



MONTGOMERY COLLEGE
DIVERSITY PLAN
Plan for Programs of Cultural Diversity



ANNUAL
PROGRESS
REPORT



MONTGOMERY COLLEGE MULTI-YEAR DIVERSITY ACTION PLAN

June 20, 2011

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State Plan Template

This template has been designed in accordance with §10-211 and § 11-406 of the Education Article. Each non-public institution of higher education eligible for State aid under § 17-103 and each public institution of higher education in the State shall through their respective boards submit a report to MHEC related to its respective program of cultural diversity. The report by MHEC to the General Assembly, will be a compilation of the data called for by § 10-211, § 11-406 and the extent to which institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

a. 4-year public

b. 4-year private

Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes No

c. 2 year public

d. 2-year private

e. Other _____

2. How many campuses comprise your institution? 3

Montgomery College is a suburban multi-campus institution. The College is comprised of three campuses – Germantown, Takoma Park/Silver Spring, and Rockville; as well as several Workforce Development and Continuing Education sites throughout Montgomery County. The administrative offices for the College are located in Rockville and each campus address is provided below.

Montgomery College Administrative Offices
900 Hungerford Drive
Rockville, MD 20850

Germantown Campus
20200 Observation Drive
Germantown, MD 20876

Rockville Campus
51 Mannakee Street
Rockville, MD 20850

Takoma Park/Silver Spring Campus
 7600 Takoma Avenue
 Takoma Park, MD 20912

3. How many campuses are included in this report?

All campuses are included in this report.

4. Mailing address of your institution's main campus

Rockville Campus
 51 Mannakee Street
 Rockville, MD 20850

Student Demographics

2010 - 2011 student population:

- Estimated average income of prospective students: N/A

The demographic information below will be supplied by MHEC, unless highlighted in yellow

- Number of Pell Grant recipients: **FY 2010 = 7,196** **FY 2011 = 7,743**
- Total number of students over age 25: **8,261**

Total undergraduate student population:	26,015	Full-time (FT) & Part-time (PT) undergraduate students	# FT	# PT
# Hispanic:	2,811	# Hispanic	881	1,930
# Black/African American:	7,035	# Black/African American	2,636	4,399
# American Indian/Native American:	71	# American Indian/Nat. Amer.	23	48
# Asian/Pacific Islander:	3,453	# Asian/Pacific Islander.	1,492	1,961
# White:	8,663	# White	2,969	5,694
# International students:	1,777	# International Students	1,071	706
# Other:	2,175	# Other	974	1,201
# Missing Race Information:	30	# Missing Race Information	10	20
# Persons with disabilities:	1,299	# Persons with disabilities	375	924

Full-time undergraduates:	# Male 5,007	# Female 5,049	Part-time undergraduates:	# Male 7,064	# Female 8,895
# Hispanic	391	490	# Hispanic	816	1,114
# Black/African American	1,278	1,358	# Black/African American	1,918	2,481
# American Indian/Nat. Amer.	13	10	# American Indian/Nat. Amer.	21	27
# Asian/Pacific Islander:	791	701	# Asian/Pacific Islander:	879	1,082
# White	1,611	1,358	# White	2,597	3,097
# International Students	455	616	# International students	281	425
# Other	461	513	# Other	542	659
# Missing Race Info.	7	3	# Missing Race Info.	10	10
# Persons with disabilities	197	178	# Persons with disabilities	503	421
Average time to degree: _____			Total undergraduates in STEM majors: 3,921		
# Hispanic: _____			# Hispanic: 336		
# Black/African American: _____			# Black/African American: 1,133		
# American Indian/Native American: _____			# American Indian/Native American: 12		
# Asian/Pacific Islander: _____			# Asian/Pacific Islander: 700		
# White: _____			# White: 1,032		
# International students: _____			# International students: 336		
Missing Race Information: _____			# Other: 366		
# Persons with disabilities: _____			# Missing Race Information: 6		
			# Persons with disabilities: 168		

Does your institution grant graduate degrees? Yes [] No [X]

Total graduate student population: _____	Total graduate students in STEM majors: _____
# Hispanic: _____	# Hispanic: _____
# Black/African American: _____	# Black/African American: _____
# Asian/Pacific Islander: _____	# Asian/Pacific Islander: _____
# White: _____	# White: _____
# International students _____	# International students: _____
# Missing Race Information: _____	# Missing Race Information: _____
# Persons with disabilities: _____	# Persons with disabilities: _____

	# Male	# Female		# Male	# Female
Total graduate students:	_____	_____	STEM graduate students:	_____	_____
# Hispanic	_____	_____	# Hispanic	_____	_____
# Black/African American	_____	_____	# Black/African American	_____	_____
# American Indian/Nat. Amer.	_____	_____	# American Indian/Nat. Amer.	_____	_____
# Asian/Pacific Islander	_____	_____	# Asian/Pacific Islander	_____	_____
# White	_____	_____	# White	_____	_____
# International students	_____	_____	# International students	_____	_____
# Missing Race Info.	_____	_____	# Missing Race Info.	_____	_____
# Persons with disabilities	_____	_____	# Persons with disabilities	_____	_____

Faculty and Staff Demographics

2010 - 2011 faculty population:

<p>Total faculty population: 1,309</p> <p># Hispanic: 51</p> <p># Black/African American: 199</p> <p># American Indian/Native American: 12</p> <p># Asian/Pacific Islander: 118</p> <p># White: 922</p> <p># International faculty: 3</p> <p># Other: 0</p> <p># Missing Race Information: 4</p> <p># Persons with disabilities: 4</p>	<p>Total faculty teaching STEM courses: 402</p> <p># Hispanic: 11</p> <p># Black/African American: 59</p> <p># American Indian/Native American: 7</p> <p># Asian/Pacific Islander: 56</p> <p># White: 267</p> <p># International faculty: 0</p> <p># Missing Race Information: 2</p> <p># Persons with disabilities: 0</p>
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<p>Total full-time faculty: 522</p> <p># Hispanic: 24</p> <p># Black/African American: 74</p> <p># American Indian/Native American: 6</p> <p># Asian/Pacific Islander: 48</p> <p># White: 368</p> <p># International faculty: 1</p> <p># Other: 0</p> <p># Missing Race Information: 1</p> <p># Persons with disabilities: 0</p>	<p>Total adjunct faculty: 787</p> <p># Hispanic: 27</p> <p># Black/African American: 125</p> <p># American Indian/Native American: 6</p> <p># Asian/Pacific Islander: 70</p> <p># White: 554</p> <p># International faculty: 2</p> <p># Other: 0</p> <p># Missing Race Information: 3</p> <p># Persons with disabilities: 4</p>
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Full-time faculty:	# Male 225	# Female 297	Adjunct faculty:	# Male 347	# Female 440
# Hispanic	11	13	# Hispanic	11	16
# Black/African American	33	41	# Black/African American	53	72
# American Indian/Nat. Amer.	2	4	# American Indian/Nat. Amer.	2	4
# Asian/Pacific Islander	20	28	# Asian/Pacific Islander	26	44
# White	158	210	# White	254	300
# International faculty	1	0	# International faculty	1	1
# Other	0	0	# Other	0	0
# Missing Race Info.	0	1	# Missing Race Info.	0	3
# Persons with disabilities	0	0	# Persons with disabilities	3	1

Total full-time tenure track faculty: 0	Total tenured faculty: 36
# Hispanic: _____	# Hispanic: 0
# Black/African American: _____	# Black/African American: 0
# American Indian/Native American: _____	# American Indian/Native American: 0
# Asian/Pacific Islander: _____	# Asian/Pacific Islander: 2
# White: _____	# White: 34
# International faculty: _____	# International faculty: 0
# Missing Race Information: _____	# Missing Race Information: 0
# Persons with disabilities: _____	# Persons with disabilities: 0

