



COLLEGE AREA REVIEW

Ten Year Overview

General Overview

Montgomery College utilizes two primary assessment activities, student learning assessment of courses, programs, and general education and program review of academic areas and administrative units. College Area Review (CAR) is a self evaluative program review process for all academic areas and administrative units at Montgomery College. CAR provides critical college wide information for academic and administrative planning, establishes priorities for resource allocation, and measures overall institutional effectiveness. The CAR process is systematic, comprehensive, and ongoing. The Office of the Vice President of Institutional Effectiveness is responsible for the CAR process as well as all assessment activity at the College, including both the College Area Review process and the Outcomes Assessment process.

Montgomery College began reviewing all academic areas during the 2002-2003 academic year. In 2007, administrative units were added, changing the name from Academic Area Review to College Area Review. The process involves all College stakeholders; administrators, vice presidents, unit managers and directors, deans, faculty, staff, and students. Students in selected courses participating in the review receive an online survey soliciting input regarding their course work. The College Area Review Committee, a collegewide standing committee, provides a cross-sectional review of all the reports and recommendations. Budget permitting, CAR solicits input from external peer reviewers for designated disciplines. CAR operates on a five year cycle, reviewing on an average 15 academic units each academic year and three administrative units each calendar year. CAR solicits feedback yearly from all stakeholders and revises this assessment process accordingly.

To comply with standard seven of the Middle States Commission of Higher Education (MSCHE) Accreditation Standards, the College Area Review process contributes to the issues and resolution of institutional effectiveness at Montgomery College. Currently, as public funding and resources are limited and global competitiveness is paramount; accountability and assessment measures and student learning outcomes are most important to demonstrate that our students are learning, succeeding, and completing their educational goals. The College uses institutional data and results from the College Area Review process to help drive and document institutional improvements.

Academic Areas

Every existing set of academic activities, including disciplines, learning centers, student development, and special programs is engage in CAR. Program review enhances the quality of an academic program and provides recommendations for targeted allocation of resources and discipline improvements. For the academic areas, key benchmark data regarding faculty/student ratios, ft/pt faculty ratios, faculty release time, student enrollments, program

awards, and transfer summaries are provided to each discipline. The review process includes the examination of academic areas' curriculum, assessment activities, licensure, articulation agreements, advisory committee, enrollment, faulty needs and the strengths and opportunities of each discipline. At the conclusion of the review, recommendations for academic improvements are approved and implemented within a five year review cycle. As budgets will allow, external peer reviewers are invited to participate in the process.

Administrative Units

All administrative units engage in the CAR process to assess the alignment of their unit's goals, mission, and functions with the College's mission and goals. Administrative units also examine the strengths, challenges, and opportunities, the resources need to function as a unit, and provide benchmarks for unit effectiveness. The CAR process encourages all members of an administrative unit are to participate. At the conclusion of the review, recommendations for unit improvements are approved and implemented within a five year review cycle.

CAR and Data

With assessment and accountability at the forefront of higher educational issues, Montgomery College proactively includes data in our program review process. Since the inception of the current CAR process in 2003, disciplines and all academic areas use a standard set of data when conducting their review. The Office of Institutional Research and Analysis (OIRA) provides relevant data to all academic units at the beginning of their review process. The standard data includes information about the discipline and related programs, such as student enrollment measures, credit hours, program awards, program retention rates, summarized program transfer data, student faculty ratios, and full time to part time faculty ratios. CAR encourages disciplines to solicit additional data for OIRA when warranted. Listed below are the key data benchmarks used in the review:

Data Benchmarks	
• Full-time to part-time faculty ratio	55FT:45PT
• Student/Faculty Ratio	20:1
• Proportion of annual ESH spent on direct instruction for full time faculty	80%
• Program enrollment over the last three years has not decreased by more than...	20%
• Number of class sections cancelled (by course)	9%
• Number of low enrollment sections in course per semester	11%
• Percentage of students who dropped or withdrew from course	10%
• Percentage of program award in the last three years	At least 5 students per yr

CAR and Student Input

From fall 2005 to fall 2010, more than 24,000 students have had the opportunity to participate in the College Area Review process by commenting on the course content of selected courses. Although student response rates have not exceeded 20 percent over the five year period, the students' perspective is vital to preparation of instructional materials and delivery. This survey keeps the student at the center of our focus and emphasizes our culture of learning and assessment at Montgomery College.

