability. Not all counselors know what transfers.
- 2 use Artsys

### **??????? (Innovative Faculty)**

- All use same methods. Either you get it or you don't get it.
- Not really innovative
- Hasn't had any yet "he's the worst – never talking with him again"
- 3 dimensional view of body – good method – hands on – lots of this – very useful
- Microbiology – used real life scenarios. Very interesting and engaging, practical
- Dr. Benjamin very personal – likes that – personal, relatable
- Health class the same – hands on, real life
- Best teachers help you apply learning to real world

### **General Education**

- Psych – enjoying – had to take as Gen Ed, practical, relate to own life – easy to get
- Think about the world in a new way
- Gen Ed – Psych learn about world in another way. Took music, enjoyed. Gen Ed helped her shape her view of the world.
- Took Sociology – eye opening – used actual approbation bordered understanding of people – learn different backgrounds.



**MIDDLE STATES FALL 2016 LISTENING TOURS  
WORKGROUP IV**

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**Middle States Listening Tour  
Fall 2016  
Standard IV Activity  
October 3, 2016  
OITB 304  
Total participants: 8**

**Recruitment, Admission, Registration...**

**What are we doing well?**

- Advertisement- specifically on ride-on buses
- We are getting better analytics on website use

**What could we be doing better?**

- Lack of promotion on registration deadlines. The 11:59 campaign was heavily promoted when it initially began; but now the promotions have decreased. Incoming students are not well-informed about this.
- Financial Ai and scholarship information is not easily accessed on the web-site
- The College overlooks that many students work and have many responsibilities.
- On-line catalog is hard to follow
- Need to advertise all areas; all areas need a NSO
- Need to have initial information available in several languages
- Need better coordination of marketing, recruitment, admissions and data

**On-Boarding, Orientation, Counseling and Advising...**

**What are we doing well?**

- NSO is mandatory
- Starfish is a bonus; although not familiar with all features

**What could we be doing better?**

- Direct students to discipline- specific counselor advisor
- Tracking/summary of advisor's suggestions
- Mandatory face-to face orientation for selective students (who meet criteria)
- Orientation- more interactive ways to get academic and student support involved

Suggestion: include a panel of students (workers and patrons) to tell incoming students about academic and student service support available to them

### **Serving students who are underprepared for study...**

#### **What are we doing well?**

- Boys to Men program
- ATP
- Aces
- Trio

#### **What could we be doing better?**

- Targeted support is great, but expensive and reaches a small population
- More emphasis on all students

### **Affordability- Cost to Educate, Financial Aid, Text Book costs...**

#### **What are we doing well?**

- OER
- Textbook costs are being addressed through OER
- Library is awesome; many resources available.

#### **What could we be doing better?**

- Cheaper textbooks
- Affordability- list of b books required for course should readily available at the same time the student registers

### **Academic Support- libraries, Learning Centers, tutoring and mentoring, DSS...**

#### **What are we doing well?**

- Technology
- Provision in support of libraries, learning centers, DSS, etc.
- Academic support-innovative programs
- Beginning to collaborate with faculty to get students more aware of resources
- Counseling and Advising is improving
- Library support is awesome and longer open hours for students
- Internships are more attractive and available for students
- Great programs for access to college (Ex. ACES, FE, ALP, ESL)
- Library guides
- Library allows students to borrow laptops

#### **What could we be doing better?**

- Academic support- more advertising on classes or to professors about workshops, resources, etc.
- Collaborate to develop a pathway of support
- Need consolidation of student resources

- Promoting and communicating student resources

### **Engagement- Student Life, Community Engagement, Athletics...**

#### **What are we doing well?**

- Use of social media
- We are improving community outreach...but needs more work in this area

#### **What could we be doing better?**

- Increase mentoring programs, so all students who want a mentor can have one
- Need better communication with students
- Need information in more languages

### **Career Planning, Internships, Placement**

#### **What are we doing well?**

#### **What could we be doing better?**

Centralized internship information  
Career and professional connections

Additional comment: Training is very good on policies and procedures of student information records

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### **Middle States Listening Tour**

**Fall 2016**

**Standard IV Activity**

**October 4, 2016**

**MK115**

**Total participants: 15**

### **Recruitment, Admission, Registration...**

#### **What are we doing well?**

- Partnership with other departments such as financial aid
- Admission and registration and on-boarding is good for students that are recruited or have outreach
- The Welcome Center has been an efficient “go to” location for students with questions regarding admission and registration
- Recruitment /outreach to community seems effective
- Admission and registration use of Welcome Centers

### **What could we be doing better?**

- We don't do extensive marketing to attract new students
- Admission and Registration need to find ways to get students to read materials that are sent to them via mail/email so that they know what they need to do to start classes and not be in a confused rush 2 weeks before classes start
- External communication of all cohort program Ex. MBTI, Honors, etc.
- The combination of one-time registration and increased focus on enrollment results in many cancelled courses making the registration process difficult for students
- Financial aid could be more user friendly to students
- Admissions and registration role with MCPS? Prepare students for college?
- Orientation and mandatory counseling with counselors and program advisors are missing resulting in student confusion

