

PRESIDENT'S REPORT TO THE BOARD

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endless possibilities





President's Report to the Board



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Last week President Barack Obama addressed the nation in his annual State of the Union speech. Before legislators and political leaders, he spelled out his vision—and optimism—for a new era in American history, an era of innovation, investment in its people, and future accomplishments. He spoke before an American public who is still shouldering the burden of an economic recession, tightening their belts, and struggling to continue to provide for their families with fewer resources.

If this sounds like the story of Montgomery College, it should. We, too, have seen our share of budgetary challenges in recent years, but we are poised at the beginning of a new and exciting era. I want Montgomery College to answer President Obama's call for our nation to "out-innovate, out-educate, and out-build the rest of the world."

Community colleges are needed now more than ever to educate our community and help drive our nation forward in pursuing new technology, new industry, and new achievement. If you'll recall, innovation—the same concept shared by the president in his speech—was one of the key messages in my inaugural address last fall.

I have committed that Montgomery College will create an academic environment that embraces research and development of systemic and intentional learning. Working with the foundation, we have established a new Innovation Fund made possible by a \$30,000 donation from the Webber Family Foundation and personal contributions from the College community and other donors. The fund will provide professional development and new academic and student services projects that will enhance teaching and learning.

I have already encouraged all of our faculty and staff to apply for seed money from that fund to establish innovative ideas that can help change more lives. Applications will soon be available and I look forward to seeing the outcome.

I realize that our budget is tight right now and the upcoming forecast has more questions than answers. But I want the innovation in our classes to mirror the innovation in our industries. I want us to seek alternative sources of funding—like the Innovation Fund—to give us the stability we need to take risks, to test new ideas, to discover new ways of teaching and learning. I want our students to feel inspired to prepare not only for the jobs of today but also for the jobs of the future. I look forward to joining the Board of Trustees in doing all that we can to support innovation at Montgomery College.

Board Discussion Questions:

1. With the fiscal climate at the county and the state, Montgomery College has fewer resources. In this environment, how can Board of Trustees members and the senior leaders of this institution inspire innovation while using our resources as judiciously as possible?
2. How can we build upon the successes of the past and prepare the College and the local workforce to embrace future changes in academic programs, professional industry, and global competitiveness?

From the Field

Technology in the Classroom

As she teaches figure drawing, Professor Tendai Johnson uses her classroom's Smart Instructor Work Station cart to do overhead projections to superimpose an anatomical diagram onto an actual model. Professor Johnson also has students observe how the bones and muscles shift as the model changes position.

In education classes, faculty and students use Smartboards so that students gain experience using technology found in the Montgomery County Public Schools and other K–12 systems.

iPads are now being utilized by the entire Diagnostic Medical Sonography (DMS) clinical faculty to track students' clinical work. Typhon Clinical Tracking system is being used to monitor students' clinical progress by collecting evaluations completed by clinical instructors at the College's clinical affiliates. Collected data allows the College to track all aspects of the students' clinical experience allowing the program to better manage student success, outcomes, and placement into the workforce. Using the Typhon Clinical Tracking software hand-in-hand with the iPad to view students' images and clinical data while "on the go," DMS program coordinators and faculty are now prepared to meet industry standards and better predict student outcomes.

Increasingly, students in U.S. colleges and universities are expected to be familiar and proficient with several types of technology and media. In more and more traditional credit courses, students are required to participate in online chats and discussion boards such as Blackboard, get information from the Internet and podcasts, and use online supplemental instructional material. ESL students come from a wide variety of backgrounds, and many do not have the technological literacy to meet these coursework demands. In order to help students develop these skills, the Workforce Development & Continuing Education (WD&CE) Pre-Academic ESL program has taken a multi-pronged approach. WD&CE has piloted and will administer an online survey in their upcoming semester pre-academic courses, which was developed with Clary Brown, research analyst from the Office of Institutional Research and Analysis. The survey will assess students' familiarity and current use of various forms of technology such as e-mail, the Internet, word processing programs, and online social networks such as Facebook.

Since the fall of 2010, all students in these ESL courses attend an orientation lesson in a campus computer lab where they are taught to use e-mail, MyMC, and the basics of Microsoft Word. Instructors are encouraged to integrate this technology into their class assignments so that students build familiarity and skill in using them. We have piloted a couple of online supplemental instructional materials (e-books) in several of our courses and will increasingly make such online learning a component of many courses. All of this is being done to prepare our students, of diverse ages and national backgrounds, to work successfully alongside their American classmates once enrolled in credit courses.

Instructional Design

The Rockville Sociology Department is providing "hands-on" experiences with social science survey techniques.

In some of the College's entry-level computer applications courses, faculty are utilizing self-paced instruction where they introduce a concept or skill at the beginning of the class period, and then they allow students to work at their own pace



for the remainder of the class section while they circulate, answer questions, clarify information, and teach students individually.

Business ethics at the Rockville Campus is taught primarily using the case study approach.

First and second year physical therapy assistant students have winter intersession assignments that introduce them to the upcoming content and help them stay focused on the content learned in the previous fall semester. The winter intersession assignment has turned PT 105 Kinesiology into a manageable course rather than the barrier course we found it to be in 2008. In 2007 and 2008, over 30 percent of the 24 students enrolled could not pass the course. Because the program is designed as a cohort, this meant that students could not advance into their clinical education classes and second year of study. In addition to improving pre-admission advising and using selection criteria for admissions, the winter intersession assignment encouraged students to review the course material in advance of the first day of class, develop study materials, and receive early feedback on the effectiveness of their study skills. Currently, fewer than five percent of students enrolled in PT 105 have difficulty. Last year, all students enrolled in PT 105 passed the course. They are currently in their final semester of the program and are preparing for their final clinical education internship in March 2011.

In order for instructional materials to closely align with course objectives, Workforce Development and Continuing Education is working with two publishers to prepare customized materials for two of its major courses. In one of these custom publishing projects, WD&CE will integrate reading passages of direct relevance to students. These texts will include information about Montgomery College and the metropolitan area, and stories about successful immigrants such as a local businessman (the founder and owner of Mayorga Coffee) and an ESL instructor in the program, both of whom were former ESL students at Montgomery College. It is the intention that the inclusion of these materials will increase students' knowledge and serve as inspiration for them as they begin their educational journey in the United States.