Four or five courses were selected to participate in the survey. The courses surveyed have high enrollments, are taught on all three campuses, and are part of the general education curriculum. The CAR Student survey is designed to address certain general education competencies, including oral and written communication, critical thinking, information literacy and subject matter knowledge. The survey questions are listed below:

1) Why are you taking this course? *(Check any that apply)*

- Interested in the subject matter or for enrichment
- Required in my major
- Met a General Education requirement
- Required prerequisite or second in a sequence of courses
- Tested into this course

2) Which of the following activities have you participated in during this course? *(Check any that apply)*

- Contributed to class discussion and made class presentation
- Worked with classmates on course projects
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project
- Conversated with students who are of a different ethnicity

3) To what extent does this course *(including labs, if applicable)* help you to better comprehend the subject matter?

- To a great extent
- To a moderate extent
- Very little
- Not at all

4) To what extent does this course help you to improve your communication skills (i.e., reading/writing/listening/speaking)?

- To a great extent
- To a moderate extent
- Very little
- Not at all

5) To what extent does this course help you to develop your critical thinking and problem solving skills?

- To a great extent
- To a moderate extent
- Very little
- Not at all

6) Course materials *(including labs, if applicable)* and resources are useful and/or relevant to my being successful in this course.

- To a great extent
- To a moderate extent
- Very little
- Not at all

7) To what extent does this course provide opportunities for you to explore world issues?

- To a great extent
- To a moderate extent

- Very little
- Not at all

8) This course requires me to do one or more assignments using the following: (Check any that apply)

- MS Word
- MS Excel
- MS Power Point

- Internet Research/MyMC/Library Database
- Graphing Calculator or Online Course Software

9) How are you currently using technology in your learning as a student? (Check all that apply)

- I read my syllabus and other class materials online.
- I use chat rooms/discussion lists for assignments.
- I use selections from audio and/or video resources.
- I use Podcasting and/or iPod.
- I use videoconferencing with my instructors or classmates.

10) This space is provided for you to express any other issues or concerns about this course other than the instructor. *Note: This survey addresses the course only; please do not comment on the instructor.*

Each year the survey continues to generate valuable student comments about each course. The comments provide insights of the student's impression of course content, textbook selection, course online offerings, and course rigor. Survey results and comments are shared with all academic areas. Starting in 2005, with assistants from the Office of Information Technology, we used the Banner Web Survey tool to offer the first online survey, with eight questions. In 2007, we began collecting student demographic information. In 2009 and 2010, we awarded four students \$25.00 gift certificates compliments of the Office of Auxiliary Services. In 2010, we added a question related to the Community College Survey of Student Engagement (CCSSE) regarding student participation. In 2011, we added a question about technology at the request of distance education. Below is a listing of course per year and student response rates. For additional information about the CAR Student Survey, please refer to the CAR Website.

CAR Student Survey Results				
Year	Courses	Student Enroll	Completed Survey	Response Rates
2005	BI 101, BI 107, CH 101, PY 102, SO 101	5389	649	12%
2006	FM 103, HS 201, PC 101, PH 203, WS 101	1261	257	20%
2007	AR 107, BA 101, CA 120, ES 100, PS 101	2616	526	20%
2008	DS 107, EL 104, EN 102, MA 116, RD 099	5652	712	13%
2009	AC 201, AC 202, EC 201, PL 201	2437	249	10%
2010	BI 107, HI 125, PY 102, SO 101, SP 108	6809	1196	18%

CAR Committee

The College Area Review Committee (CARC) is a standing College committee and serves as a cross sectional review team providing additional input. The CARC consists of six faculty representatives, three from the faculty council and three from the academic assembly, the four campus vice presidents, three academic deans, two administrators from the Office of the Senior Vice President of Administrative and Fiscal Services, and a representative from Staff Senate, OIRA, OIT, OPIE, and the CAR Coordinator. The CARC meets as a full committee twice a year, once during the fall semester and once during the spring semester. The CARC is divided into smaller sub-workgroups to facilitate a more thorough, in-depth review of all the reports, data and recommendations made by the discipline faculty workgroups. Faculty can serve a rotating term of three years and no more than six, if they chose to serve two terms. To date over 20 faculty have served on the committee. A listing of all persons participating on the committee or sub-committee is below:

College Area Review Committee Participation			
Faculty Representation	Monique Alston–Davis	Michael Gurevitz	Abby Spero
	Nelson Bennett	Lori Kelman	Harvey Stempel
	Molly Clay	Sharyn Neuwirth	Gray Thai
	Cinder Cooper	Sharon Piper	Usha Venkatesh
	Betty Dauda	Elizabeth Ridings	Page Whittenburg
	Roxanne Davidson	Nora Ryan	Linda Zanin
	Doug Gleason	Jim Sniezek	Kenneth Weiner
Staff Representation	Lynette Evans (2008), Kevin Schramm (2009), Anne Bunai (2010), Eric Myren (2010-2012)		
OSVPAFS	Donna Dimon (2009), Tom Sheeran (2010), Lynda Von Bargaen (2009-2012)		
OIT	Lloyd Case, Vicki Duggan , Donna Schena		
OPIE	Mona Levine, Kathy Wessman		
Deans	Karen Roseberry, Angie Pickwick, Patti Bartlett		
OIRA	Bob Lynch, Debbie Morris,		
CAR Coordinator	Clevette Ridguard		

As the College institutes the new governance model in 2012, the CAR Coordinator will work with the Governance Coordinator to solicit staff, faculty, and student participation and representation on the CAR Committee.

CAR Process

The basic process entails members of the academic areas or administrative units to meet and discuss the review of the unit, examine the necessary data and make actionable recommendations for implementation within the given five year time frame. The review process starts from the bottom-up including all members of the area or unit and receives a cross sectional review by deans, Vice Presidents and Provosts, administrators, and CARC members. The Executive Team (ET) performs the final review and approval for all recommendations. The ET team is comprised of the Senior Vice Presidents for Administrative and Fiscal Services, Student Services, Academic Affairs, and the College President. At the conclusion of their review, the Executive Team meets with the administrative unit head and the Vice Presidents and Provost to report back to them final CAR approved recommendations. These persons are responsible to share final results of the process with the individual units and academic areas. The recommendations from both administrative units and the academic areas are monitored until implementation. CAR requests yearly status updates on all recommendations. Chart 1 illustrates the overall process, institutional data review is included when the faculty or unit meet and discuss.

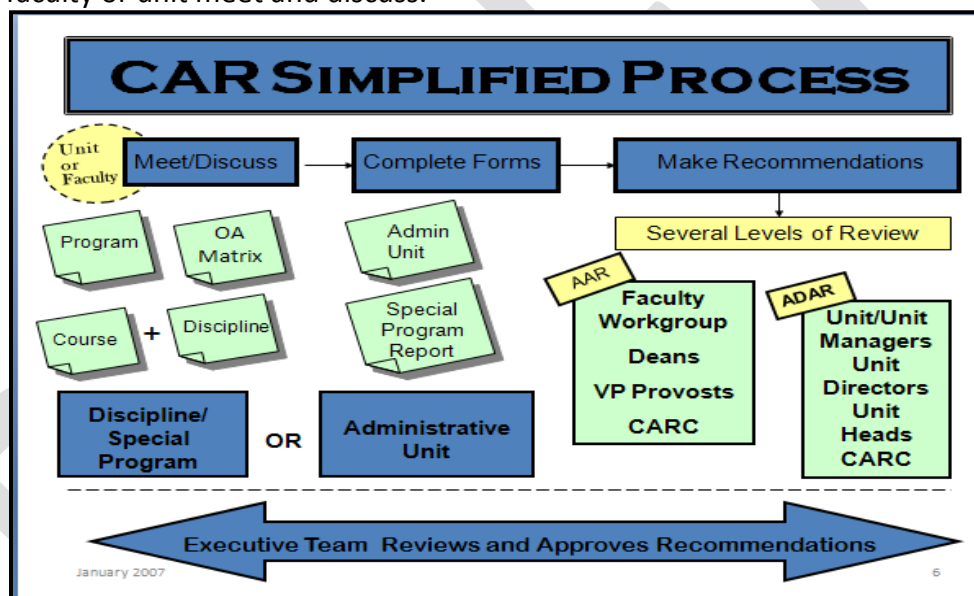


Chart 1: CAR Overall Process

CAR Timelines for Academic Areas and Administrative Units

There are two cyclical processes of review, the academic areas, which follows the academic calendar from the beginning of fall semester until the end of spring semester and the administrative units, which follows the fiscal calendar.