### **Suggestions:**

- Establish specific timelines for on-boarding and new students and registration for returning students
- Develop career mapping to degree programs
- Promote a strong message about the flexibility and value of our General Studies program
- Enhance marketing of our honors programs and courses to both high school and returning students
- Should do more marketing to attract new students and pull back former students

### **On-Boarding, Orientation, Counseling and Advising...**

#### **What are we doing well?**

- In the last 5 years, counseling is communicating better with students

#### **What could we be doing better?**

- Counselors are available; but we need to find ways to convince students to see them
- Train students regarding their financial responsibility
- More counseling
- Get on-boarding services to students that just show-up
- One-on-one counseling; the move to on-line counseling is making students miss the mark with advising
- More counseling appointments during peak registration
- 2<sup>nd</sup> year orientation for students
- Better prepare incoming students about the process to enrollment, required steps, and successful navigation of the academic pathways

### **Suggestions:**

- Need additional resources
- Need first year experience of some sort for all incoming students; perhaps credit free

### **Serving students who are underprepared for study...**

#### **What are we doing well?**

- Offering more students, a chance to get out of developmental education faster

- Availability of developmental courses in preparation for advanced levels
- Pace program uses multiple measures, tutoring and faculty- led engagement to support students who may be underprepared

### **What could we be doing better?**

- More learning communities
- Develop more low level certificates aimed at students who need training but not college
- Moving too quickly on solutions for problems with textbook costs, student preparedness; slow down and consider options; involve faculty
- Too much focus on underprepared students

### Suggestions:

- Explore the use of mobile apps to help students find out what they don't know and what they need to know

## **Affordability- Cost to Educate, Financial Aid, Text Book costs...**

### **What are we doing well?**

- 2-degree initiative
- Libraries purchase textbooks for high registered classes
- Libraries offer free access to books, journals, and data bases
- Availability of scholarships
- Libraries have equipment; loaning programs could be expanded
- Making available more support for the underprepared student, but need more advertising
- Have more information/workshops to students to help them understand financial aid and SAP

### **What could we be doing better?**

- Think about access to the classroom to OER
- Reinforce the message that college is not free
- Reinforce the concept of payment upon registration
- Improved communication on ways to pay for college
- College OER initiative is developing and will improve affordability
- Faculty need to consider textbook costs
- Need more innovation in course materials and less focus on textbook centered courses

### Suggestions:

- Revise how we charge tuition and fees; find a way for there to be one charge per semester, which includes fees, texts. Etc...
- We need to encourage full-time status for success and more cohort programs and more financial aid

## **Academic Support- libraries, Learning Centers, tutoring and mentoring, DSS...**

### **What are we doing well?**

- Libraries have quantitative and qualitative studies how they meet students' needs

- Libraries have made efforts to improve the space for students learning such as study rooms, one button studio, and better study carrels for individual study
- The writing, reading, and language center now offers sign language tutoring and mentoring for students- this service is being utilized more frequently.
- Libraries have planning documents (may need to follow-up directly with libraries)
- 

**What could we be doing better?**

- Expand embedded services (libraries, counseling, etc...) to increase student success in person and virtually
- More computer facilities for students to access at extended hours
- More emphasis on excellence verses completion in our definition of success

**Engagement- Student Life, Community Engagement, Athletics...**

**What are we doing well?**

- Advanced programs such as Honors and Scholars help students engage and achieve excellence
- Theatre Arts productions
- Student clubs are keeping students engaged and providing support for their college experience
- The effort to get students to participate in clubs...getting students to be active in campus activities
- Student Clubs are helping students to be connected

**What could we be doing better?**

- **Free admission to arts events**

**Career Planning, Internships, Placement**

**What are we doing well?**

- Internships, interview and resume services, pt and full time jobs

**What could we be doing better?**

- More advertising of career services
- Develop credit internships
- Help broaden student's perspective on career choices

**Suggestion:**

- Coordinated expansion of the co-operative education and internship program
- Have a fair twice a year to inform students about the internship programs at MC and how to prepare for them

## **Standard IV**

**10-10-16**

**Germantown Campus PK 105**

### **Recruitment, Admission, Registration...**

#### **What are we doing well?**

Outreach to high schools.

Online application.

Fee waiver from Oct 1<sup>st</sup> to March 1<sup>st</sup>

#### **What could we be doing better?**

Make recruitment and onboarding clearer, easier, and less cumbersome.

Staff training to help with errors with student graduation and major change

There needs to be an easier way to register, right now there are multiple ways to do one process on MYMC.

Degree audit program not accurate.

Need human approach to helping students with onboarding – not all students can absorb all the information from online IMAP and or NSO.

Close the gap between application and registration.

Admission and registration process is too confusing for new students- after they apply there are several steps – EMAP print last page, holds (if they didn't complete NSO questionnaire, by the time they meet with counselor they are less than excited.

Make clearer the need to pay for classes upon registering.

### **On-Boarding, Orientation, Counseling and Advising...**

#### **What are we doing well?**

Continue to support check-ins with the counselors or advisors- look at requiring mandatory check-ins for educational planning.

Appointment based advising in counseling helps better document student experience and meetings with counselors.

Counselors do a very good job of helping our students move through MC and graduation and transfer.

IMAPS and MAPS are effective ways to meet most incoming students and provide resources and warm welcome to our students.



### **What could we be doing better?**

Use Starfish intake form and get rid of advising questionnaire and the hold.