Alternative Scheduling and Distance Education

At the Rockville Campus, there have been an increased number of online classes offered in social sciences, education, history, health, and physical education and an increased the number of alternatively scheduled classes in history and political science.

Some sections of developmental English are offered in a hybrid format.

Three arts disciplines are teaching synchronous (real-time) distance classes using Elluminate.

The College is also currently developing a completely online option for the International Studies program.

A recently completed 130-hour WD&CE course ran in a compressed three-week time frame and provided a career entry point for building and apartment maintenance technicians. Sixteen students, all of whom were unemployed at the time, gained an industry-recognized credential. Local property management firms came to the classes and ultimately made employment offers to all 16 students. Five of the students had bachelor's degrees. Two sections of this course are being offered in the spring.

Learning Communities

Learning communities, which consist of integrated courses that enroll a common cohort of students and explore an interdisciplinary theme, have been shown to promote student success and persistence in many outside studies. The College's own studies support an increased role for learning communities in the College's campaign to define and enable student success, progress, and completion. A recent study follows Montgomery College learning community students for four years after their first learning community semester in the American English Language Program. According to the study:

- Within two years, the learning community students had attempted and passed more credits than a control group of students enrolled in stand-alone courses,



- Within four years, more students in the learning community had completed the American English Language Program than students in the control group, and
- Within four years, more learning community students had attempted and passed the gateway course EN 101 Techniques of Reading and Writing I than the control group students.

The College is now offering a developmental English-to-credit learning community that combines a half-semester developmental reading course with half-semester English composition and history courses.

The DS 106 Academic Success Group and HE 202 Controlling Stress and Tension learning community, is an interdisciplinary approach to helping students improve their academic performance while also learning about personal health and wellness.

Geology Professor Dr. Diane McDaniel and Mathematics Professor John Hamman have created and are co-teaching a learning community for elementary education majors who are required to complete several math and physical science courses in order to earn their A.A.T. degree. Entitled "Teaching Well: Math and Science in Effective Education," the learning community has combined topics from the MA 130 Elements of Mathematics I course with the PC 101 Physical Science I course to help students see the connections between mathematics and the sciences.

Practicum Classroom Projects

The catering class in Hospitality Management has a culminating activity each semester that allows students to plan, host, and evaluate an actual event for the campus or College Alumni Association.

Students in computer gaming programming create educational computer games for NOAA.

The Macklin Business Institute Café provides students real-world experience in business, fulfilling one of the core values of the Gordon and Marilyn Macklin Business Institute.

Field Trips

After discussing what to look for and how to translate visual stimuli into movement, the upper level Modern Dance II and III classes took a field trip to an art gallery. Each student chose a work to observe for 10 minutes. Students took notes or made drawings and even snapped some photos. They returned to the dance studio and developed a dance based on the artwork they had observed. The students were enthusiastic and the results were very imaginative.

Honors Programs

Students in the Montgomery Scholars Honors Program participate in an innovative interdisciplinary team-taught learning community for four courses (world history, literature, music, and philosophy) during their first year. The program also provides numerous co-curricular activities including museum and art gallery visits, roundtable discussions on the Organization of American States, plays and concerts, and service learning. The Montgomery Scholars program has a highly successful graduation rate with over 80 percent at both the two- and four-year levels. Approximately one-third of the graduates are currently enrolled in graduate programs. More than 50 percent of the innovative papers that students wrote for their sophomore capstone research course on globalization were selected as finalists at the Mid-Atlantic 2010 Beacon Conference.

The Biomedical Scholars program provides a learning community for students interested in the biomedical sciences. Students in this program are eligible to participate in internships, and a number of the students write and present papers based on their internship experiences.

The Renaissance Scholars Honors Program is now in its tenth year at the Germantown Campus, where it is led by Professor Joan Naake. Twice the number of students applied for the program's 60 spaces this year, reflecting a high-quality applicant pool. Students range in age from 16 to 64 and represent over 19 countries and a wide range of majors. This spring the program continued to offer three interdisciplinary dyads:



- EN 190HC Introduction to Literature paired with SO 101HC Introduction to Sociology,
- BI 105HC Environmental Biology Laboratory paired with GL 101HC Physical Geology, and
- PS 203HC International Relations paired with HS 114HC The World in the 20th Century.

This past fall, the Renaissance Scholars Program had six one-credit Honors Program seminars, which included one new seminar:

- HP 101 Fundamental Concepts of Inquiry in Literature and the Arts, which focused on literature, art, and mythology;
- HP 102 Fundamental Concepts of Inquiry in the Natural Sciences and Mathematics, which focused on science issues such as oil, climate change, and genetics;
- another HP 102 that focused on mathematics, infinity specifically;
- HP 103 Fundamental Concepts of Inquiry in Culture and History, which focused on history and Star Trek;
- HP 104 Fundamental Concepts of Inquiry in the Behavioral and Social Sciences, which focused on religion and contemporary issues within the Behavioral and Social Sciences; and
- another HP 104 seminar that focused on Globalization within the Behavioral and Social Sciences.

The Renaissance Scholars Program was also featured on the news for the innovative creation of HP 103 World History via Star Trek led by Assistant Professor of History Kelly Bryan Rudin. This seven-week course drew from all five of the Star Trek series. Students discussed how the themes tied in with the material from the textbook, and they created PowerPoint presentations to delve more deeply into specific historical events as they tied the discussions back to the news from each week. The final exam drew on the Star Trek episode where humanity is put on trial. Channel 5 (WTTG) ran a special feature on the course, showcasing Montgomery College students in a wonderful light.