College Area Review Academic Areas (AA) General Timeline	
August	CAR Faculty Orientation Meeting
Sept-- January	Faculty Workgroups conduct College Area Review for their particular academic area
February	Lead Deans and Lead Vice Presidents and Provosts conducts review
Spring Semester	External Peer Review Visits (when invited)
February	Lead Vice Presidents and Provosts complete CAR Recommendations and submits to CARC
March	CARC Workgroup Meetings and CAR Action Plan Status Reports are due
April	Full CAR Committee Meeting to review academic areas
April	CAR Reports are due to Executive Team
April	Executive Team meets, reviews and approves CAR Recommendations
May	Vice Presidents and Provosts share approved recommendations to deans, chairs, and disciplines. Other academic areas receive approved recommendations from Vice President and Provost and Lead Dean concerning their Special Program review. This closes the loop and informs faculty workgroups and academic areas of approved recommendations.

College Area Review Administrative Units (ADAR) General Timeline	
February-March	Unit Orientation Meeting
March-June	Unit workgroups conduct review, completes report and makes recommendations
June-July	Unit Supervisors/Managers review documents and prepare one unit report and comments on recommendations
July	Unit Head reviews final report and comments on unit recommendations and provides consolidation of report and recommendations
September 15	CAR unit report and recommendations are due to the College Area Review Coordinator
September	CARC Workgroup Meetings
October	Fall CARC Meeting to review administrative units
	CAR- ADAR Unit Action Plan Status Reports are due
November	CAR-ADAR reports are due to Executive Team. Executive Team review and approves CAR Recommendations
December	CAR Recommendations are reported back to individual units

CAR Newsletters

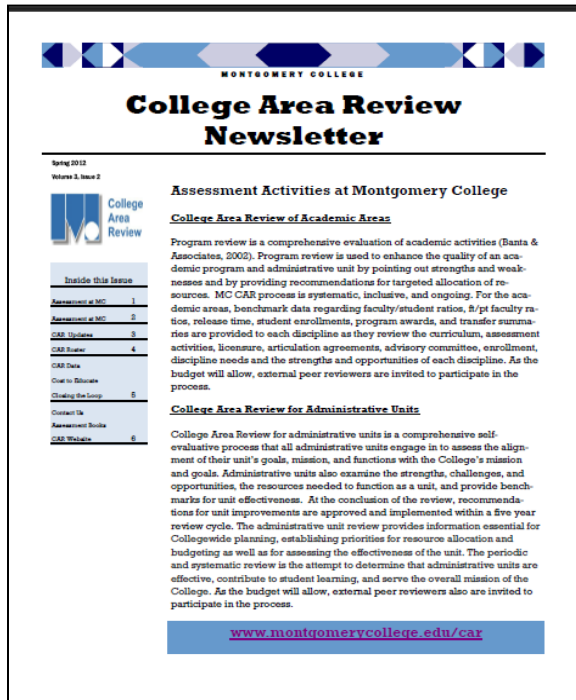


Figure 1: Spring 2012 Newsletter

In the fall of 2010, we started issuing a CAR Newsletter to inform the CAR Committee and the College at large of changes and developments with the CAR process. Since that time, we have produced three newsletters. Complete copies of the CAR Newsletters are found on the CAR Website.

The newsletters contain information about due dates, process changes and articles of interest to the committee and the College at large. They welcome new Committee members, reported on the CAR Student Survey, talked about the outcomes assessment program for program assessment and provided a list of recent books about assessment. The CAR Coordinator produces the CAR Newsletters.