Create a comprehensive new student and academic orientation combined and equally promote in-person options vs. online.

Counseling time slots to meet with students seems short.

Some students need assigned counselor.

Students may get different information when they see different counselors.

MY MC needs to be monitored closely. Many students did not have e-mail and missed out on important information.

Orientation process is confusing. Need simple and clear steps to enrollment and advising, too many road blocks re: HOLDS.

Need help and remediation of placement test scores.

New student process is confusing- many register online and make mistakes because they do not know what to do – student is advised into wrong classes. Student needs contact with academic advisor more.

Students are not currently required to meet with a counselor. Meeting with a counselor can help students know bench marks, avoid self-advising, and know how to contact a counselor when necessary and it provides a strong network for student support.

Starfish!!

Applying to graduate is a difficult process to follow for our students.

Students are often placed in a class beyond their ability.

### **Affordability- Cost to Educate, Financial Aid, Text Book costs...**

#### **What are we doing well?**

Foundation scholarships and BOT.

Scholarship programs, MBI, Montgomery Scholarship.

#### **What could we be doing better?**

Loopholes that don't allow student to get college ID unless their financial aid has cleared.

Students are told to get a notice from financial aid and this hurts low income students that use their student IDs to ride public transportation for free.

CAPP & Financial Aid – this is going to be a mess.

Textbooks are too expensive and not always available – sometimes books do not show up until several weeks if at all.

Not always given clear instructions about financial aid.

In CMAP the textbooks have not been adequately evaluated. Students are paying way too much money for inappropriate and unnecessary textbooks and part-time faculty has no input on this issue.

Students should get a 65% tuition reduction for classes taught by part-time faculty who are paid 35% of their FT counterparts.

### **Academic Support- libraries, Learning Centers, tutoring and mentoring, DSS...**

#### **What are we doing well?**

Learning Centers

Caring faculty & instructional support that tutor students

Counselors are experts with advising and counseling skills that help student with personal, academic, career areas.

ACES and other programs with good ratio of support per student.

Student Life Office especially at Germantown coordinates numerous activities for students.

#### **What could we be doing better?**

More mentoring programs, i.e. Boys 2 Men.

Computer applications tutoring money has been shifted by Deans to Math leaving students unserved.

### **Engagement- Student Life, Community Engagement, Athletics...**

#### **What are we doing well?**

Provide students with a good college life atmosphere by all the activities offered on campus.

Students are given tons of chances to be part of community through all the different programs and activities offered on campus.

#### **What could we be doing better?**

Have many opportunities for students but do not always advertise opportunities.

Participation is low for student activities, especially athletics!

### **Career Planning, Internships, Placement**

#### **What are we doing well?**

Increased number of employers recruiting on all 3 campuses and through Ejobs.

Transfer website highlighting transfer pathways and advising tips for students interested in many majors.

### **What could we be doing better?**

More internship offered within academic areas.

More internships resources in more academic programs – i.e. Cyber Security added a position to do this and other programs like Biotech could use it.

Programs and or workshops offered several times per year on how to access internships/practicums.

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### **Middle States Listening Tour**

**Fall 2016**

**Standard IV Activity**

**October 11, 2016**

**Takoma Park Campus**

**Total participants: 18**

### **Recruitment, Admission, Registration...**

#### **What are we doing well?**

- Recruitment
- It is fast! And getting into the school is easy

#### **What could we be doing better?**

- Counselling for WDCE
- Customer Service training in Admissions
- Public Marketing: Buses, Social Media, Radio, News Papers
- Transfer programs
- Knowledge of 11:59 (more than once)
- Specialty programs
- Success Stories
- Scholarships
- Financial Aid

#### **Suggestions:**

- Longer library hours especially for students taking hard sciences who stay at home and therefore are distracted

### **On-Boarding, Orientation, Counseling and Advising...**

## **What are we doing well?**

- Counseling appointments are good because they help in time management for both students and counselors.
- Cadre Program is great = need to ID add professors who can be in department more often
- Starfish, transfer website, advising by majors' page, transfer times, New student information plus Starfish Advising Questionnaire
- FYE, Open house orientation, Starfish for credit students
- Counseling plus advising, Registration kick-offs plus drives, IMAPS, International student counseling, appointments through Starfish

## **What could we be doing better?**

- Student self-advice or disregard recommendation of counselors (as verified by starfish meeting notes) leads to misspent money and time and frustration
- WDCE Students cannot get help from counseling, these students do not get same services as the credit students, should be for ALL Students
- Advertise the school better
- Counseling for WDCE
- WDCE--No counseling and advising for this group. Some students come to us and do not know what they want to do. We have hundreds of training opportunities; Focus is on degree programs met individuals who need to work
- Starfish—All FT Faculty and administrators need to be training to use Starfish. A good tool should be available to all of employees who can help students be successful
- Mandatory STSU 100/101—Class for the following: First time College Students and those who have never attended college in the USA
- Make sure that its mandatory that all students see a counselor at some point during their 1<sup>st</sup> semester at the college to make sure that they counselor can review goals and plans and make sure they are on a path to success
- Counseling/Advising—It is found that many students take unnecessary courses, waiting Financial Aid, own money perhaps and time

## **Suggestions:**

- Attend more college fairs, send emails to undergrad, open house (make it entertaining)
- Assigned counselors that work with students throughout their entire time at MC

## **Serving students who are underprepared for study...**

### **What are we doing well?**

- Just developed basic math and reading comprehension review; 1-day course to help Health Sciences, CNA pass math and reading comprehensive exams at 80%
- Resource such as Writing Center, Peer Mentors
- Resources (ACES etc.)
  