Developmental Education

Although students graduate from high school, a number of them do not test at the college-ready reading level required by the College, nor do they place into developmental classes. However, their goals have not changed; they want to enroll for a college-degree or certificate. Thus WD&CE's challenge is to move them into the developmental course/credit path or provide them with a life plan as an alternative that would be appropriate for them at that time. The Pathways to Success program is designed to do just that. The challenge is to get the word out about the program at the point that the student is dealing with a roadblock that affects his or her plan and self-esteem. The Pathways group has developed an effective podcast, which is posted on the College Web site and geared to help students prepare for this alternative route to their goal. It does so in a professional, respectful, and efficient way that empowers students and moves them to the next step; this provides assistance that can be accessed right when it is needed. An additional link refers the parents of these students to a parent guide, thus creating an effective team to support student success.

The College Access Program (CAP), a credit-based program, serves students with specific language-based learning disabilities who have the potential and motivation for success in college courses. The program objectives are to help students develop reading and writing skills and academic coping strategies. Ultimately, the program strives to teach students skills that will enable them to function independently in the classroom and the workforce.

The Collegewide developmental math redesign model will be implemented on a modified basis at Germantown this spring. All sections will be self-paced, using interactive technology to support mastery learning. It will combine prealgebra and beginning algebra to maximize scheduling options for students. Faculty will provide timely one-on-one instruction and will encourage, support, advise, and mentor students. Counselors will meet with each class early in the semester and periodically throughout the term to provide early intervention that addresses academic and non-academic challenges faced by students. Faculty teams are creating exercises that will emphasize conceptual thinking and engage students in meaningful mathematics. Additional faculty teams are developing one-semester courses that embed intermediate algebra topics into the elementary statistics and college survey courses. This will shorten the path through college-level math.



Innovative Curriculum

The Rockville World Languages and Philosophy Department is developing a number of new curriculum practices including a new associate's degree in American Sign Language; distance learning and blended classes in Chinese, French, Spanish, and Philosophy; and online German 201 and 202 courses.

The jewelry program coordinator Professor Komelia Okim is adding glass art to the curriculum. She will incorporate glass working into metalsmithing. The College will be one of the very first college programs to offer this method.

Accelerated Workforce Development Training

Contextualized ESOL accelerates the time requirements of gaining marketable workplace skills for those with limited English proficiency. In many instances, the students who are able to obtain entry-level career skills are able to benefit from employer-sponsored training in the chosen career field while building skills in English through ongoing formal coursework. Increased earning potential can have the effect of decreasing the number of hours spent working to support family obligations and thereby provide additional time for educational pursuits.

Two examples:

- The College has been awarded a planning grant of \$20,000 from the Maryland Workforce Corporation and the Anne E. Casey Foundation to participate in the Maryland I-BEST project. The College will use integrated basic instruction and employment training and team teaching models to create a noncredit Bilingual Office Assistant (BOA) program as part of a career pathway in office administration and computer applications. The BOA Certificate Program will be developed by the College's Adult ESOL & Literacy—GED (AELG) program within the WD&CE division. The program will provide training in word processing, data organization and management, and spreadsheet creation. Additionally, students will learn important English language, literacy, and workplace skills. Once the knowledge and comprehensive administrative skills are acquired, the students will be able to apply for high-demand jobs that pay a living wage. The BOA program will also capitalize on the multiple language capabilities of English language students and will be open to all English language learners, regardless of their first language background, who meet funder requirements. This externally-funded program complements similar contextual ESOL programs that Montgomery College has been providing in certified nursing assistant, building trades, retail sales and service, and hospitality.
- Additionally, for several years we have offered the participants of the Foreign Trained Nursing Program (previously known as the Latino Health Initiative) a content-based ESL (ESL for Healthcare) course to help these students prepare for the Maryland Board of Nursing licensure exam. This semester WD&CE is launching a new course, Reading & Writing 4 Healthcare, which combines the College's content ESL curriculum in Healthcare with a course taken by many students preparing to enter credit programming. This dual curriculum allows students planning to study nursing at Montgomery College to integrate such content-based ESL into their existing academic trajectory.

Instructional Technology at WD&CE

Ever-changing technology support requirements of heavily used computer classrooms require innovative, behind-the-scenes practices of the WD&CE InTech team. Frequently, multiple set-ups per day are required to change over systems and programs as needed by the instructional program of the day. Removable drives, local virtual machines, multi-boot, and remote virtual machines are now providing options to meet these instructional demands.

Removable drives are the simplest way to increase PC flexibility, and they are the approach that students understand best. Each removable drive contains a unique combination of software to meet the requirements of a program offering. Virtual machines provide an alternative way to increase PC flexibility at a lower cost. For a nominal additional cost a new PC can be outfitted with the additional memory and the faster processor necessary to effectively host virtual machines. The classic 80/20 rule applies here, where 80 percent of the host's resources are available to the virtual machine while 20 percent are not. Program offerings that do not need 100 percent of the host computer virtualize best. Those offerings include programming languages, contract training, and staff development courses.



Multi-boot is new for WD&CE this semester. While labor intensive, this approach effectively adds flexibility to computer-equipped classrooms that are not equipped with removable drive technology. Multi-boot provides the same 100 percent utilization of the host computer resources as removable drive technology does. The limitation is the capacity of the host's internal fixed drive, which must be subdivided into partitions—one for each operating system to be hosted. Remote virtual machines have recently appeared as a solution to time and location. A recent in-house demonstration confirmed that remote virtual machines dramatically reduce the time it takes a technician to prepare a classroom. These reductions are offset by a moderate increase in time required to build, test, and replicate the virtual machines in the data center. This flexibility reduces time to market, allowing program coordinators to compete for time-sensitive training opportunities.

In addition to time flexibility, remote virtual machines offer location flexibility. Once the software is decoupled from the classroom it is relatively easy to move it to any location based upon scheduling constraints or product demand.