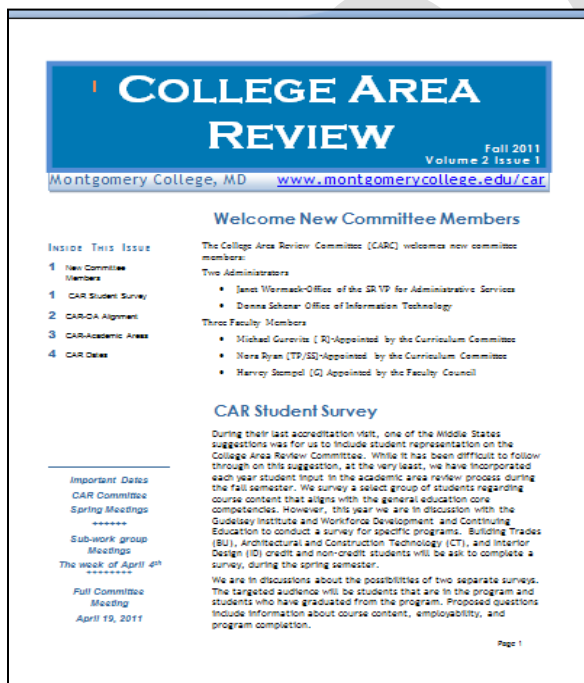


Figure 2: Fall 2010 Newsletter

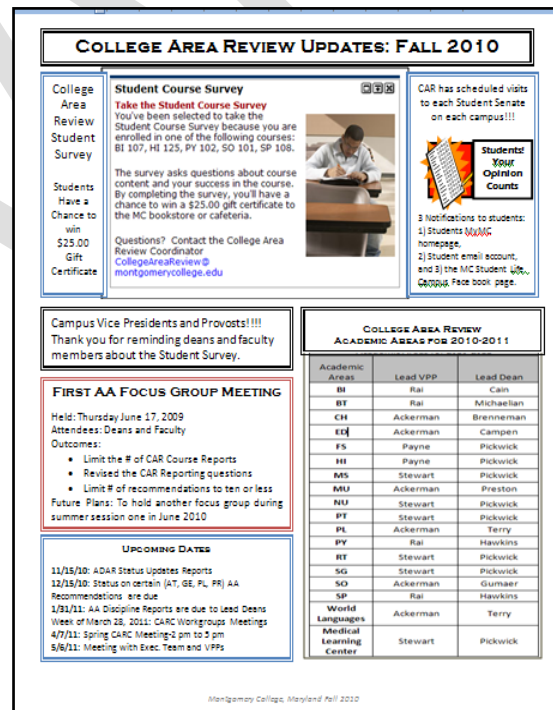


Figure 3: Fall 2010 Newsletter

CAR and External Peer Reviewers

AELP, Math, GITE Special Programs, Printing, Computer Applications, Computer Science, Networking, Microcomputers, Information Technology Institute, Education, Distance Learning and American Sign Language all benefited from an external peer review visit. Middle States Commission of Higher Education encourages institutions conducting program review to engage external peer reviewers. However, due to budget constraints visits from peer reviewers have been limited. Details reports can be obtained by contacting the CAR Coordinator. Below is a list of the external peer reviewers by discipline:

College Area Review External Peer Reviewer		
2004	AELP	Dr. Judy Paiva, Professor, Northern Virginia Community College
2004	MATH	Judy H. Williams, Associate Professor of Mathematics, Tidewater Community College
2005	GITE Special Programs	Tom Gregory, Dean of Construction and Design Technologies, Pennsylvania College of Technology
2005	Printing	Jack W. Nuckols, Professor and Chair, Department of Printing, West Virginia University Institute of Technology
2005	Computer Related Disciplines (CA, CS, NW, MT, ITI)	Dr. Sydney Rogers, Vice President, Community and Economic Development, Nashville State Community College
2005	Computer Related Disciplines (CA, CS, NW, MT, ITI)	Jandelyn Plane, Instructor and Academic Advisor, Computer Science Department, University of Maryland
2005	Computer Related Disciplines (CA, CS, NW, MT, ITI)	Kathleen Happ, Dean, School of Business, Computing and Technical Studies and Interim Dean, School of Health Professions, Wellness and Physical Education, Anne Arundel Community College
2006	Education	Dr. Diane Lee, Dean and Vice Provost of Undergraduate Education, University of Maryland Baltimore County
2006	Distance Education	Dr. Eugene D. Rubin, Program Director, Master of Distance Education, Graduate School of Management and Technology, University of Maryland University College
2008	American Sign Language	Professor Jami Fisher, Program Coordinator of American Sign Language, Penn Language Center, University of Pennsylvania

CAR and Outcomes Assessment



One of the recommendations from the last Middle States accreditation visit in 2008, was to create a more integrated process of OA and CAR. Increased efforts

are needed to facilitate a smoother and more streamlined workload for the faculty. One step toward integration of the processes was the collection of the Outcomes Matrix form for program assessment. A major component of our student learning assessment is to ensure that program outcomes align with course outcomes and the appropriateness of all outcomes. This is important because of the heightened emphasis on the completion of degrees and certificates. We need faculty to review all program and course outcomes for congruency. To facilitate this activity, each discipline involved in the College Area Review process will be given an **Outcomes Matrix** (Program-Course Outcomes Alignment Form) to complete and submit with their College Area Review. This form contains all the related course titles, course outcomes, related program outcomes, and the general education outcomes (competencies) for each program within a particular department.