- Career Study (Commons Building)
- Study Center

- Library
- You are doing great!!!

### **What could we be doing better?**

- Encouragement and referrals to programs that would help them prepare for study so that they can be ready
- Mentor Learning with 2<sup>nd</sup> year students (Systematize learning support circles – Gen Ed’s Specific Programs)
- There are many students who do not have the technology skills to be successful. Could the college have a self-test of these skills before a student enrolls, so they know if they have the basic computer skills to succeed?
- There are too many students who seem to be passed up or in classes that they will not succeed in, and they seem to slip through. The college needs to have better plans of intervention for these students, especially during semesters when it is obvious.
- Underprepared—Adding workshops in Basic Skills i.e. DLCS have just started offering opportunity for students to get tech fluency required for course work completion i.e. word processing, Power Point, etc.

### **Affordability- Cost to Educate, Financial Aid, Text Book costs...**

#### **What are we doing well?**

- Affordable, textbooks included in published pricing (WDCE)
- Science learning provide text books library also provide textbook
- Affordability is pretty good. Our tuition is very affordable. Financial Aid staff very committed to helping students. More funds available for students through MC Foundation which is great.

#### **What could we be doing better?**

- Affordability of IT Devices—Technology Equity
- Affordability—We need more emergency funds for those things of lesser costs that students cannot afford and are not covered by Financial Aid
- Difficulty in dropping people out of classes without warning; Offer more scholarships  
  
(never enough)

#### **Suggestions:**

- Create more scholarships!!
- Check system before beginning of school before buying them

### **Academic Support- libraries, Learning Centers, tutoring and mentoring, DSS...**

## What are we doing well?

- The A.S. Services are doing a great job, given the limitations on them due to limited staffing and consistent demands
- Library textbook provision service
- SOS Help sheets and online tutorials/tutoring
- Centers are very effective. Resources seem to be abundant. Students take advantage and/or are required to use them due to course requirements
- Love the academic support. It is great for students

## What could we be doing better?

- Welcome Center TP/SS has found to be ineffective in advising prospective or new students. Students go to wrong resource and have waste time and energy as well as are frustrated
- Rationalize the organization of the centers ie. TPSS/WRLC reports to 2 Deans???
- Make centralized administrations to norm
- Assessment staffing and support
- Are there enough hours for students to attend our Centers? Not sure, but wanted to ask the question. This means more funds and personnel needed to expand
- No tutoring or mentoring for our students through the learning centers
- Need more current textbooks in Learning Centers
- Advertise the library more!!
- Maybe examine possibility of library resources for WDCE classes (but needs funding)
- Library Training in every class (where appropriate)
- More and better communication between faculty and Learning Centers
  - Student Assignments
  - Provide relevant support
  - Keep up to date with changes
  - DFW Student Support
- Academic support should stay open longer at least 1 day a week (evenings)
- Although the college seems to say the learning centers and libraries are important, they have cut the budget and staff levels (libraries have lost 3 full time librarians permanently in the last year) Yet, at the same time the Master Plan is calling for librarians to be embedded in gateway courses. In addition, the libraries have increased the open hours without increasing staff, making us think staff are overburdened. This is not showing us that we are important. I understand the WRLC is in a similar situation, causing them to have to limit the number of visits students can utilize.

## Suggestions:

- See if maybe we can give tutoring on how to use computers for people who don't know

## **Engagement- Student Life, Community Engagement, Athletics...**

### **What are we doing well?**

- Student life is good
  - Creates connection
  - Help with student issues
- Student life has so many groups and outlets and events for students. They do an excellent job
- Student life programming activities are great
- Student engage
  - Good that we reduced Athletic to single teams based on a particular campus. I would imagine great cost savings

### **What could we be doing better?**

- Engaging working students
- Engagement Student Life
  - Make active use of student suggestions for support
- Engagement (Athletics)
  - TP/SS will be losing its gym in a few years:
    - How is this equitable?
    - What about athletics?
    - What about general stress, well-being outlet that facility offers to TP/SS students.

### **Suggestions**

- More sports
  - Because when the student transfers he or she can be part of the sport or get a sport scholarship.