Academic Support Centers

The Germantown Math Accounting Learning Center (MALC) and the Science Learning Center (SLC) support students in those disciplines. To better address the needs of engineering and physics students, who often find math a barrier to their success and who struggle to make the connections between math, physics, and engineering, the disciplines served by the centers have been realigned. The Math, Accounting, Engineering, and Physics Learning Center (MAEPL Center) will provide interdisciplinary tutoring support for engineering students. Mathematics, distilled for the engineering application, will then be more accessible when viewed rigorously in the mathematics curriculum. Dr. Beatrice Lauman, the new director of the MAEPL Center, is working with math, physics, and engineering faculty to identify difficult concepts in each course. Learning Center workshops will be offered to introduce these topics and ensure that prerequisite concepts are reviewed. Another goal is to generate a library of online videos that address “hot spots,” either by creating them or identifying existing online resources. Students will be able to access these anywhere at any time.

Student Life

Engineering faculty serve as advisors for a number of engineering clubs such as Engineers without Borders; Women in Engineering, Science, and Technology (WEST); the Robotics Club; the Aerospace Club; the IEEE MC Student Branch; the MC Engineering Club; and the American Society of Mechanical Engineers student chapter.

The Service Learning Office at the Takoma Park/Silver Spring (TP/SS) Campus, together with a campus AmeriCorps VISTA member, runs a Service Learning collaborative with Montgomery County Public Schools. Montgomery College students are able to complete meaningful service learning projects tied to their courses and at the same time mentor high school students who are in English for Speakers of Other Languages (ESOL) classes. Through this program, both groups of students increase their academic and life skills. Outside of the program, the Service Learning Office works with Takoma Park/Silver Spring faculty to incorporate service into course curricula. Students in many courses are required to volunteer for community partners throughout the semester. For example, nursing students work at hospitals, and students in an international studies course volunteer at local nongovernmental organizations. As a result, students experience real-world application of theories they learn in the classroom.

Student Development

E-MAP, the electronic version of the Montgomery Advising Program (MAP) that allows students to interpret their course assessment test results, provides students with the option of participating in a virtual session in lieu of a face-to-face session. After successfully completing the session, students must print a copy of the certificate and meet with a counselor to obtain placement test scores and guidance on course registration.

The College's Academic Coaching Program and DS 106 Success Group are other innovative opportunities for academic improvement. The coaching program is focused on assisting at-risk students—students who have attempted 12 credit hours or more and whose cumulative grand point average has fallen below 1.75 or students who have been identified by counseling faculty or instructional faculty as being at-risk for academic failure. Students on academic restriction who



meet program requirements and who enroll in DS 106 are permitted to register for more than six credit hours instead of being restricted. The DS 106 course provides students with academic coaching. Academic coaching facilitates an opportunity for one-on-one time with a coach who gets to know the student and understand his or her individual needs.

The counseling faculty from the Takoma Park/Silver Spring Campus partnered with the University of the District of Columbia (UDC)'s Urban Scholars Academy in an effort to facilitate a partnership between the DCTAP program and Montgomery College. The Urban Scholars Academy is a five-week summer bridge program developed to help incoming first-year college students prepare for the rigors of college work and improve retention success. Students were divided into six cohorts according to the college or university they were planning to attend in the fall. Each student is enrolled in a mathematics, English, public speaking and first year orientation. Counseling Assistant Professor David Jean-Julien, Office Manager Sharon Lamy, and Counseling Professor Terri Bailey were each assigned to teach two sections of the orientation. The instructional objectives mirrored those of the First Year Seminar Course at Montgomery College.

In an effort to further assist Montgomery College in the success and retention of DCTAG grantees, the Office of the State Superintendent of Education (OSSE) invited Montgomery College to attend retention training. The training was held in New York City and was conducted by one of OSSE's partners, the Posse Foundation. The Posse Foundation identifies, recruits, and trains student leaders from public high schools to form multicultural teams called "Posses." These teams are then prepared, through an intensive eight-month pre-collegiate training program, for enrollment at top-tier universities nationwide. The faculty training covered best practices related to student retention and persistence. Strategies focused on identifying attrition red flags and proper one-on-one intervention and mentoring to aid in student success. There are a considerable number of DCTAG grantees attending Montgomery College (213 in fall 2010), with most at the Takoma Park/Silver Spring Campus.

Grant-Funded Innovation

The College was recently awarded a \$20,000 grant from the University of Maryland System and the Lumina Foundation for the redesign of the introductory chemistry course, CH 101, to increase student success. The redesign of CH 101 will be based on the use of the SCALE-UP pedagogy developed at North Carolina State University.

Montgomery College is collaborating with Dickinson College and three Pennsylvania community colleges in a NASA grant to improve teaching and learning about global climate change in their liberal arts programs (NASA's Cooperative Agreement Notice (CAN): "Global Climate Change Education: Research Experiences, Teaching and Learning"). Montgomery College faculty are implementing a multifaceted endeavor to build teacher competency for interdisciplinary teaching about climate change, enhancing capacity for using models and earth observations in teaching and research, developing and implementing a core curriculum of climate change-focused courses that promote systems thinking, and integrating climate change more widely throughout the liberal arts curriculum. Six faculty members participated in summer workshops sponsored by this grant and are currently revising their curricula. Dr. Diane McDaniel, professor of natural sciences, is the principal investigator on the grant.

Innovations in nursing include the NSPII Nurse Enrichment Program (NEP). With grant support, Professors Monique Alston-Davis and Mirna Ostchega are working with at-risk students in NU 110 Foundational Concepts of Nursing and NU 230 Nursing in Health and Wellness to promote success. Once at-risk students are identified because they have repeated a course, earned a "C" in a previous nursing course, or failed an exam, an Individual Educational Plan (IEP) is developed by the student and faculty to personalize and create a compass for the student's improvement efforts.

Simulation scenarios are also being developed and used to promote learning of didactic content. Other efforts include mentoring and tutoring by full-time nursing faculty. Last semester, students enrolled themselves for NU 230, while at-risk students were identified for NU 110. The retention for NU 110 increased to 89 percent (up from 72 percent), while it remained stagnant at 77 percent for NU 230. This semester, students will not be allowed to self-identify for their participation, which will allow greater identification and faculty encouragement of at-risk student participation.