Tenure track faculty:	# Male	# Female	Tenured faculty:	# Male	# Female
	0	0		27	9
# Hispanic	_____	_____	# Hispanic	_____	_____
# Black/African American	_____	_____	# Black/African American	_____	_____
# American Indian/Nat. Amer.	_____	_____	# American Indian/Nat. Amer.	_____	_____
# Asian/Pacific Islander	_____	_____	# Asian/Pacific Islander	_____	2
# White	_____	_____	# White	27	7
# Missing Race Info.	_____	_____	# Missing Race Info.	_____	_____
# International faculty	_____	_____	# International faculty	_____	_____
# Persons with disabilities	_____	_____	# Persons with disabilities	0	0

How many of your tenured faculty came from within your ranks (as opposed to being hired with tenure)? _____

Black/African American: _____

Hispanic: _____

American Indian/Native American: _____

Asian/Pacific Islander: **2**

Persons with disabilities **0**

2010 - 2011 staff population:

<p>Total staff population (executive and administrative-all staff): 1,306</p> <p># Hispanic: 108</p> <p># Black/African American: 393</p> <p># American Indian/Native American: 4</p> <p># Asian/Pacific Islander: 141</p> <p># White: 651</p> <p># International staff: 6</p> <p># Other 0</p> <p># Missing Race Information: 3</p> <p># Non-International staff: 1,300</p> <p># Missing International Information: 0</p> <p># Persons with disabilities: 14</p>	
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Total executive staff: 81	Total administrative (all other) staff: 1,225
# Hispanic: 2	# Hispanic: 106
# Black/African American: 20	# Black/African American: 373
# American Indian/Native American: 0	# American Indian/Native American: 4
# Asian/Pacific Islander: 1	# Asian/Pacific Islander: 140
# White: 58	# White: 593
# International staff: 0	# International staff: 6
# Missing Race Information: 0	# Other: 0
# Persons with disabilities: 0	# Missing Race Information: 3
	# Persons with disabilities: 14

Executive staff:	# Male	# Female	Administrative staff:	# Male	# Female
	35	46		505	720
# Hispanic	0	2	# Hispanic	43	63
# Black/African American	10	10	# Black/African American	156	217
# American Indian/Nat. Amer.	0	0	# American Indian/Nat. Amer.	4	0
# Asian/Pacific Islander	1	0	# Asian/Pacific Islander	62	78
# White	24	34	# White	235	358
# International staff	0	0	# International staff	3	3
# Other	0	0	# Other	0	0
# Missing Race Info.	0	0	# Missing Race Info.	2	1
# Persons with disabilities			# Persons with disabilities	8	6

Program Description

(Note: Descriptive responses may be attached as a separate sheet)

I. NON-PUBLIC INSTITUTIONS

Please describe the best practices used by your institution to promote and enhance cultural diversity of the campus(es).

II. PUBLIC INSTITUTIONS

A. Diversity Programming and Training

1. Does your campus have a formal plan to promote cultural diversity?
Yes No **If Yes, briefly describe.**

Diversity is a critical component of the curriculum, advertising and marketing campaigns, employment recruitment and selection hiring process, outreach activities, student services and support processes, commencement and staff/professional development activities. As an example, the College's mission statement reinforces its commitment of being the community's college and providing a place for intellectual, cultural, social and political dialogue. Furthermore, there is evidence that diversity is increasingly more integrated and a key component in all aspects of Montgomery College's operational, strategic and tactical plans. Imbedded in the College's culture is a focus on how we manage and embrace diversity, how we treat people and how we connect and build relationships with the College and community.

Montgomery College has a plan that identifies action-oriented diversity goals and objectives in five key areas: (a) Policies, Procedures and Practices; (b) College Climate; (c) Recruitment and Outreach; (d) Supporting Student Success and (e) Professional Development. These goals and objectives demonstrate the College's good faith commitment to expand and sustain diversity and produce measurable results.

- How often is the plan reviewed and updated?

Montgomery College has a multi-year plan that is reviewed annually and updated as needed.

- How do you plan to improve upon the existing program? Provide examples.
 Policy changes

In Montgomery College's efforts to ensure access, equity, diversity and nondiscrimination, the College implements the following equal opportunity and affirmative action policies, which comply with applicable federal and state laws and directives.

- Hate/Violence Policy (31002)
- Hate/Violence Procedure (31002CP)
- Equal Employment Opportunity and Nondiscrimination Policy (31006)
- Equal Opportunity, Nondiscrimination, Sexual Harassment and Sexual Assault Complaint Procedure (31006CP)
- Affirmative Action Policy (31007)
- Sexual Harassment Policy (31008)
- Sexual Assault Policy (31010)
- Consensual Relationships Policy (31106)
- Consensual Relationships Procedure (31106CP)
- Employment of Individuals with Disabilities Policy (32106)
- Employment of Individuals with Disabilities Procedure (32106CP)
- Equal Education Opportunity and Nondiscrimination Policy (41002)
- Annual Montgomery College *Clery* Disclosure of Campus Security Policy and Campus Crime Statistics Act Report

These policies and procedures are aligned with the College's diversity mission and commitment and established to ensure compliance with federal and state regulations protecting students and employees. Annually, the College plans to conduct a comprehensive review and inventory of existing academic and nonacademic diversity-related and nondiscrimination College policies, procedures and best practices.

[X] Innovative curricular design

An example of innovative curricular design comes from our Germantown Campus where a course dyad was taught with PS203HC (International Relations) and HS114HC (20th Century World History) during the Spring 2011 semester, as a part of the Renaissance Scholars program. The course emphasized themes, activities and readings that de-centered Europe and the United States from the more traditional tellings used in these courses. Readings included non-American and non-European authors, such as Césaire writing about colonialism and a Nigerian scholar writing about Nigeria's policy towards the Congo in the 1960s. Throughout the semester, the students were asked how the United States and Europe became central to International Relations and how the rise of China reshaped the world order.

Other examples from the dyad include several in-class simulations to understand the challenges facing the international system.

- Students studied the debates surrounding the upcoming elections in Burma and the detention of Suu Kyi and then simulated a UN Security Council meeting about whether or not to impose sanctions on Burma.
- Students simulated Indira Gandhi's decision to impose a state of emergency in India.

- Students simulated the interests that enabled colonialism through a card game and then wrote about how the patterns that developed in the classroom highlighted concepts from their readings.
- Throughout the semester, readings and assignments asked students to explore the causes of violence and genocide, as well as potential global and individual-level ways to respond and prevent that violence.
- Students created a project based on their visit to the Holocaust Museum in DC, incorporating Hannah Arendt's theories of banality of evil and her argument that the origins of Nazism are to be found in the history of European imperialism in Sub-Saharan Africa.

Learning Community -- Developmental Math and DS 107 First Year Seminar

Learning Community – MA 130 and PC 101

Germantown Renaissance Scholars program involves 60 honor students taking an honors seminar in the Fall and one of three dyads in the Spring. The population of students is very diverse. Out of class activities are planned each semester. Many are culturally diverse, including:

- Tour of Mount Vernon, Special: Slave Life Tour
- Movie Night, *Hotel Rwanda*
- Private Tour of the Freer and Sackler Gallery (Asian and African Art) at the National Gallery of Art and Smithsonian Museum
- One Maryland/One Book Lecture and Book Signing, Author: St. John, Book: *Outcasts United*

During the summer of 2010, the College provided funding for five Germantown Renaissance Scholars to attend the University of Cambridge International Summer School for two weeks as part of Montgomery College's Cambridge Summer Seminar (HP270).

Women's Studies events at our campus this year embraced and explored issues of feminism: "Being LGBT on Campus," discussion; Faculty readings group on feminist pedagogy; *Real Women Have Curves*, film and discussion; *Iron Jawed Angels*, film and discussion; "Women Making History: Artifacts of the Sewall-Belmont House and Museum," talk by Sara Eagin, collections associate; "Anna Murray, Mrs. Frederick Douglass," talk; *A Walk to Beautiful*, film; Marge Piercy on *Sex Wars: A Novel of the Turbulent Post-Civil War Period*; "Painting Beauty: Christina Rossetti and the Pre-Raphaelites," talk; *Veiled Voices*, film and discussion.