## **Career Planning, Internships, Placement**

### **What are we doing well?**

- Good placement and completion rates WDCE

### **What could we be doing better?**

- Need more staff within Career Services
- Need to expand career services within the Career Services department at TP/SS
- Need to have career services unit at TP provide equitable opportunity as is done at Rockville and Germantown.
- Siloing of student success--compartmental
- MCPS Counselling and staff invite by discipline

- Needs Work! There are not a lot of Internship Opportunities, there is only enough for work study students

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## **Middle States Listening Tour**

**Fall 2016**

**Standard IV Activity**

**October 21, 2016**

**Rockville Campus**

**Total participants: 14**

### **Recruitment, Admission, Registration...**

**What are we doing well?**

- Aces
- MCPS linkage
- MC registration website

**What could we be doing better?**

- Improve online schedule of classes – students do not read the comments but might if the classes had alternate shading
- Students have signed up for other campuses without realizing it
- Simplify the process
- The website for registration is awful – very complicated and not user-friendly at all!
- Registration process needs to be easier and web-site needs to be more user-friendly
- Coordinate credit and WDCE admissions

### **On-Boarding, Orientation, Counseling and Advising...**

**What are we doing well?**

- Required orientation
- Initial new student orientation is now mandatory and offered online
- New student orientation is supported by all departments

**What could we be doing better?**

- Counseling and advising should be more timely and more effective
- Assign a counselor or advisor once admitted to college
- Not knowing where to go – who to seek for help – may need a “one place/triage for new students
- Having assigned academic advisors would help students make better decisions affecting their course choices
- Counselors should be assigned upon admission and should follow up on their students every semester – students have a lot of complaints regarding advising services
- Review structure of FYE so that closer integration with academics is easier (example – cohort programs integrated experience into content classrooms
- Sometimes counseling and advising gives students wrong information



- Need assigned counselors/advisors – students need to work with the same person throughout degree
- Help students prepare for math placement tests

**Suggestions:**

**Serving students who are underprepared for study...**

**What are we doing well?**

- Good support for specialized groups – ACES, combat-to-college etc
- ACES, TRIO, ATP/ATD, Boys 2 men
- DSS offices

**What could we be doing better?**

- Outreach to high school students with disabilities
- More efforts are needed for developmental students
- Train faculty to better recognize potential undiagnosed learning disabilities
- Many opportunities are offered to low-income families; however, the middle class doesn't qualify for these opportunities and programs, so they suffer financially
- Drill down to the individual student in individual classes and let faculty know who they are before classes begin

**Affordability- Cost to Educate, Financial Aid, Text Book costs...**

**What are we doing well?**

- Student scholarship opportunities
- Cost to educate
- Financial aid
- Text book (course reserves in the library, scanners)
- Considering cost of texts
- OERs and zero-cost degrees

**What could we be doing better?**

- Move more aggressively into OERs
- Provide textbooks with affordable prices
- Text book cost is too much
- Students need more information about financial aid
- Easier financial aid process
- Better staffed and friendlier financial aid office
- Inform students of social services resources
- Provide financial literacy sessions
- Clearer information about financial obligations

**Suggestions:**

- Create more scholarships!!
- Check system before beginning of school before buying them

## **Academic Support- libraries, Learning Centers, tutoring and mentoring, DSS...**

### **What are we doing well?**

- There is a lot of academic support available
- Learning centers such as writing center in terms of tutoring and support
- Library, tutoring
- Computers/laptops loaning program
- Library hours

### **What could we be doing better?**

- Faculty need to be more accessible to students
- Align learning centers under one area so that coordination between them and across campuses is more feasible
- Have the appeals committee give more requirements before they grant another attempt (maybe if a student is taking a developmental course for the 5<sup>th</sup> time, they should be required not to take any other classes)
- There should be one LC/computer lab per campus open and staffed 24/7 especially after midterm
- Libraries and LCs have a lot to offer, but students and faculty may not know or make use of services and support
- More mandatory tutoring should be required
- Group study programs may help
- Better directory of services for students
- 

### **Suggestions:**

- See if maybe we can give tutoring on how to use computers for people who don't know

## **Engagement- Student Life, Community Engagement, Athletics...**

### **What are we doing well?**

- Clubs, extra-curricular activities
- Good mentoring programs

### **What could we be doing better?**

- Integrated calendar of events
- How do we hold students accountable for lack of attendance or effort?
- More FUN faculty-student interactions

### **Suggestions**

## **Career Planning, Internships, Placement**

### **What are we doing well?**

- Transfer considerations being integrated into Gen Ed course certification process
- Job opportunities – recruiters coming to campus

### **What could we be doing better?**

- Help students understand the importance of these
- Provide students sample questions to ask transfer reps when they are on campus
- More internship opportunities
- Internships need to be better advertised
- Do more to help students with the transfer process
- Give faculty tools for doing more of this in the classrooms

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### **Middle States Listening Tour**

**Fall 2016**

**Standard IV Activity**

**October 25, 2016**

**Takoma Park Campus**

**Total participants: 42**

### **Recruitment, Admission, Registration...**

#### **What are we doing well?**

- **Admission and Registration process is relatively easy**
- **Regular visits to MCPS High Schools**
- **Established partnership with MCPS**
- **Easy application process**
- **Affordability- the costs are reasonable. Financial aid is available to those who need it and follow the process. It can be completed. Textbook costs may go down with new vendors**
- **Make it simple to register for classes, and give step by step instructions on what needs to be done. The admission office also gives students the information that is needed for them to be successful.**
- **The admission process was simple and alright**
- **Orientation, consulting and advising services are available to those who take advantage. There must be a single page that lists all the advantages.**
- **Recruitment went really well, I felt comfortable and satisfied.**
- **The website has the section that shows “how much it will cost”**
- **Welcome centers always seem busy when I walk by, so I think they are a helpful asset**
- **New website is beautiful and easy for prospective students to navigate**
- **Affordability**

#### **What could we be doing better?**

- **Focus on recruitment more than retention.**
- **Affordability- Texts are costly (cheaper to order at Amazon.com)**
- **Clarify steps to enrollment**
- **I’m not clear what recruitment is actually occurring-does anyone actually go to HS’s to tell students about MC**

- **Recruitment at MCPS often consists of informing students already committed to MC about enrolling. Need better outreach to students who do not know what MC offers.**

Suggestions:

- Retail- Need beta communication about this.