The Outcomes Matrix form is intended to become a standard part of the assessment process at Montgomery College. As disciplines engage in the CAR process, eventually all program and course outcomes will be reviewed for alignment. Upon completion of the CAR process, a designated faculty workgroup will conduct program assessment using the course(s) identified on the Outcomes Matrix form.

CAR Summary Reports

The purpose of the CAR Summary Report is to document the appropriate disposition of an academic area. Given the current budgetary constraints and resource allocation, the CAR Committee makes recommendations to the Executive Team who make the final decision based on a thorough and comprehensive review of all the related reports and institutional data provided. CAR Committee is encouraged to base their recommendation on the following criteria: a) This discipline exhibits evidence of reviewing the given data and addressing any discrepancies in the CAR documents and b) the discipline presents thoughtful and appropriate recommendations for discipline improvements since last CAR review.

CAR Category Listings

Once the CAR recommendations for academic areas are approved by the Senior Vice Presidents, these recommendations are categorized annually by departments that may have direct or indirect involvement. Using their original numbering, these recommendations are shared with internal departments throughout the College for informational planning purposes. Academic areas are responsible for full implementation and have five years to complete this task. All the CAR approved recommendations organized by disciplines are available on the College Area Review website at www.montgomerycollege.edu/car.

CAR Status Updates

CAR Action Plan Status Update Reports provide updates on all recommendations which are monitored and track until full implementations. Recommendations and comments are review carefully for clarity to document institutional improvements and results to the process. All updates are reviewed by the Executive Team.

COLLEGE AREA REVIEW

AAR	Year	# of Academic Areas	Total Recommendations	Completed Recommendations	Pending Recommendations	% Complete
First Five Year Cycle	2003	7	55	55	0	100%
	2004	24	294	266	28	90%
	2005	16	128	108	20	84%
	2006	15	145	139	6	96%
	2007	18	166	150	4	90%
Subtotal		80	788	718	58	91%
Second Five Year Cycle	2008	17	142	116	26	82%
	2009	15	111	58	55	52%
	2010	19	130	83	47	64%
	2011	18	124	20	95	16%
	2012	17	134			
Subtotal		86	641	277	223	
Totals		166	1429	995	281	70%
ADAR	Year	ADAR	Total Recommendations	Completed Recommendations	Pending Recommendations	% Complete
	2007	IT	22	4	18	18%
		IA	40	0	40	0%
	2008	Aux. Svr	16	13	3	81%
		Grants	12	9	3	75%
		E&D	5	1	4	20%
	2009	AEM	10	6	4	60%
		Facilities	6	0	6	0%
	2010	Budget Office	6	3	3	50%
		OBS	11	0	11	0%
	2011	HR	11	<i>Collecting status updates in fall 2012</i>		0%
		OFA	5			0%
	2012	OA				
		OPIE				
Subtotal			144	36	92	25%

Note: Academic areas and administrative units have five years to implement recommendations. Due to budget constraints or change in area or unit focus, not all the recommendations are implemented.

CAR Recommendations and Results for Academic Areas

Below is a list of a sampling of the recommendations from 2008 to present and their implemented results and or progress. Many of the recommendations have college wide broad base implications for student success.