Student Projects with International Themes

Germantown's Introduction to Business Students Completed International Project

Most all of the classes in the Business, Science, Mathematics, and Technology Division have a very diverse population, including international students. Introduction to Business

students (BA 101) just finished their International project where they had to introduce a new business concept in a foreign country. They researched the demographics - political and social – and the legal, economic and cultural environment of the city in which they were going to open a small business. Students had to have a business concept and complete a marketing analysis for that business. They gave PowerPoint presentations about the following countries and cities: Moscow, Russia; Beijing, China; Victoria Island Lagos, Nigeria; Paris, France; Mumbai, India; and Dublin, Ireland.

International Students Report on Infectious Disease Problems

In microbiology (BI 203), most of the students are preparing for careers in the health fields. Students do a final oral research report on a topic in infectious disease, epidemiology, and control. International students are encouraged to report on infectious disease problems in their home communities. It is wonderful when they talk about the real life impacts of that disease on the communities from which they came.

Renaissance Scholars Students Participate in Projects

In the Renaissance Scholars Environmental Biology/Geology dyad (BI105 and GL101), students participate in several projects with international themes: they planned educational tours about the biology and geology of Surtsey, Iceland; they found solutions to agricultural problems and poverty in Madagascar; and they worked on a project about flooding and water issues in Bangladesh. There was a multi-dyad project where students looked at the effects of climate change on China, the Sahel, and other selected places around the world from a science perspective (BI/GL dyad) and from a sociological/historical perspective (SO/EN and PS/HS dyads).

Smithsonian Faculty Fellowship Program

A Montgomery College faculty member completed the Smithsonian Faculty Fellowship Program where she was one of ten faculty members in the cohort and the first counselor, to be accepted into the one-year program. The theme for this cohort was *Museums at a Crossroads: Engaging a “Post Racial” Society*. She incorporated the theme in her two DS107 classes this fall (one for domestic students and the other, the American English Language Program (AELP) section of DS107, for international students).

As part of the Smithsonian fellowship program and for purposes of class discussions, she expanded the Smithsonian post-racial theme to *A Post Racial Society? Developing a Global Perspective in a Nation of Immigrants.*” Her intent was to have students examine the assumption of a post-racial society and its significance in a nation of immigrants. Even though she had taught study skills for many years, this was the first time she had used a theme which served to bring focus to her lessons. Working with a theme also gave her the opportunity to explore current events and their impact on students. They examined Montgomery College as a microcosm of society and compared Montgomery College demographics with those of society at large. The theme allowed her to center her discussions around the importance of higher education and new careers in a changing world. The students read poetry and discussed books and articles on race, always returning to the question, “Are we post-racial?” The class used online resources to investigate art, history and fashion during the period 1918 to 1972, the time period during

which Norman Rockwell painted his many classic “American” scenes. Some of these paintings were on display at the Smithsonian American Art Museum.

[X] New student life programs

There are numerous new student life programs available to students at Montgomery College, including:

- New Student Orientation
- Service Learning and Volunteer Fair
- Student Leadership Ascent Workshops -- Empowerment, Leading by Servicing, Communication and Public Speaking, Civic and Ethical Leadership, Celebrating Diversity, Co-Curricular Portfolio Presentations
- Globe Fest (featuring student displays of their country)
- Smart Sacks (service learning weekly project to make healthy snacks for area elementary school children)
- Alternative Spring Break Trip/Habitat for Humanity
- Health and Wellness Fair
- Student Excellence Expo
- Talent/Variety Show
- Student Mentoring Program
- Earth Day
- Clubs - Activities Board, African Club, African Dance Club, African Student Association, Ambassadors for Christ, Anime Society, Biology, Breathe Free Smokers Club, Buddhism Club, Caribbean Rootz Club, Chess Club, Christian Fellowship, Computer Club, ConKerr Cancer Club, Corporate Business Leaders, Cricket Club, Debate Club, Earth Initiative Club, Economics, Environment Club, Ethiopian Student Club, Ethics Club, Fashion Club, Flag Football Club, Future Entrepreneurs, French Club, Gay/Straight Club, Globe Newspaper, Gryphon Literary Magazine, Health Essentials, Hip Hop Dance Club, Hispanic Student Union, Honors Networking Club, International Club, Islamic Association of Students, Martial Arts Club, Math Club, Medical Careers Club, Medieval Fencing, Mental Health Club, Music Club, Musicians with Ambition, Muslim Student Association, Nursing Club, Outdoor Club, Persian Club, Photography Club, Poetry Club, Psychology Club, Self Defense Club, Service Learning Club, Ski Club, South Asian Club, Student Senate, Tennis Club, Theater Club, Ultimate Frisbee Club, Veterans Club, Volleyball Club, Weight Lifting Club, Women’s Studies Club, Young Democrats
- Student Life program special events in academic year 2011 included Native American Dance, Black History Inventions, Women’s Health, Men Against Rape, Self Defense for Women, Hispanic Poetry, and Mental Health Awareness

Student Life also sponsors a variety of programs to recognize/celebrate nationally designated special awareness months, such as:

Hispanic Heritage Month
Disability Awareness Month
Native American Heritage Month

Black/African American History Month
Women's History Month
Arab Heritage Month
Asian-Pacific American Heritage Month

Additional examples of student life programs include:

Documentary Screening Series to Celebrate Hispanic Heritage Month

Films focusing on immigration, youth, cross-cultural and gang related issues, family disintegration, economy and labor interdependence and the history and struggle of migrant women traveling to fishing villages and watermen who are fighting to keep their livelihood and culture intact in the face of imminent demise.

Student Employment

Career Information/Job Fair (fall and spring)
Part & full time job hunting and resume assistance
Computerized job system - E-Jobs

Assessment Center

Increased access to placement and academic testing (walk-in service for all testing)

Center for International and Multicultural Students

Counseling and academic advising targeted to international students
Assistance with I-20s
Workshops and information sessions
College literature in multiple languages

First Year Experience (FYE)

First Year Experience Counselors (DS 107 – First Year Seminar; DS 104 – Seminar for International Students)
FYE website, Facebook, other activities for new students
Podcasts on how to be successful as a student
Student Ambassador Program (i.e., primarily developed for international students)

FYE reading theme this year continued to be Peace and Justice. Interested faculty, staff and students read selected material regarding capital punishment after which they met with two men who had up-close and personal experiences with capital punishment; one man who was on death row before being found innocent and one man whose brother's murderer was on death row. The campus debated pros and cons of capital punishment. Does it create a more peaceful and just society? FYE hosted *An Interfaith Dialogue: Peace and Justice In Our Community*. Leaders from four different philosophical points of view – Roman Catholic Church, Washington Ethical Society, Islamic Center, and Society of Friends (Quaker) – lead a lively discussion on their perspectives of peace and justice.

Counseling and Advising

Walk-in Advising
DS courses – Career Development, Study Skills, Success Group
At Risk Student Project – Academic Coaching, DS 106 Success Group

SafeZone program is being implemented to provide a supportive environment for Gay, Lesbian, Bisexual and Transgender (GLBT) students

Germantown Options for Adult Learners (G.O.A.L.)

Monthly newsletter targeted to adults

Open house, workshops, orientation targeted to adults

One-stop enrollment fair

[X] Campus-Community Partnerships

Montgomery College has a variety of Collegewide programs and services to support campus-community partnerships. Examples of some of the best practices include:

- Habitat for Humanity: During Spring Break 2011, 12 students traveled to Gulf Shores, Mississippi to build a house with Habitat for Humanity. Students who could not join in the trip to Gulf Shores, Mississippi participated in a Habitat for Humanity House Build in Frederick, MD. A group of 15 students and 2 AmeriCorps members from the Takoma Park and Germantown campuses spent a day in April building a house with Habitat for Humanity. The house was a duplex to be given to a low-income mother of two young children and a woman whose home had been destroyed in Hurricane Katrina. The students helped to frame, caulk and install insulation and drywall.
- College Awarded Grant Project: The Bureau of South and Central Asian Affairs at the U.S. Department of State awarded Montgomery College a \$195,000 grant project entitled, “Transforming Boundaries to coordinate a national community college symposium in Delhi, to develop a student and faculty exchange program, and to create a program to promote faculty development.” The U.S. India Educational Foundation (USIEF) Fulbright Commission helped with the grant implementation.