### **On-Boarding, Orientation, Counseling and Advising...**

#### **What are we doing well?**

- STSU class has helped me with classes transfer and awareness of the campus
- Welcome center provides good central place of entry
- STSU class shows me the real world experience
  - Can't be late
  - Turn in HW on time
  - Studying habits
- STSU100 has helped me so much
- Orientation online avoids having to see someone face to face to get through the process
- My STSU class has been awesome
- Orientation and advising appear to be well run
- Counselors have been very supportive (have come to meetings with students, counseled students in my class)
- Counseling help me pick the right classes
- Great student success courses
- Summer bridge is very helpful
- the counselors were a big help with my classes for my first semester
- if you are thinking of providing info about WDCE options in "regular academic" counseling that would be great

#### **What could we be doing better?**

- Students need to meet with counseling and advising more often. There needs to be some mandatory advising
- We have many indigent students who have needed mental health services. I think it is critical that MC have case workshops for students who have been homeless or who have anxiety about being homeless again
- After going through orientation the student still has no idea of the next steps because they just click to get through it
- Recommend more interactive online sessions that provide student with a guide based on their answers
- Students need more information on full range of MC
- Orientation for new students needs a complete overhaul. It is ineffective to offer a core service only in an online format regarding NSO and primarily in an online format regarding academic orientation
- Also, having two separate orientations is confusing
- Students do not know anything after they complete these orientations
- Make it comprehensive, make it in person, make it mandatory

- There needs to be a better defined process for students to follow when seeking advising from counselor and department advisors

- 

Suggestions:

### **Serving students who are underprepared for study...**

#### **What are we doing well?**

- Student playing a sport are required to attend study hall
- Tutoring and mentoring and similar resources are great. Maybe add more hours if possible
- Study hall is great for athletes
- Math 001 was very good. I really liked the way it was thought
- Taking STSU100 has really prepared me a lot for when I decide to transfer to a 4-year college
- Available in all 3 campuses in math, language and STEM
- Tutoring and mentoring and similar resources are great. Maybe add more hours if possible

#### **What could we be doing better?**

- As long as there is room to register for a class, students should be allowed to register. Deadlines are too drastic
- Hear from students who need tutoring appointments but not available at the times they need them
- Need more supports for students who are underprepared
- Students get stuck in developmental courses
- Student/peer tutoring
- Current staffing could not support the current tutoring needs if we got the word out
- Textbooks cost are extremely high and not everyone can afford it
- Cost should be reduced
- Make MCPS prepare the high school students better
- Stop trying to be all things to all people
- Be more vocal and assertive to students who need help
- Need more events focusing on study skills, time management, course requirements, future planning

### **Affordability- Cost to Educate, Financial Aid, Text Book costs...**

#### **What are we doing well?**

- MC is committed to using OER's to help with affordability, especially of textbooks
- Libraries circulating textbooks
- We are exploring OER's to lower textbook
- Affordability is very good
- The affordability is very well and financial aid help too
- We offer classes at a relatively low cost
- Tuition cost are low
- OER's are helpful

- Affordability is very good

### **What could we be doing better?**

- E-books are often difficult are hard to find and are often not as user friendly as regular textbooks
- Open source textbooks are often not as well written and not as clear
- I don't know why non-credit classes cost a lot
- My textbook cost too much even rentals
- Textbooks are too expensive
- More affordable books
- Paying to print papers
- Textbook are too expensive
- Books are too expensive
- Books are expensive
- And we really don't use them
- I could google the story for my English class
- Scholarship opportunities should be known for students
- Printing: if I'm already paying for school why pay to print
- Some textbooks are unnecessary because if a student financial situation makes it hard so they can't afford it
- Consider free mandatory first year seminar course
- Textbooks are expensive for students and some may not be able to afford them financial aid is doing well however I could be a little confusing when applying.
- Books are too expensive; it's ridiculous
- Financial aid was too low

### **Academic Support- libraries, Learning Centers, tutoring and mentoring, DSS...**

#### **What are we doing well?**

- Well-equipped libraries, well-structured tutoring, mentoring and DSS
- The Writing Center is awesome I get a lot of help on homework assignments
- Positive Support for student learning through the labs, writing center, SLC, free tutoring and mentoring
- The Maple Center in the tech building is very good and helpful
- Blended classes are positive
- Free tutoring in Learning Centers
- Math tutors help a lot in the Math Lab
- The Writing Center has been doing great for me
- Virtual Desktop Interface is available for some programs
- Great programs to get help and interactions with others
- Libraries provide huge amount of resources in multiple formats, as well as services related to research, technology, etc.
- Writing Center is very useful
- There is a wide variety of support opportunities – learning/tutoring labs in different areas (writing, math, language, etc.)
- Office 365 for Students
- Frequent workshops on completing FAFSA

- Staff/Faculty try to find ways to help students directly with food, tutoring, resource referral