The College has been awarded a \$10,000 curriculum development and scholarship gift from the Reznick Group, a Bethesda-based top 20 accounting firm. The gift will support a new 12-session, 24-hour online, noncredit course, Introduction to Environmental and Social Sustainability. This innovative new course is aimed at local businesses that are interested in training employees to become green champions, assisting the businesses in the implementation of green policies, procedures, and practices. This online Elluminate course is also great for Montgomery College students who are interested in adding a sustainability certificate to their career portfolios. A team that includes county government, small eco-businesses, and local nonprofit Bethesda Green developed this course. Reznick is one of a growing list of county businesses that have become green certified.

Educational and Industry Partnerships

Over 40 students applied for eight positions within the College's new Howard Hughes Medical Institute (HHMI) Precollege and Undergraduate Science Education Program, which is a partnership between the College and Georgetown University. The grant originally called for seven Montgomery College scholars, but Georgetown University was so impressed with the pool that they provided funding for another student. The eight students will take a Georgetown University course on the Germantown Campus this spring taught by Montgomery College Biology Professor Dr. Carol Allen. The eight students will participate in paid research opportunities this summer in Georgetown University labs.

Clinical Education Outreach Coordinator Diane Barberesi, Physical Therapy Coordinator Nancy Greenawald, and Dean of Health Sciences Angie Pickwick have been working with Montgomery County Public Schools Science and Engineering Coordinator Rosanna Thomas to create a new rehabilitation science track for high school students, which would begin in fall 2011. The high school students will be aligned to enter the College's physical therapy, occupational therapy aide, or physical therapy assistant programs. It was created to attract athletes and includes development of muscles and skeleton through the phases of life including growth and development, strength and training, injury prevention, and treatment all the way to brain injury rehabilitation.

A health science training partner has created an online resource for students who are preparing to take the Pharmacy Technician state certification exam. The practice exams are available at no cost to students who are awaiting a test date following their on-campus course.

A collaborative team including College WD&CE staff and faculty, county government, the National Institutes of Health, and local Human Workflows, Inc., and MedImmune, have implemented a new course, "So You Want to Be a Chief Scientific Officer" aimed at Ph.D. postdocs and other scientists who are interested in pursuing a management track. The 36-hour program began on Saturday, January 15, 2011, with 21 Ph.D. students enrolled and will continue for 12 weeks. Bahija Jallal, MedImmune's vice president for research and development, made a 90-minute presentation to students on the first day.

Celebrating Students

Three students in biotechnology—*Brandon Jones, Micah Pezdirtz, and Jonathan Swiantek*—have won a \$26,000 Promega Maxwell 16 for the College. Promega Corporation, the sponsor of the competition, manufactures products for biotechnology and molecular biology. The Maxwell 16 is used for DNA, RNA, or protein purification. The students, who are enrolled in BT 213 Nucleic Acid Methods, created a video based upon the Power Rangers, entitled "Maxwell Rangers," that features the Maxwell Rangers' efforts to save Zordan, who is dying from a space infection. The winning video was announced November 30 and can be viewed at <http://www.youtube.com/watch?v=mhABOXveMy0>.

School of Art + Design student Nicole Bunting has been accepted to the Pennsylvania Academy of the Fine Arts on scholarship and Virginia Commonwealth University, one of the most competitive programs in the United States. After graduating from Montgomery College with her A.F.A. this fall, she will be starting in spring 2011 at one of these schools.



Students in the School of Art + Design art club, the *Fine Arts Collective (FAC)*, showed their work in a gallery space in Moorenko's Ice Cream, located at 8030-D Georgia Avenue from December 9–16. The FAC independently secured the space, curated the show, and created the publicity.

The *Takoma Park/Silver Spring (TP/SS) English Department* and the *School of Art + Design* and have teamed up to form the "Sligo Journal," the campus literary and art journal. The SA+D students have designed the call for submissions flier, and submissions will be accepted during the spring semester. A pdf publication will be initially distributed, followed by the setup of a website. The "Sligo Journal" recently held a contest for the design of its logo and flier through the efforts of the School of Art + Design professor Robert Helsly. *Adriana Regalado* won the logo design and *Brian Chibbaro* won the flier design competition, for which both students received certificates.

The fall 2010 graduation program for *the completers of the Entry Level Health Care programs* was held December 15, 2010 at the Cultural Arts Center on the Takoma Park/Silver Spring Campus. Eighty-seven students successfully completed the following workforce development programs: Dialysis Technician Program, EKG Cardiovascular Technician, Pharmacy Technician Career Training, and Phlebotomy Technician and Therapy and Occupational Therapy Aide Training. Upon completion, EKG/Cardiovascular Technician, Pharmacy Technician and Phlebotomy Technician students are eligible to sit for national certification tests. The completion ceremony included remarks from College faculty, staff, and administrators as well as from keynote presenter Romeo Salvador, a motivational speaker.

Rebecca Levy was just accepted to George Washington University where she plans to major in public policy and pursue a career that makes a positive impact on the world around her. Ms. Levy was the student president of the Philosophy Club and was on the Takoma Park/Silver Spring Ethics team that won the Hoffberger Center for Professional Ethics Maryland Community College Ethics Bowl in 2010.

The Interior Design Club hosted a successful fundraiser to support St. Ann's Infant and Maternity Home in Hyattsville, Maryland. St. Ann's has a tradition of caring for children in the Washington, D.C. and Maryland areas since 1860.

Congratulations are in order to several former members of the Biomedical Scholars Program: *Laurette Femnou* has been accepted to Johns Hopkins University School of Medicine for the coming fall. *Vanessa Coleman* and *Arash Hassantoufighi* are first year medical students at Medical College of Virginia and West Virginia University Medical School, respectively. *Matthew Bathula*, son of Mathematics Professor Alex Bathula, has been appointed as a clinical specialist (in pharmacy) in the University of Maryland Medical System's Department of Internal Medicine. He will also teach in the Pharmacy School.

The Germantown Campus chapter of Phi Theta Kappa (PTK) received recognition from community partners and the national PTK organization. Manna Foods recognized the chapter in the volunteer spotlight in their October newsletter for the work done in collecting food for at local farmers markets and grocery stores. Read the newsletter at: <http://www.mannafood.org/uploads/file/October%202010%20News%20from%20Manna%20Food%20Center.pdf>.