Montgomery College faculty, staff and administrators had the opportunity to attend, present and interact with higher education, government and industry experts at the National Symposium on 21st Century Community Colleges: *Strengthening Workforce Development in India for the Global Economy*. The College team also had an opportunity to do a study tour of three academic institutions in India.

- Portraits of Life II: Student Experiences: The Montgomery College Arts Institute Portraits of Life II is on display. The exhibit is a series of photos and statements about resilience, transformation and inspiration of Montgomery College students from all parts of the globe.
- Biotechnology Day programs for Latino middle school girls encourages an interest in Science.
- Biotechnology Summer Camps encourage high school girls’ interest in Science.

[X] **Other. Please describe:** Faculty activities

The following are other examples of College faculty activities.

Smithsonian Fellows: This year's theme for the fellowship year was "Museums at a Crossroads in a Post-Racial Society." Smithsonian Faculty Fellowships are the product of a unique collaboration between Montgomery College and the Smithsonian Center for Education and Museum Studies—the first of its kind between the Smithsonian Institution and a community college. Interdisciplinary and open to faculty from all three campuses, the Fellowship program has created new pathways for teaching and learning at Montgomery College since 1998.

Exhibition presented by Peace and Justice Committee - The Peace and Justice committee at Montgomery College presented the exhibition, "Transforming the Human Spirit from a Culture of Violence to a Culture of Peace," in collaboration with Soka Gakkai International – USA, (a Buddhist Association for Peace, Culture, and Education) on the Germantown Campus from February 16-18, 2011. Through remarkable pictures and background information, the exhibition presented a view of global issues, the causes that contribute to creating a culture of violence, and how the trend can be reversed. It was a wonderful opportunity to involve the College community in taking an initiative to transform a culture of violence into a culture of peace. The Opening Reception on Wednesday, February 16, included music, speakers and docents to answer questions; featured were Bill Aiken, Public Affairs Director of Soka Gakkai International and David Smith, National Educational Outreach Officer at the United States Institute of Peace. The United States Institute of Peace is an independent, nonpartisan institution established and funded by Congress to increase the nation's capacity to manage international conflict without violence.

The US Institute of Peace - Faculty participated in a summer institute seminar given by the US Institute of Peace in June 2009. The focus of the seminar was to give community college faculty the tools to incorporate the teaching of peace, justice and global security in their courses and on their campuses.

As a result of the institute, the campus was able to co-sponsor between the Humanities/Social Sciences/Education division, and the Office of Student Life, through a campus theme committee, a month of events related to the issue of child soldiers. Discussions were led about *Innocent Voices*, a film about child soldiers in El Salvador; *War Dance*, about the reintegration of child soldiers in Northern Uganda; and the general issue of child soldiers with the US Institute of Peace talking with students.

Two examples of Brown Bag events are:

- Presentation: "Deconstructing Britney: the cult of celebrity and the ever shifting media agenda"
- Presentation: "The Holocaust: Insights into Experience and Survival"

The Cultural Psychology course (PY224) was offered at the Germantown Campus for the first time Fall Semester 2010.

The Paul Peck Institute and Montgomery College sponsored monthly readings and discussions throughout the year for members of the community, faculty, staff and students. The topics of the readings and discussions included:

- The Coming Constitutional Debate
- Balancing Relativism and Judgment in a Democracy
- The Millennial Generation and Civic Engagement
- Religion in Public Discourse
- The Welfare State
- Kennedy's Inaugural Address and Its Legacy
- Celebrating Arab-American Heritage Month
- The American Dream

2. Does your campus' program address cultural diversity among **students**?
Yes [**X**] No [] **If Yes, please describe.**

Ensuring a college climate that embraces, supports and celebrates diversity among our students is addressed through a variety of activities, including:

- Diversity training through certain components of our student leadership training programs, Student Leadership Institute for Everyone (L.I.F.E.) and MC Leads. Students are able to experience diversity programming at events such as The Gathering, the World Arts Festival, Arab-American Heritage Month activities, Black History Month activities, International Week and the Multicultural Student Academic Achievement Awards.
- "Mi Escuela es su Escuela" (My School is Your School) is a radio and television show. Guest-speakers are Montgomery College bilingual faculty and staff who inform the Latino community about programs and resources; students share their Montgomery College experiences. The Montgomery College TV station tapes the radio program that broadcasts on Channel 10. The segments are broadcast every day of the week, including Saturdays and Sundays.
- Recruiters target diverse ethnic and cultural groups such as the African, Caribbean and American Family Action Network (ACAFAN), the Montgomery County Public Schools Asian Parents Group, Refugee Center, Ethiopian Cultural Center, Langley Park Vietnamese Group, Gandhi Brigade, Maryland Multicultural Youth Center and the Carlos Rosario School.
- A college fair and job fair was held at the Walter Reed Army Medical Center and National Naval Medical Center to provide recovering soldiers, military staff and family members with broad exposure to the College.
- Outreach efforts for adult students included targeted groups in the Vietnamese and Ethiopian communities' adult populations. The College also worked closely with adult members of the Montgomery County Refugee Center. These adult students are part of a "seamless" transition

initiative that helps new immigrants learn the English language and then encourages them to enroll in credit programs to increase their workforce potential.

3. Does your campus' program address cultural diversity among **faculty**?

Yes [**X**] No [] **If Yes, please describe.**

The Center for Teaching and Learning (CTL) is continuously designing and redesigning their diversity programs with the purpose of addressing all issues associated with diversity in a more holistic way. Some of the ways CTL has tailored programs to address diversity among faculty are explained below.

- Workshops are provided on the “belief formation process,” a workshop that has two phases: Phase One exposes College faculty members to the power of socialization, or lack thereof, and how it influences our various behaviors, attitudes, and values. Phase Two provides faculty the discussion forum in which participants can explore attitudes, perceptions and/or misconceptions and how they can develop a new socialization among people from different cultural backgrounds.
- Make It Practical (Cultural Box) -- As individuals, we are all offspring of our parents and our parents and their parents all had cultural norms, values and beliefs that contribute in shaping who we become. For this professional development exercise, participants bring in anything that represents their culture. It can be a picture, poem, letter, interview with grandparents or extended living relatives or anything that symbolizes culture being passed down from generation to generation in the family. Participants will then discuss how what they brought impacts their culture and provide other information about that particular culture. Members share what they have learned and how those things may have contributed to their own cultural awareness.

In addition, listed below are other workshops delivered through Montgomery College's Center for Teaching and Learning:

- Diversity Education & the Implications for Teaching & Learning at MC
- Teaching in a Multicultural Classroom
- Fostering Diversity at Montgomery College
- Action Research to Improve Student Learning
- Cross-Cultural Communication Competencies & the Implications for Teaching and Learning
- Assessment Techniques for Meaningful Learning
- Effective and Purposeful Instructional Planning
- Ethnic Identity: The Benefit of Code-Switching for Students & Faculty
- Assessing Results – A Conversation with Facilitators
- Social Justice & Social Responsibility - Women Studies Program
- Adlerian Psychology for Instructors
- First Year Experience - Peace & Social Justice
- Generation X
- How Culture & Values Affect Teaching and Learning

- Generation 1.5
- Teaching in a Multicultural Classroom
- Diversity and Education Theories
- Art & Diversity in the Classroom
- Series X – Students with Disabilities in College
- Teaching Our Digital Natives

Faculty participate in diversity-related programming and events such as: The Gathering, the World Arts Festival, Arab Heritage Month, Black/African American History Month, International Week and the Multicultural Student Academic Achievement Awards. Also, faculty participate in diversity training opportunities offered by the Center for Professional and Organizational Development and the Office of Equity and Diversity.