### **What could we be doing better?**

- More Virtual Labs: Accessible at anytime from anywhere, students can access labs
- Some of the desktops have not been really good to work with
- Developmental students who are unsuccessful in non-credit classes should be flagged for alert/restriction in Banner. They are the ones who need it most but don't get it because no credits
- Need more hours for tutoring
- Communication about the academic support opportunities is not easy to find on website – there should be one cohesive place to find this info
- Make applications accessible via Blackboard
- More personnel in tutoring centers
- Library website is disorganized, hard for students to learn about what librarian can provide
- Student Service Center were not things I knew about until I took my STSU class
- DSS and Services aren't well advertised

### **Suggestion:**

- Make applications accessible via Blackboard

## **Engagement- Student Life, Community Engagement, Athletics...**

### **What are we doing well?**

- Good engagement in athletic programs
- The advertising of joining a club is a great idea
- Having activities on campus to engage community
  - DUI presentation
  - Student council
  - Food pantry
- Athletics were pretty good
- Student governance
- Getting student involved in in school activities. Getting to know staff so you get more advice on how to be successful
  - Student life
  - Community engagement
  - Athletics
- Student events:
  - Transfer Day
  - Events for new students
  - Informative
- Writing center had made tons of improvements in his scheduling to make tutoring more accessible
- GO Pulse too has great potential to engage students and collect data.

### **What could we be doing better?**

- Great to have a central place of all opportunities
- Increase support for student athletes
- Increase the # of teams/sports
- Promoting student wellness and exercise
- Students are unaware of student engagement opportunities
- Basketball team tryouts
  - The amount of people that showed up were too high
- More support and advertising for ways to support students with kids
- Establishing degrees and certifications that could lead to job placement after completing MC work, not transferring
- Students aren't aware of this programs or how to join
- Student life activities are too campus based and info do not seem to be online so that you can get info without having to go to campus physically
- Big signs on campus identifying the resources
- 

### **Career Planning, Internships, Placement**

#### **What are we doing well?**

- We offer great internship opportunities NIST, Smithsonian, etc.
- We offer support for students with resume writing, generally a positive experience for students in terms of working with staff
- The Human Program is fantastic
- I have looked at the career website section and have used the tools and found them informational and helpful

#### **What could we be doing better?**

- Just try to get more students attention, let it be known
- Need greater consistency in application process so students understand basic skills needed to apply and how their applications are evaluated
- Too little career information. What are the options and opportunities within majors? What are some majors?
- Need a trigger for students who are entering sophomore year to see a transfer counselor
- The career assessment tool should connect better to resources and programs at MC
- Recent request for academic resumes by students have yielded resumes more appropriate for a job than an academic opportunity
- Accuplacer test. I don't do well with computer testing. I get dizzy

#### **Welcome Center Team Responses: 10 staff members responding**

### **Recruitment, Admissions, Registration**

#### **What are we doing well?**

- Welcome Centers provides personalized support that fosters college know how for students
- Creating the Welcome Center



- Recruitment enhances enrollment
- Welcome Center: Having staff available who can assist students (in person) to complete the steps of enrollment, financial aid, and registration
- Welcome Centers provide a great resource for incoming students
- Personal involvement with students

### **What could we do better?**

- Clear deadlines
- Being able to finish the enrollment process in as few trips to the college as possible
- Wayfinding
- Use of data
- Online tools
- Streamline the communication plan
- Online checklist for students to encourage completion of the enrollment process
- Retention
- Continue to develop MCPS Pipeline
- More Recruiters to cover high schools

## **On Boarding, Orientation, Counseling, and Advising**

### **What are we doing well?**

- STARFISH
- New student Orientation
- Welcome Center is the ideal place for On-boarding and Serving well in the area
- Mandatory New Student Orientation
- Helping students to access Starfish and meet with counselors

### **What could we do better?**

- Process is complex
- Too many steps
- Consolidate and make on boarding process simple
- Mandatory in person orientation
- More appointments to see counselors during registration (Rockville Campus)
- Maybe, we can do Mandatory in-person new student orientation
- Counseling RV needs more availability- provides misleading information
- Simply the process/ consolidate the steps
- If meeting with a counselor is mandatory access should be more readily available
- Simplify the process /consolidate the steps

## **Affordability, Cost to educate, Financial Aid, Textbook Costs**

### **What are we doing well?**

- Affordability: Low cost
- Welcome Centers aid students with completing the FAFSA
- Welcome Center provides direction to scholarships and financial aid
- In County tuition is reasonable

### **What could we do better?**

- What about Students who can't get student loans
- Textbook pricing is too high, sometimes they are not used in class
- Need continuous communication
- Make finding ways of reducing textbook cost a top priority. There is a seeming conflict between the goals of the college bookstore (profitability) and helping students find the most affordable options.
- Clarify costs of a credit, or part time and fulltime course load
- Connect students to outside scholarships and grants – more comprehensive services
- Out of state tuition too high
- Text books too high
- Textbooks need to be competitive with online shops such as ebay and Amazon

## **Academic Support, Libraries, Learning Centers, Tutoring and Mentoring, DSS**

### **What are we doing well?**

- Peer Mentors
- Learning Communities
- Academic Support, Library Centers, Tutoring & Mentoring, DSS
- Providing mass information to students with flyers, emails, etc.
- Activities, clubs, sport teams
- Community Engagement giving more attention to communities

### **What could we do better?**

- Collaboration between Academic Affairs and Student Affairs
- Follow up with students after initial contact
- Create a more interactive, fun campus at TPSS and RV. Volleyball nets, ping pong tables, giant bubble makers etc...