The national PTK organization recognizes every chapter that exceeds their induction of new members by 5 percent with a Pinnacle Award of \$45. Beta Kappa Omega earned five Pinnacle Awards as new members increased 25 percent this fall over fall 2009. The award money can be applied to help new inductees cover the cost of membership dues. The chapter leadership team made up of *Nicolle Gamez*, *Jana Burke*, *Jesus Pellot*, and *Natalie Berry* has done an outstanding job in reaching out to new members and in fostering chapter engagement around volunteer community service.

Health Professor Dr. Tito Baca's students have engaged in a variety of service learning projects this semester. Over 100 students in Dr. Baca's classes are volunteering at schools, homeless shelters, and hospitals. They also have donated blood and participated in walks and runs for causes.

The Gateway to College class at the Takoma Park/Silver Spring Campus has been participating in service learning projects this fall with the Refugee Program on campus. They carved pumpkins on Halloween; researched, presented, and



sponsored games about American holidays; decorated and iced cookies for the December holidays; and presented participants with a gift of mittens.

Physical Education Professor Keith McKelphin's HE 201 Health and Fitness for Elementary Teachers classes developed and ran a Health and Wellness Fair for the 750 students at College Gardens Elementary School in Rockville on December 6. It was a fun, learning experience for elementary students and student presenters alike.

For National Non-Traditional Student (NTS) Week (November 1-5), the Germantown Options for Adult Learners (GOAL) Program hosted an NTS Essay Contest where students wrote about their experiences as a non-traditional college student. The winning essayist was 28-year old *Jasmyn Johnson*, a mother of two, who wrote about the challenges and accomplishments she has experienced as she pursues a nursing degree at Montgomery College. The contest was judged by Dr. Karen Roseberry, dean of student development; Marcus Rosano, media relations specialist in the Office of Institutional Advancement; and English Professor Dr. Christina Devlin. Miss Johnson's essay appeared in GOAL's December newsletter edition, and all of the essay submissions have been published on the GOAL Web site www.montgomerycollege.edu/departments/goal.

Celebrating College Faculty, Staff, and Administrators

The College is very proud of *Psychology Professor Dr. Deborah Stearns* who was recently named the Maryland Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. She joined the faculty at Montgomery College in 2002 and teaches a range of psychology courses and has also taught a number of Women's Studies courses. She is the founder and organizer of the Psychology Brown Bag Series, where students, faculty, and staff discuss a wide range of topics, and she encourages students to get involved in research. She is passionate about what she does and has been involved in a number of professional development activities.

Jane Reeves, a faculty member with the Montgomery County Refugee Training Program located at the Takoma Park/Silver Spring (TP/SS) Campus, recently contributed chapters on American life for a textbook now used in France called *Dictionnaire des Etats-Unis*. Published in France in September, the book has received good press and is selling quite well. Professor Reeves particularly enjoyed seeing Montgomery College listed as her affiliation, next to illustrious institutions such as The University of Paris-Sorbonne.

Dr. Syed A. Wasif, political science faculty member, authored a book about the historical events that shaped and changed the policies and politics of the world in general and South Asia in particular. The book, *Saga of Pakistan, Russia, US Relations*, is an in-depth research work with references from Russian, English, Arabic, Urdu, Hindi, and Persian sources, all languages in which Dr. Wasif is fluent. Additionally, Dr. Wasif makes frequent guest appearances on both local and foreign media outlets on issues of international politics. Channels 10 and 56 regularly invite him to participate in televised panel discussions.

Adjunct faculty member Francine Farr contributed to the Africa volume of the *Encyclopedia of World Dress and Fashion* of the Berg Fashion Library. The London publisher included Professor Farr's French into English translation of a lengthy essay by French anthropologist Louis Perrois. Additionally, Professor Farr wrote an exhibition catalog essay that is in press entitled "Beads, Bars, Charms and Coins: African Proto-Money vis-à-vis Early Ethiopian Coinage." It will be published to accompany the exhibition of the numismatic department of the Eretz Museum in Tel Aviv, Israel.

Six members of the College's Developmental Math Task Force, including *Dr. Sanjay Rai*, vice president and provost of the Germantown Campus and taskforce convener; *John Hamman*, mathematics professor, *Stephanie Pepin*, mathematics professor; *Dr. Mary Kay Abbey*, mathematics professor; *Dr. Ken Weiner*, mathematics professor emeritus and taskforce chair; and *Margaret Latimer*, Germantown associate dean, presented a special seminar entitled "Math Reforms to Improve Completion," at the Maryland Association of Community Colleges (MACC) Summit. The summit, hosted by



Anne Arundel Community College, was an opportunity for Maryland community colleges to highlight and share ongoing initiatives addressing college completion. Montgomery College presented the reforms recommended by the Developmental Math Task Force, including a redesign of the developmental math program that will be implemented Collegewide in fall 2011. Germantown Faculty Council Chair Professor Jenny Polm and Dean of Student Development Dr. Karen Roseberry attended the Summit, which was held on Friday, December 3, 2010.

Physics Professor Carrie Fitzgerald was recently selected to participate in the New Faculty Experience for Two-Year College Physics Instructors. The online discussion of seminal papers in physics education research will take place starting January 28, 2011. On March 23-26, she will attend a New Faculty Conference in Eldorado, Kansas, which is an intense, highly interactive workshop on techniques that have been proven to be highly successful in teaching physics at two-year colleges.

Biology Professor Cyrus Macfoy was invited to guest lecture to the George Washington University Masters in Public Health Program, and he gave a lecture on "Insecticides and Semiochemicals in Pest and Vector Management."

Dr Susan Milstein, health professor and a certified sexuality educator, has given a series of lectures on aging and sexuality at the Rockville Senior Center and Asbury Methodist Village.