4. Does your campus' program address cultural diversity among **staff**?
 Yes [**X**] No [] **If Yes, please describe.**

Montgomery College promotes participation in diversity-related events and activities, both internal and external to the College. The staff members participate in diversity training opportunities offered by the Center for Professional Organization and Development, Center for Teaching and Learning, Office of Equity and Diversity, and by individual campus units. They are able to experience diversity programming at events such as The Gathering, the World Arts Festival, activities related to Hispanic Heritage Month, Asian-Pacific American Month, Arab Heritage Month, Black/African American History Month, International Week and Staff Professional Development Day seminars.

5. Is coursework used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **students**?
 Yes [**X**] No [] **If Yes, please describe**

The College offers approximately 90 General Education courses which fulfill a “global and cultural perspectives” component required of all A.A. and A.S. students.

6. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **faculty**?
 Yes [**X**] No [] **If Yes, please describe.**

Training is used to enhance cultural diversity programming and increase sensitivity to cultural diversity among faculty, staff and administrators. Training is provided on a Collegewide basis through the Center for Professional Organization and Development, Center for Teaching and Learning and the Office of Equity and Diversity.

As an example, the Center for Teaching and Learning has helped to bring faculty members — with differences in culture, race, socioeconomic class, religion, political perspectives, gender, sexual orientation and nationality — together for the purpose of engaging one another in faculty diversity discussion groups. Members of the Faculty Diversity Discussion Group meet several times a semester to discuss various issues associated with diversity, in an effort to become more culturally responsive when dealing with their peers

from other cultures. These discussions help in the cultivation of faculty that are culturally responsive to their students' teaching and learning needs.

This year the Center for Teaching and Learning supported 12 full time faculty who received release time to participate in a faculty fellowship on Culturally Responsive Teaching. One of the outcomes of the fellowship was a project that each faculty member would design as part of their class redesign. The other was to present their project and their findings at the Saturday Professional Development offering in fall 2011.

Teaching in a multi-cultural environment is one of the components of the Part-time Faculty Fellowship. Part-time faculty present to other members of the faculty as part of their fellowship service.

The CTL also worked with one faculty member to develop a facilitator manual on internationalizing your course. The opportunity will work directly with faculty to develop modules in whatever their content area designed to build on the multicultural strengths of their students.

The Center for Professional & Organizational Development's diversity and multicultural education programs provide a wide array of training and activities to enhance the sensitivity and intercultural competence of our faculty, staff and administrators within the workplace.

This year, three key programs were again featured:

- *“Community Conversations: Language Diversity at Montgomery College”*
This learning community uses different forms of dialogue and deliberation to address potentially contentious issues that impact workplace climate, team interactions, the student population and public policy. This year's theme of Language Diversity had participants exploring topics such as the politics of language; bilingual and bicultural identities; language, dialects and culture in the classroom and public policies and procedures for linguistic accessibility.
- *“In Their Own Voices”*
This series of sessions brought together faculty, staff and student panelists to describe their perspectives, experiences, and suggested nuances for respectful interaction. This year's sessions featured “Sexual Orientation and Gender Identity,” “Hidden Disabilities” and “Millennials in the Workplace.”
- *“Tapestry I: Basic Multicultural Skills”*
This certificate program, consisting of six classes, took participants beyond basic awareness and sensitivity to genuinely developing intercultural competence (i.e., multicultural understanding and communication proficiency) in work teams.

Additionally, content related to diversity and intercultural awareness, sensitivity and competence, along with legal requirements and compliance, are woven throughout the College's internal supervisory, management and leadership programs.

- Is the cultural training among faculty required [**X**] or voluntary []?

As outlined in Montgomery College's 2008 Multicultural/Diversity Education Plan, all employees (faculty, staff and administrators) are required to participate in at least one form of diversity/multicultural learning activity each year.

- What mechanism is used to track the completion of cultural training among faculty?

Training is tracked in the College's internal training registration database. The monitoring of participation and successful fulfillment of requirements is handled by departments (supervisors). Each employee is able to print out a transcript of his/her training activities to be shared with the direct supervisor during the annual performance management conference.

- Is cultural training provided as a continuous quality improvement process that incorporates feedback from training participants (faculty)?

Yes, there are processes in place to assess the needs and evaluate the effectiveness of the College's training programs. Feedback from training participants (faculty, staff and administrators) is one measure used to gauge the effectiveness of cultural training and development activities based on learning and performance outcomes. Queries that garner feedback and data related to cultural training are also included in various training needs assessments (surveys, interviews, focus groups), as appropriate.

7. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **staff**?

Yes [**X**] No [] **If Yes, please describe.**

The Center for Professional & Organizational Development's diversity and multicultural education programs provides a wide array of training and activities to enhance the sensitivity and intercultural competence of our faculty, staff and administrators within the workplace.

This year, three key programs were again featured:

- *“Community Conversations: Language Diversity at Montgomery College”*
This learning community uses different forms of dialogue and deliberation to address potentially contentious issues that impact workplace climate, team interactions, the student population and public policy. This year's theme of Language Diversity had participants exploring topics such as the politics of language; bilingual and bicultural identities; language, dialects and culture in the classroom and public policies and procedures for linguistic accessibility.
- *“In Their Own Voices”*
This series of sessions brought together faculty, staff and student panelists to describe their perspectives, experiences and suggested nuances for respectful interaction. This

year's sessions featured "Sexual Orientation and Gender Identity," "Hidden Disabilities" and "Millennials in the Workplace."

- *"Tapestry I: Basic Multicultural Skills"*
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Additionally, content related to diversity and intercultural awareness, sensitivity and competence, along with legal requirements and compliance, are woven throughout the College's internal supervisory, management and leadership programs.

- Is the cultural training among staff required [] or voluntary []?

As outlined in Montgomery College's 2008 Multicultural/Diversity Education Plan, all employees (faculty, staff and administrators) are required to participate in at least one form of diversity/multicultural learning activity each year.

- What mechanism is used to track the completion of cultural training among staff?

Training is tracked in the College's internal training registration database. The monitoring of participation and successful fulfillment of requirements is handled by departments (supervisors). Each employee is able to print out a transcript of their training activities to be shared with their direct supervisor during their annual performance management conference.

- Is cultural training provided as a continuous quality improvement process that incorporates feedback from training participants (staff)?

Yes, there are processes in place to assess the needs and evaluate the effectiveness of the College's training programs. Feedback from training participants (faculty, staff and administrators) is one measure used to gauge the effectiveness of cultural training and development activities based on learning and performance outcomes. Queries that garner feedback and data related to cultural training are also included in various training needs assessments (surveys, interviews, focus groups), as appropriate.

B. Academics

8. Does your program address

recruitment,	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
support,	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
and retention	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

of a culturally diverse student body?

If Yes, please describe.

The College addresses the needs of a culturally diverse student body through programs such as the TRIO Program, Gateway to College, the Rockville Center for International and Multicultural Students, the American English Language Program, Continuing Education English Language Skills Program and through diversity-related Student Life clubs and organizations.

Multicultural humanities courses are often paired with general education courses in the College’s learning communities. Participation in the tied courses has increased the number of students who elect to take multicultural courses that exceed meeting the graduation requirement.

Faculty members have taken advantage of seed money from Make-It-Happen grants to co-sponsor cultural diversity programming with the Office of Student Life. Co-sponsored activities have included programming for Arab cultural awareness, women’s issues and French films for students from a variety of French speaking countries, including many students from African countries.

A recent panel discussion, offered on two separate occasions, was “Sensitive Language in the Classroom.” Arising from a student objection to racially sensitive language used in one particular class, the panel included perspectives from history, media, psychology and popular culture and was effective in allowing students, faculty and staff to consider the impact of language on student learning.