**Engagement, Student life, Community Engagement, Athletics**

**What are we doing well?**

- Extensive clubs
- Athletics Student Life Great activities and incentives
- Student Leadership development
- Community engagement is a great resource

**What could we do better?**

- Have a football team
- Have a lacrosse team
- Football

**Career Planning, Internship, Placement, Transfer**

**What are we doing well?**

- Great Transfer agreements
- Frequent job fairs for students
- Providing basic information to students
- Job recruitment events occur each semester

**What could we be doing better?**

- Providing more internship opportunities /or having this information more available
- Non Existent Career planning and placement
- Increase communication and awareness among college community about program offerings
- Career Centers need to support with staff members for guidance
- Follow up with counselor/mentor on a semester or bi- semester basis
- Need paid internships
- Assist student on career. Only one person in TP/SS campus cannot handle this

**MIDDLE STATES FALL 2016 LISTENING TOURS  
STUDENT FOCUS GROUP**

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**Monday, December 5, 2016  
Takoma Park/Silver Spring Campus**

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**WORKGROUP IV: SUPPORT OF THE STUDENT LEARNING EXPERIENCE**

**Recruitment, Admission, Registration**

- Very well
- Easy
- ACES, TRIO
- I think you are doing a great job.
- It's okay

**On-boarding, Orientation, Counseling & Advising**

- Somewhat
- Easy to access. Hard to keep up with to make sure you're on track.
- Transfer in other colleges and better counselors that understand the process for your major or special counselors for majors.
- Multiple counselors and advisors available during the day.
- Online registration was really good.
- To get the right orientation can be very challenging. You can easily get confused about what you need to do.

**Serving Students who are Underprepared for Study**

- Okay but could be better
- Get people in touch with learning centers earlier.
- Spanish should be mandatory.
- Shorter class
- More involvement for students and helping to understand how to transfer and move to better classes together.
- It's okay

**Affordability – Cost to Educate, Financial Aid, Text Book Costs**

- You guys are doing over and beyond.
- Students can always complain about costs.
- More online textbooks
- The price of each semester is more and more expensive every semester.
- Costs too high on campus. Cheaper on Amazon and other vendors.
- The cost to educate can be very expensive, especially for international students and textbooks can be very expensive or not consistent across all campuses.

**Academic Support – Libraries, Learning Centers, Tutoring and Mentoring**

- Very well
- More Math Center space
- Stay open later for more students to study in libraries and tutors for longer hours.

- Library is open almost every day until 9:00 p.m., except for Fridays and Saturdays. Why does the Math Center close at 7:00 p.m., and only open for a few hours on Fridays and Saturdays? With my schedule I cannot attend the Math Center most of the time. Could they open the Math Center until 9:00 p.m. and more hours on Saturdays at TP/SS Campus?
- Tutors in TP/SS are the best. All of them are very friendly and even help you after closing time.
- Wish tutors were more engaged
- Open and accessible to students
- The Tutoring and Math Center at Rockville does not really help. Very short time given to students.

### **Engagement – Student Life, Community Engagement, Athletics**

- So so
- More visibility
- More social events about the world and more outreach for the student body.
- More promotions for sports.
- Most of the athletes are at Rockville and people at other campuses are not recruited or involved because I wanted to participate but didn't even know where to go and find the information.
- Athletics: I am a guy who likes to work out. I have to leave school because when I can go to the gym, it is closed or I am not allowed to enter in the lifting room at Takoma or Rockville. Also, the schedule does not fit mine.
- Inform people more about these events.
- Have a lot of events and a lot of clubs.
- Student Life, Engagement, Athletics – there is not enough information provided about that.

### **Career Planning, Internships, Placement, Transfer Success & Completion**

- Very good
- Lots of info
- Internships in Takoma have the best guy, Professor Barber. Even if I haven't done any internships, when I want to ask Professor Barber, he gives me a lot of advice as to what to do if I even want to do it and to go to his office again if I need more help.
- Career Center at Rockville does not provide sustainable information. You are basically directed to eJobs.

### **Doing Well**

- Registration helped through counselors
- Admissions was helpful
- Access helps students
- FYE professors actually help out in the beginning – everyone should take it.
- Insider Guide is great. Very helpful, learned a lot.
- Learning Centers great support but need better communication about services, how to use the centers.

### **Could do Better**

- Registration available at night for night students
- Don't know about help on campus – lack of communication about services
- Student Life for evening students
- Just found out TP/SS has a pool. Lack of communication again.

- People who work in centers should reach out more – personal contact rather than email.
- Use club fairs to spread information, more personal touch.
- Athletics is all in Rockville. You have to go to Rockville to be involved in athletics.
- More information about clubs and athletics – promote, be visible
- TP/SS doesn't hear about athletics
- Websites for volunteerism – use more
- Didn't get good help from counselors for internships – sent to eJobs but no personal help.
- Need a dedicated transfer counselor who also understands internships.