A number of counseling faculty members presented at the Deans' Best Practices Showcase at Frederick Community College in mid-November. *Professor Sue Haddad* spoke on "Combat2College: Facilitating College Success for Combat Veterans;" *Professors Tim Kirkner, Julie Levinson, and Jamin Bartolomeo* discussed "Reinventing the Group Advising Model: Montgomery College's eMAP Project;" *Professors Dana Baker and Amanda DeMarco* and Rockville Student Ambassadors presented "Let a Student Be Your Guide: What I Wish I Had Known;" and *Professor Laurie White* facilitated a discussion on "Reaching and Teaching Our Digital Natives: Helping Students Use Technology to Enhance—Not Impair—Their College Experience."

At a recent meeting of the Maryland Society of Accountants, Inc., *Accounting Professor William Johnstone*, was presented with a member service award for his work on the scholarship committee.

Professor Randy A. Steiner, professor and coordinator of the Architecture Program, was elected in November as president of the American Institute of Architects Potomac Valley Architecture Foundation. The AIA PV Architecture Foundation supports community projects, provides scholarships, and sponsors the AIA LEAF HOUSE.

Counseling Professors Julie Levinson, Joan Hawkins, and Tim Kirkner recently created new transfer podcasts and online workshops on local transfer options, highlighting the Universities at Shady Grove.

On December 2, *Jemi Crookes*, Americorps member in the Germantown Office of Student Life, was filmed on campus by the Maryland Governor's Office on Service and Volunteerism (GOSV) as part of their new initiative called "Faces of Service." The intent of this campaign is to showcase the diversity of volunteers across the state of Maryland as well as to share each interviewee's unique story as to why he or she got involved in doing service. Ms. Crookes is currently serving a one-year term as the Americorps member and is charged with engaging students via co-curricular activities in community service on and off campus. Judy Lapping, the Project CHANGE director, whose organization coordinates the county's Americorps program, was invited by the GOSV to offer one member the opportunity to participate in this campaign, upon which she offered the opportunity to Ms. Crookes. The three-to-five minute video will be compiled with three or four other interviews and featured in the GOSV's January newsletter.

Dr. Lucy Laufe, Collegewide honors program director and professor of anthropology, gave a workshop for the Germantown Renaissance Scholars entitled "How to Write a Personal Essay for Transfer and Scholarship." Many of the 30 students who attended stated that they greatly appreciated her words of wisdom and the numerous handouts provided for them. This two-hour evening workshop was in addition to Dr. Laufe's 12 Jack Kent Cooke Undergraduate Transfer



Scholarship workshops (on all three campuses). The Jack Kent Cooke scholarships provided an opportunity for students to be able to attend colleges that their academic potential deserves but that they would not otherwise be able to afford.

Barbara Nubile, director of nursing, attended the invitation-only National Summit on Advancing Health through Nursing, a special meeting to further the recommendations from a recently-released report from the Institute of Medicine's Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing entitled "The Future of Nursing: Leading Change, Advancing Health." Participants identified strategies for implementing the recommendations and discussed overcoming barriers to adopting them. The summit brought together diverse leaders from around the country to discuss the implications of the recommendations for the future of health care and the future role of nurses in America.

Judy Carver, program director for the Workforce Development & Continuing Education (WD&CE) Health Sciences Institute, was recently appointed to the Emergency Cardiac Care Committee for the DC/Maryland region as well as appointed for a two-year term as a regional faculty member for the American Heart Association.

Professor Alice Dessauer, who teaches health and physical education, has earned the Certified Health Education Specialist (CHES) credential from the National Commission for Health Education Credentialing.

Human Communication Professor Gary Coley led the faculty workgroup in the College Area Review (CAR) of communications, coordinating the CAR process through analysis and recommendations of the speech communications discipline. The report and recommendations were due on December 15.

WD&CE has expanded its partnership with Montgomery Works, the county's one-stop employment and training centers in Wheaton and Germantown, sponsored by the Montgomery County Department of Economic Development, Montgomery County Workforce Investment Board, and Maryland Department of Labor, Licensing, and Regulation. Since October 2010, *Eunice Montilla*, *Ken Nelson*, *Shannye Carroll*, and *Mary Ann Behme* have provided vital career training and education information to unemployed job seekers on Wednesdays at the Montgomery Works' locations. More than 60 job seekers have benefited from information on the gamut of the College's offerings from noncredit information technology, project management, and health science courses to academic campus-based programs. Montgomery Works anticipates that nearly 15,000 job seekers will visit the job search centers in FY11.

The Office of Distance Education and Learning Technologies (DELT) continues to prepare for the transition from WebCT to Blackboard. Staff members are working on training materials and will begin offering training to faculty during the spring semester. A full roll-out of Blackboard is scheduled for the fall 2011 semester. DELT held a Faculty Technology Showcase in December, which highlighted technology tools that various faculty use to enhance their classes. Technology featured included Twitter, Flip Cameras, Jing, Elluminate, Wikis, and ToonDoo.

The Germantown Library is expanding its collection even more with electronic books and playaways, which are the alternative to audio books. Additionally, the library just acquired a videophone, located in the ATA area of the library, to help with the communication skills of those students who have limited speaking ability.

Roberta Buckberg, career and transfer center coordinator for the Takoma Park/Silver Spring Campus, is about to embark on her fifth year volunteering with the AFI/Discovery Silverdocs Documentary Film Festival. She anticipates that part of her duties will be screening and evaluating more than 40 feature-length and short documentaries—more than 60 hours of film—over six to eight weeks to help determine which of the 2,000-plus film submissions will make it into the prestigious festival.

Speakers and Events

November Events



The U.S. Department of State and the National League of Women Voters sponsored the visit of two legislative fellows from Colombia to the Rockville Campus on November 1. Angelica Lozana, an attorney who has also served as mayor of a section of Colombia's capital city Bogota, and Yaneth Raigoza, an industrial engineer, who serves on her city council in northeastern Columbia visited political science classes, met with Women's Studies faculty members, and toured the Gudelsky Institute for Technical Education.

On November 3 local poets Luis Alberto Ambroggio and Carlos Parada Ayala gave a special lecture to Dr. Maria-Elvira Luna-Escudoro-Alie's Spanish literature course and read from their poetry anthology collection titled "At the Foot of the White House: Hispanic Poets of Washington, DC." The poets spoke about literature and the cultural contributions of their respective homelands, Argentina and El Salvador.