9. Does your program address
- | | | |
|---------------|---|-----------------------------|
| recruitment, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| support, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| and retention | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
- of a culturally diverse faculty?

If Yes, please describe.

Montgomery College has a variety of Collegewide programs and services to support outreach and recruitment efforts and create a more inclusive and equitable environment for our faculty, staff and students. Identifying and implementing best practices are institutional cornerstones for achieving inclusiveness and academic excellence. Some examples of Montgomery College’s best practices include:

- Involving and engaging stakeholders in the recruitment and outreach efforts
- Ensuring a thoroughly diverse applicant pool
- Expanding opportunities to recruit and retain a highly diverse faculty and staff workforce
- Monitoring and assessing system-wide campus and department faculty and staff diversity and demographics

10. Does your program address
- | | | |
|---------------|---|-----------------------------|
| recruitment, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| support, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| and retention | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
- of a culturally diverse staff?

If Yes, please describe.

Montgomery College has a variety of Collegewide programs and services to support outreach and recruitment efforts and create a more inclusive and equitable environment for our faculty, staff and students. Identifying and implementing best practices are institutional cornerstones for achieving inclusiveness and academic excellence. Some examples of Montgomery College’s best practices include:

- Involving and engaging stakeholders in the recruitment and outreach efforts

- Ensuring a thoroughly diverse applicant pool
- Expanding opportunities to recruit and retain a highly diverse faculty and staff workforce
- Monitoring and assessing system-wide campus and department faculty and staff diversity and demographics

11. Does your program address
 recruitment, **Yes [X]** **No []**
 support, **Yes [X]** **No []**
 and retention **Yes [X]** **No []**

of students over the age of 25?

If Yes, please describe.

The College addresses the needs of “students over the age of 25” through the Adult Re-Entry Program managed through the Office of Adult Student Services and the Veteran Services/Combat-to-College Program managed through the Counseling departments.

12. Does your institution encourage the use of innovative instructional strategies (i.e. distance learning, summer bridge programs, learning communities, etc.?)
 Yes [X] No [] **If Yes, please describe.**

Montgomery College offers many innovative instructional strategies and non-traditional delivery times and methods. Some of these strategies include: distance learning (Web CT and Elluminate courses), blended courses, learning communities, winter sessions, evening and weekend classes, half-semester courses and on-line advising. In addition, the College offers other nontraditional teaching pedagogy to attract and retain adult students. Fast-track, seven-week courses are now being offered for evening and weekend students.

13. Does your program address the importance of
 Providing, **Yes [X]** **No []**
 and completing **Yes [X]** **No []**
 remedial coursework?

If Yes, please describe.

Montgomery College offers an extensive program of learning support classes in Math, English and Reading, as well as study skills courses (e.g., DS106 – Study Skills course) to promote student success in pre-college level courses. The health science programs require students to demonstrate a specific level of academic competence via the Test of Essential Academic Skills (TEAS). Students who do not meet the requisite scores on their initial test are referred to the Reading and Writing Center where staff evaluate their deficit scores and utilize academic software programs to re-teach the targeted materials. This targeted remediation has increased the number of eligible applicants in the health science programs.

14. Does your program address closing the achievement gap?
 Yes [X] No [] **If Yes, please describe.**

The College does have programs for addressing and closing the achievement gap. For example, the College demonstrates its commitment to closing the achievement gap through academic support centers such as the Math/Science Center, the Writing/Reading Center, the Language Lab and the Speech Lab. Students may also participate in initiatives such as

supplemental instruction and mentoring in the STEM programs and the Boys to Men program.

15. Does your program address
- | | | |
|---------------|---|-----------------------------|
| recruitment, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| support, | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| and retention | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
- of a culturally diverse student body pursuing degrees in STEM majors?

If Yes, please describe.

Montgomery College students pursuing STEM degrees may participate in a number of programs designed to foster student success, including Project Portal to Success in Engineering (FIPSE), Access Engineering (NSF), BioMedical Scholars (NIH) and NSF Course, Curriculum, and Laboratory Improvement (CCLI) programs in Physics and Biology. Recruiters work with Montgomery County Public Schools to identify potential STEM majors and to encourage enrollment in these majors. Also in collaboration with Montgomery County Public Schools, the Math, Engineering, Science Achievement (MESA) program targets minority and female students in K-12.

Science faculty teaches summer school science exploration classes to children in grades 4-8. This is a deliberate effort to attract future STEM majors and to encourage them to consider Montgomery College when they make their choice. Math and engineering department faculty act as club advisors to students in the math and engineering clubs. This outreach to the STEM majors fosters a social connection between student peers.

16. Does your program include a cultural competence component for students?
Yes No **If Yes, please describe.**

Montgomery College offers approximately 90 General Education courses which fulfill a “global and cultural perspectives” component required of all A.A. and A.S. students. Every graduating student is required to fulfill a multicultural requirement as specified in the College catalog.

17. How does your program contribute toward creating a welcoming and supportive learning setting for all students?

Establishing and maintaining a college climate that is welcoming and supportive to our diverse students is an institutional priority, which is internalized throughout the organizational structure. This institutional priority is evidenced by Montgomery College’s mission, organizational structure and capacities, leadership, systems for accountability, academic and non-academic programs and initiatives, targeted resources, policies and practices, which systematically support our commitment to proactively embracing and celebrating diversity. Some examples of how the College welcomes and supports its students include:

- Recruitment and marketing materials that reflect the diversity of the student body; performing arts programs choose performance material that is appropriate for students of any race or background; all student life and athletic programs are diverse and welcome diversity; the campuses publicly celebrate diversity in every arena possible.

- New student orientations that welcome students with need-to-know information, tours of campus, student peer advising, packets and fun.
- Counselors that have developed an electronic academic orientation for all new students to allow students to self-advise if the student elects to do so. This initiative is an effort to help new students navigate the admissions and registration process with fewer barriers. Counselors continue to see any/all students who want one-on-one advising.
- Electronic and hard copy reference data that are made available to make students aware of tutoring, academic support centers and software programs that support student success. Printed copies of this information are available in entry-level classes, counseling centers, libraries, computer centers, tutoring centers, information kiosks and on information boards across the College.
- Two weeks prior to mid-term, the week following mid-term and again three weeks prior to finals all campus students are reminded of the various resources across campus that help students who may be struggling.

C. Affordability

18. Does your institution adequately advertise financial assistance programs available to *ALL* students?

Yes []

No []

If Yes, please describe.

The Montgomery College student financial aid program is structured to meet the College's philosophy that no student be restricted from attending because of limited financial resources. Financial aid programs include grants, scholarships, loans and student employment. An Office of Student Financial Aid is located on each campus. Montgomery College advertises financial assistance programs available to all students as follows:

- All admitted students are sent information on applying for financial aid and a description of programs available – "Paying Your Way"
- The College web site has information for new and continuing students on applying for financial aid and programs available to students
- Important announcements for current students are under "financial aid hot topics" on the MyMC portal
- Direct mail scholarship announcements are sent to potential and current students, particularly through the public school system
- All currently enrolled students are sent (via mail and email) reminders to apply for financial aid prior to the state's March 1 deadline
- Most financial aid application materials are available in English and Spanish
- College Goal Sunday event is held annually at the beginning of February to kick off the new year financial aid application season; advertised heavily to the public in English and Spanish and open to all

- Financial aid awareness activities are concentrated in February each year and advertised and open to the public; on campus workshops continue throughout the year via open houses and other campus events
- Financial aid staff coordinate with other campus programs such as Student Support Services and services for adult students to provide financial aid workshops
- Financial aid staff visit all county high schools, as well, as a number of middle schools, to conduct financial aid workshops in English and Spanish
- Financial aid staff meet with students (and parents) during the day at high schools to complete financial aid applications in English and Spanish
- Financial aid staff work with community groups to conduct financial aid workshops in English and Spanish
- Financial aid staff present information on financial literacy and financial aid in the College's first-year experience class

19. Are part-time students eligible for any financial assistance programs offered by your institution?

Yes No **If Yes, please describe.**

Part-time students are eligible for most federal aid programs, including Pell grants, Federal Work Study, and loans. Part-time students are also eligible for institutional grants and scholarships, such as the Board of Trustees Grant, Foundation scholarships, and Renaissance scholarships. The State provides funding from the part-time grant program directly to the College to award to part-time students.