November was National Career Development Month. The Rockville Counseling Department held several career clinics that attracted more than 100 students. Professor Gail Wright coordinated an Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Workshop where the ASVAB test was administered to 24 students for the purpose of identifying possible civilian and/or military career options. Veterans and active members of the military service were invited to the Rockville Career and Transfer Center on Veteran's Day to learn about the career resources available to them. Faculty members were encouraged to set aside a few minutes during their classes to share information about their own career paths as well as careers in their field of study.

Dr. Melissa McCeney, professor of psychology, and *Dr. Tony Hawkins*, Germantown instructional dean, spoke as part of a panel representing employment sectors that love liberal arts majors. The other panelists included Dr. Sunil Dasgupta of the University of Maryland, Baltimore County; Ian Calvert from Wells Fargo; and Deborah Hamlin from the Irrigation Association. The panel, "What Can I do With a Major in...?," was part of the Career Month programming by the Montgomery College Career Services unit of Counseling and Advising. The event was held on November 16 at the Germantown Campus.

Over the fall semester several faculty, administrators, and staff have presented their academic research in a series of Friday Forums sponsored by the Office of Equity and Diversity and the Center for Teaching and Learning. On November 19 Dr. Wayne Barbour, associate dean of student development, and Dr. Lisa Carvallo, career pathways program director, led one such forum. Dr. Barbour presented an overview of his research findings on program assessment and professional accountability related to the Council for the Advancement of Standards in Higher Education specific to career services programs at two-year, public community colleges. Dr. Barbour then facilitated a discussion on the role and impact that directors of career services programs can have on student completion at community colleges. Using critical theory as a backdrop for her presentation entitled "Towards College Completion: Removing Barriers for Latino Students," Dr. Carvallo discussed her research on Salvadoran adolescent students who have interrupted, limited, or no formal education, and she opened the dialogue on how the College could improve outcomes for its Latino students. Participants talked about the need for increased understanding of issues facing the College's Latino students, and conversed about successful practices like smaller learning communities and culturally responsive pedagogies.

On Monday, November 29, the Germantown Campus welcomed approximately 50 touring eighth graders from Montgomery Village Middle School. The tour was arranged by Cathy Kwolek and Norma Winffel, coordinators of admissions recruitment at the College. As part of the campus tour, Dr. Wayne Barbour, associate dean of student development, spoke with the group about the importance of college and postsecondary education.

December Events

Dr. Brad Stewart, vice president and provost of the Takoma Park/Silver Spring Campus, hosted a French delegation on the Takoma Park/Silver Spring Campus on December 2, 2010, that included members of the French Embassy, the president of France's University Institutes of Technology, and Michael Allen, interim associate vice president of international programs and services for the American Association of Community Colleges. The delegation received a campus tour and an interactive exchange on the community college model of higher education. The delegation was impressed with the quality of the facilities at the campus as well as the depth and breadth of offerings.



The Transfer Scholarship Coordinating Committee, the Takoma Park/Silver Spring Career/Transfer Center, and the Takoma Park/Silver Spring Counseling Department hosted a workshop on December 2, 2010, for students to learn about two programs at University of Maryland Baltimore County (UMBC) that could positively impact their futures. Taifa Hibbert and Rehana Shafi of UMBC came to the campus and gave back-to-back presentations, first to students and then to counseling faculty members, about the MARC U*STAR and Sherman Teacher Education Scholarships. Both scholarships focus on students in the STEM disciplines. The MARC U*STAR opportunity is for those planning on pursuing a Ph.D. in Biomedical Research and the Sherman scholarship focuses on those whose passion is teaching in the science, technology, engineering, and mathematics (STEM) areas in underserved and underperforming schools. Both programs offer participating students various mentoring and professional networking opportunities and experience as well as financial assistance.

Judge Jane R. Roth, U.S. court of appeals judge for the Third District, delivered remarks to students and faculty on December 2, 2010, in Globe Hall. Sponsored by the Office of Institutional Advancement, Germantown Women's Studies Program, and the Paul Peck Institute for American Culture and Civic Engagement, she spoke on the proposed Equal Rights Amendment to the Constitution, which was intended to guarantee that equal rights under federal, state, or local law could not be denied on account of sex. No stranger to Montgomery College, Judge Roth has previously lectured on two campuses.

Reading Professors Jean van Meter and Windy Jefferson-Jackson, plus English Professor Dr. Christina Devlin, Collegewide coordinator of the Writing in the Disciplines Program, presented a workshop entitled "Enhancing Student Performance by Integrating Academic Literacy in Reading and Writing Across College Disciplines" for Center for Teaching and Learning. The program took place on Saturday, December 4 on the Rockville Campus as a continuation of a session begun as part of the Center for Teaching and Learning's Professional Development Saturday Series.

On December 10, Rockville Vice President and Provost Dr. Ackerman hosted visitors from El Salvador who were part of a delegation associated with a developing Sisters City program that Montgomery County is starting and hoping to formalize by next July. The following guests participated in an information session about community colleges: Miguel Angel Ventura Argueta, governor of the state of Morazán; Francisco Andrés Adonay Gómez Hernández, president of the Council of Mayors in the State of Morazán; and Dino Guillén, representing ADEL Morazán, a coalition of nonprofits working on economic development. The delegation also met with the Latino Liaison for Montgomery County Karla Silvestre, Counseling Professor Evelyn Gonzalez-Mills, Anthropology Professor Dr. Maria Sprehn, International Studies Coordinator Dr. Greg Malveaux, and Computer Applications Professor Karen Penn de Martinez as well as other College faculty, administrators, and students.

Congresswoman Donna Edwards and her staff conducted a bus tour of upper Montgomery County on December 17, 2010. As part of the tour, she stopped by the Germantown Campus and received a briefing from Dr. Sanjay Rai, vice president and provost, on the close working relationship between the College community and the start-up entrepreneurs located in the Germantown Innovation Center operated by the Montgomery County Department of Economic Development and co-located in the Goldenrod Building.