D. Access

20. Does your program include an outreach component which addresses the importance and/or value of a college education?

Yes No **If Yes, please describe.**

Montgomery College reaches out to pre-college students through the High School Accuplacer Pilot Program and the College Readiness Parent Orientations at middle schools. In addition, the College hosts Science Bowl Competitions and Afro-academic, Cultural, Technological, and Scientific Olympics (ACTSO) conferences for high school students and Sonia Kovalevsky Day for middle school students.

The College has a bilingual outreach counselor, representing the financial aid office, who conducts workshops in English and Spanish at high schools and middle schools, to promote affordability of college, importance of a college degree, and how the application process works. The outreach counselor often partners with college recruiters on workshops and presentations.

Each spring semester counselors and campus recruiters meet with first time and first generation prospective high school students and their parents. The program helps parents understand the realities of college life, study time expectations, financial requirements and the rigorous academic expectations that will be placed on students.

21. Does your program address the needs of
 first-time college students? **Yes [X]** **No []**
 first-generation college students? **Yes [X]** **No []**
If Yes, please describe.

Montgomery College has a fully developed First Year Experience Program for first-time college students and offers the TRIO Program (Student Support Services) for first-generation college students. New Student Orientation programs are offered mornings, mid-day and evenings at the beginning of each semester. Global Connections meets monthly to discuss cultural and academic issues with recent immigrants, international students, and first generation students.

The First Year Experience (FYE) course is specifically geared to new students and the International Student Seminar is designed to support the new and international students. Preliminary studies demonstrate that a student who successfully completes the FYE course is more likely to be enrolled in subsequent semesters at the college.

22. Does your institution have active
 partnerships with K-12 schools? **Yes [X]** **No []**
 pipeline programs with K-12 schools? **Yes [X]** **No []**
If Yes, please describe.

Montgomery College (MC) and Montgomery County Public Schools (MCPS) have a collective interest in producing citizens who have the knowledge and skills to be competitive in a global economy. It is a shared belief that all students matter and are entitled to the opportunity to access rigorous educational opportunities. Each institution is committed to innovative reform initiatives designed to raise the level of student achievement and overall academic performance. The expectations for educational excellence in Montgomery County require expansive pathways to postsecondary education.

These burgeoning partnerships between MC/MCPS are resulting in the offering of dual enrollment opportunities and many other programs, activities, projects, and initiatives (PAPI's) as well as a wide array of opportunities for students, faculty, and staff. The PAPIs are designed to focus on identifying and monitoring college readiness; supporting and accelerating opportunities for student success through the educational pipeline, and providing professional development mechanisms for personnel employed by the two educational entities. There are also activities which concentrate on channels for outreach to parents and the larger community. At Montgomery College, the PAPIs fall under the direction of the Office of Academic Initiatives. At MCPS, the majority of the PAPIs are under the responsibility of staff within the Department Career and Postsecondary Partnerships. Once institutionalized, PAPIs are transferred to the coordinating department/office/school within Montgomery College or MCPS for ongoing implementation.

For the purposes of this report, the College has highlighted a representative sampling of the PAPIs that serve our diverse student populations admirably. By supporting specialized early college programs in addition to unique scholarship opportunities, Montgomery County prides itself on catering to the needs of a wide range of students. Ethnic and linguistic minority students, those with disabilities, as well as budding scientists and

mathematicians are being given rare opportunities in the classroom and in extracurricular settings to achieve their potential as future citizens of the world.

College Institute

In the College Institute, high achieving seniors earn college credits by taking college courses taught by Montgomery College faculty during the regular school day. The program extends opportunities beyond Advanced Placement level and allows students to earn up to 30 college credits at their high schools. African American and Hispanic/Latino students make up well over 50% of the student body at three of the four schools served by the College Institute. Currently, the program is offered at Gaithersburg (64.2% African American and Hispanic/Latino population), Kennedy (80.6% African American and Hispanic/Latino population), Seneca Valley (58.8% African American and Hispanic/Latino population), and Thomas S. Wootton high schools.

Gateway to College Program

The Gateway to College Program offers students a second chance to earn a high school diploma while earning college credits at Montgomery College. Students receive personal counseling and guidance, assistance with problem solving and time and stress management. The program provides students at risk of not graduating with the opportunity to earn a high school diploma while transitioning to a college campus. Students may simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate. Students in the program often face significant life issues: substance abuse, depression and mental illness, chronic medical issues, suicide attempts, learning disabilities, legal and probation concerns, teen pregnancies, teen parenting, sexual abuse, or previous incarceration. Over 60% of the students served in this program are minority students. Funded initially through a Bill and Melinda Gates Foundation Grant, the Gateway to College Program at Montgomery College is the only program of its kind in the state.

Institute for Global and Cultural Studies— Montgomery College/MCPS/University of Maryland, Baltimore County Partnership

The Institute for Global and Cultural Studies (IGCS) is a unique collaboration among Montgomery College, Montgomery County Public Schools (Wheaton High School), and the University of Maryland, Baltimore County (UMBC). It is located in one of the most impacted schools in Montgomery County; 81.1% of the student population at Wheaton High School is African American and/or Hispanic/Latino. IGCS is a humanities-based pathway to higher education that provides students access to a rigorous program of study, relevant experiential enrichment opportunities, and academic support through a network of relationships and explicit connections to college resources and programs. In 2010-11 MCPS offered courses in Anthropology, Political Science, Global Geography and International Relations. UMBC has offered specialized workshops provided by faculty deployed from the campus.

Math, Engineering, Science Achievement (MESA) Program

The MESA (Maryland Math, Engineering, Science Achievement) Program, currently housed in six schools, is a structured, K–12, pre-engineering program designed to prepare minority and female students for academic and professional careers in mathematics, engineering, science, and technology. The program’s goals are to increase the number of engineers, scientists, mathematicians, and related professionals at technical and management levels and to serve as a driving force in encouraging and assisting minorities and females in achieving success in these fields. These goals are accomplished by partnering with school systems, colleges and universities, industry and business, government, community organizations, families and alumni.

In an effort to reach more students, the MESA+ Program was recently piloted in seventeen schools through the newly implemented middle school science curriculum. MESA+ Ambassadors and Montgomery College students provide tutoring, mentoring and classroom support to middle school students and assist with College efforts to promote STEM learning through targeted conferences, meetings, activities and workshops. The MESA+ Program promotes STEM initiatives at the K-12 level, while also enhancing STEM-related opportunities for Montgomery College students.

Montgomery College’s Dual Enrollment Programs

One early placement model is a capstone experience to support high school academies that are developed around career clusters. MCPS adopted the smaller learning community model for several of its programs. Smaller learning communities (academies) are programs that support the development of small, safe and focused learning environments within large high schools. The academy programs integrate academic and specific career-related instruction to prepare students for postsecondary education and employment through the personalized learning environment of a small, focused learning community. Some of the academy programs are national programs such as the National Academy of Finance, the National Academy of Hospitality and Tourism and the National Academy of Information Technology. Academy programs have specific requirements for graduation: academy students must take rigorous courses at their high schools and many must take a college-level course as a capstone experience. Students can fulfill this requirement by attending a college-level class offered at the high school site, through Distance Education and Learning Technologies (DELT) or on one of the main campuses.

“Portraits of Life”

This documentary project that shares the stories of Holocaust survivors who have lived in and around Montgomery County is being exhibited at Poolesville, Wheaton and Gaithersburg high schools, as well as Eastern and Westland Middle Schools. The exhibit serves as a ready resource for students who are studying the Holocaust as part of their core curriculum.

Project Lead the Way

Project Lead the Way (PLTW) is a national academy that has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. Wheaton High School is currently in year six of offering the PLTW program. Montgomery College supports the program by offering articulated credits to students who earn a B or better in each of the high school courses. As an alternative, the Department of Engineering offers its ES100 – Introduction to Engineering Design course. This course articulates, as a capstone experience for those students who did not satisfy the grade requirement, or for those college-ready students who did not complete the PLTW program. Wheaton High School (with a student body that is 81.1% African American or Hispanic/Latino) has more than 300 students enrolled in this highly successful program. Col. Magruder and Watkins Mill high schools are approaching year five of their PLTW program.

Salto al Futuro

Salto al Futuro, located at John F. Kennedy High School (80.6% African American and Hispanic/Latino population), provides academic support and mentoring to prospective first generation college students. The program's goals are to ensure that participating students graduate from high school "college ready," as determined by the Accuplacer/LOEP placement test and continue their education at Montgomery College or other postsecondary institutions of higher education. Students may decide to pursue a two-year college program (Associate's Degree), a four-year college program (Bachelor's Degree), a two-year career program (Associate's of Applied Sciences Degree), and/or certificate programs. The Salto al Futuro program also is designed to increase student/parent knowledge of high school graduation requirements, MCPS system resources, career opportunities, higher education programs of study, the college application process and financial aid opportunities. "Salto al Futuro" conducts monthly parent meetings to provide parents with the opportunity to become active participants in their children's education, learn how to support students to prepare for college, gain knowledge about resources that can help them successfully navigate high school and the college application process and participate in a network and fellowship of a Hispanic parent community. "Salto al Future" partners with the Hispanic business community to provide guest speakers, mentors, internships and part-time employment or internship opportunities. The program currently serves 120 students (30 per grade level).

Sonya Kovalevsky Day

Sonya Kovalevsky Day is an annual conference designed to encourage middle school girls to develop interests in mathematics and science courses in high school. The goal is for this interest to grow into long-term careers in science, engineering, and mathematics.

STAR Scholarships

STAR Scholarships are designed to encourage African American students to continue to excel academically through their high school careers and onto college. The awards are

based on merit and the competition is intense. African-American and black high school students can compete annually for scholarships in the ninth, tenth, and eleventh grades, giving them the potential to earn up to \$3,000 toward their education, by winning the scholarship for three consecutive years. When a student wins a scholarship, the money is held in trust by the STAR Scholarship Foundation until the student enrolls in an accredited college or trade school.

Program founder and benefactor Paul Peck, a local philanthropist who serves as chair and CEO of the STAR Scholarship Foundation, provided the original seed money for Montgomery County. Additional funding is generated by the STAR Montgomery Advisory Board. Montgomery College and MCPS provide administrative assistance. For the last three years, the awards ceremony has been held at the Universities at Shady Grove. Students and their parents participate in this heartwarming event.

“Education works,” said Paul Peck. “It is the foundation of skills, self-esteem and self-confidence. I created STAR to demonstrate to African-American students that there is hope, the community cares, and *studying pays*.” In 2002, Mr. Peck expanded the STAR initiative by creating and funding STAR Merit Awards to sixth, seventh, and eighth graders.

Transition Training for Independence Program

The Transition Training for Independence Program is a collaborative program between the Workforce Development & Continuing Education Division of Montgomery College (MC) and Montgomery County Public Schools (MCPS). It is designed to provide students with developmental disabilities (ages 19 to 20) an opportunity to complete their public education on the college campus. Students continue to address their individual goals and develop lifelong learning routines in an academic setting with their same age peers.

23. Does your institution collaborate with institutions in other segments to strengthen the educational pipeline (i.e., collaborations between two-year and four-year institutions)?
Yes [] No [] **If Yes, please describe.**

Montgomery College collaborates with other institutions of higher education in a variety of ways that include articulation agreements, grant partnerships, internships and programs at the Universities of Shady Grove. Some specific examples of collaborations with institutions include:

LAYC (Latino Youth) Upward Bound program meets on campus most weekends throughout the year to help Latino students overcome barriers to their education. This recruitment and retention program is targeted to middle and high school students who have been identified as having academic potential but who have family, social or economic barriers that may prematurely interrupt their education.

The Health Science Programs have articulation agreements with other programs that teach either on campus or have established off-campus sites in Montgomery County to facilitate easy access for our students who wish to continue their education.

Nursing

- University of Maryland at Baltimore (also USG location) Transfer Program
- Stevenson University - RN to BSN

Radiologic Technology (RT) and Diagnostic Medical Sonography (DMS)

- College of Notre Dame of Maryland (at Montgomery College) - BS in Radiographic Sciences (management degree for those in RT and DMS)

Diagnostic Medical Sonography (DMS), Health Information Technology (HIT), Physical Therapist Assistant (PTA), Radiologic Technology (RT), and Surgical Technology (SG)

- University of Baltimore (also USG location) - BS in Health Systems Management

DMS, HIT, PTA, RT, and SG

- Towson University –Bachelor of Technical/Professional Studies (BTPS) in Allied Health

24. Do you have a program on campus to assist the physically disabled with their coursework? **Yes [X]** **No []**
access to campus? **Yes [X]** **No []**

If yes, please describe.

Montgomery College has a fully staffed Disability Support Services Office to address the physical and academic needs of disabled students. The ADA Compliance Officer regularly visits campuses to identify potential barriers (e.g., construction issues). The Assistive Technology Lab provides direct services for students with disabilities including: tutoring, study skills/time management, assistive technology support (JAWS, Zoomtext, Kurzweil), e-texts and audio books, alternative formats (large print, electronic files, conversion of class notes), scribing and note-taking (in and outside of classrooms) and testing for those who need additional assistance beyond what the Assessment Center can provide. Additionally, the Disability Tutoring Center helps qualified students do their homework and assists students who need help using the computers. Disability Support Counselors make any/all necessary accommodations for students who have physical disabilities.

25. Does your program address the needs of students over age 25?
Yes [X] No [] **If Yes, please describe.**

The College addresses the needs of students over the age of 25 at the Rockville campus through the Adult Re-Entry Program managed through the Office of Adult Student Services and the Veteran Services/Combat-to-College Program managed through the Counseling Department. The Germantown campus offers newsletters targeted to adults, open houses, workshops, one-stop enrollment fairs and orientations through the Germantown Options for Adult Learners Program (G.O.A.L.).

26. Does your campus have a process in place to report a campus hate crime? (under 20 U.S.C.1092[f])
Yes [X] No [] **If Yes, please describe.**

In 1987, the Montgomery College Board of Trustees established a hate and violence policy. This policy espouses our institutional commitment to a climate of mutual respect among the many diverse individuals and groups that make up the College and Montgomery County communities. The College condemns any and all hate/violence activities, including those acts based upon such personal attributes as race, color, religion, national origin, age, disability, gender, sexual orientation, veteran of the Vietnam era status and/or identity as a veteran with a disability, or on any other basis, to the extent they are not covered in this policy. The Hate/Violence policy reaffirms that Montgomery College is a learning community that encourages freedom of thought and expression which maintains civility in the meaningful exchange of ideas.

27. What resources would be most helpful to you in increasing the cultural diversity of the student body, faculty, and staff on your campus?

Professional development money to bring nationally recognized and respected community leaders to our campuses to discuss timely topics of diversity and cultural awareness. Within the metropolitan region there are a wealth of experts and resources that the College could tap (e.g., the Organization of American States, Congress, and the World Bank).

Also, funding to provide more intensive training opportunities to select faculty and staff to deepen their content knowledge and develop proficiency in educating and training others. By developing a cadre of diversity-related subject matter experts who are also qualified to teach others, we are increasing our organizations capacity to sustain continuous learning and growth.



Montgomery College

endless possibilities

www.montgomerycollege.edu

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An academic institution committed to promoting equal opportunity
and fostering diversity among its students, faculty, and staff