Academic Areas	Recommendations	Results
2008		
Art	Develop college wide discipline committees to address programmatic issues.	During the 2011/2012 academic year, all discipline faculty participated in working groups that undertook a significant re-structuring of the Art degree offerings, course revisions, and new course development, with the goal of reducing the number of degree offerings, reducing degree credit requirements, eliminating Studio Art AFA degree differences between SA&D and the rest of the Art program, and developing course content with a more contemporary focus to better prepare students for transfer to a wide range of four year schools.
	Work to coordinate discipline offerings and syllabi college-wide while taking into account student needs and facilities at each campus.	A curriculum action to make all degrees college-wide has been completed. College-wide collaboration on outcomes issues on specific courses has aided the overall process of creating more universal syllabi and content for courses.
Computer Applications	Develop a “core-course” model for CA272 with content and discussion board available for all CA272 instructors.	In 2009-2010, CA272 has undergone some dramatic changes in order to keep up with the current Web standards and programming practices. To that end, CA272 course textbook, culminating activity and “essential” skills have been updated. A Web curriculum repository using a popular free Web 2.0 application called PBWiki has been created. This repository contains example syllabi, course objectives, in-class notes and exercises, homework assignments and more. All full- and part-time faculty have full access to this repository.
Computer Science	Continue our efforts to standardize syllabi, projects, final exams and textbooks across all platforms and all sections in the core classes.	We have standardized the syllabi (outcomes), projects, final exams and textbooks for CS103 and CS204. We have standardized the syllabi (outcomes), textbooks and final exams across all sections at Rockville for CS140. We will expand our efforts to ensure standard textbooks, final exams and project subjects for all CS140 classes collegewide. We have established a department standard for grading: final – 20%, projects – 40%, discretion of the professor – 40%.
Engineering Science	Coordinate offerings collegewide to produce schedule of classes.	The course offering are being coordinated with the other two campuses to facilitate collaborative scheduling.
Political Science	Focus on outcomes assessment measures for PS 101, taking into account results from previous cycle. Share with departmental colleagues. Complete the form, “OA Campus Observations and	The PS101 OA team identified Student Learning Outcomes, created a pilot assessment instrument, and submitted all required OA documents to the COAT team for review. In spring 2009, slight changes were incorporated into the pilot instrument, in accordance with recommendations from the COAT team. The PS team is working to improve communications and response-times to deadlines as it continues with the Outcomes Assessment process for PS101. (Update 2010: The OA process is on track; the

	Recommendations” that was due on 12/1/07. The three campus representatives must meet with the outcomes assessment coordinators to obtain needed assistance in refining the identified outcomes.	assessment took place and OA recommendations will be completed by end of spring 2010.) <u>Update 2012</u> : The Outcomes process is still on track. The PS101 workgroup has created a MyMC page to enable faculty to communicate teaching ideas and has met all deadlines for updating the COAT team on implementation of recommendations.
2009		
Mathematics	Research the success rates in all math courses and the effectiveness of the courses in preparing students for subsequent courses. Utilize the data obtained to make relevant curriculum decisions.	Discipline is in the process of determining which data should be collected. We are preparing a report comparing success rates in 090/91 to 094 as well as success in subsequent courses.
	Offer at least one 200-level course at each campus every semester and coordinate the scheduling across all campuses to insure they are offered on a regular schedule.	All three campuses offer MA 280, 282, and 284 during an academic year. In addition, MA has taken steps to encourage growth in enrollment, to actively involved advising in order to help students, and to broaden counselors’ understanding of upper level math options.
	Explore and introduce new technology to enhance classroom learning experiences.	Collegewide faculty members have begun using the Virtual Computer Lab (VCL) in our upper level courses to give students access to Matlab and similar software from any computer via the internet.
	Convene college wide task force on developmental mathematics issues with the goal of reviewing best practices in developmental mathematics and developing a comprehensive plan to systematically, and on a college wide basis, improve the success rate in developmental mathematics courses by 20% to bring it over 60%.	The taskforce recommendations and the Math Design project for developmental Math has been successfully implemented.

Reading	<p>Improve outcomes assessment for RD 095 and RD099. Enhance the rigor of the Outcomes Assessment instrument for RD099. The results of RD095 Outcomes Assessment were encouraging and demonstrate that the instrument was appropriate.</p>	<p>The reading discipline is planning on modifying the outcomes assessment questions for RD099 that were too easy or too difficult. The discipline is satisfied with the assessment instrument and outcomes for RD095.</p>
AELP	<p>Institute syllabus sharing between courses in various tracks, preferably electronically, and develops additional strategies for strengthening skill proficiencies across tracks, such as integration of the Academic Word List across all course sequences.</p>	<p>Materials and information have been placed on the "I" drive, allowing access to the content by all AELP faculty members.</p>
	<p>Use one non-instructional duty day per year to hold AELP retreat. This would allow the entire program (SP, RD and EL) to discuss new initiatives and best practices.</p>	<p>The annual meeting of the AELP disciplines continues. Additionally, 20 faculty members and the instructional dean attended the TESOL annual meeting and conference in Philadelphia, PA.</p>
	<p>Discipline needs to review college credit for AELP courses because institutional credit affects students' GPAs.</p>	<p>This recommendation came from the Executive Team. The Institutional Credit Alternatives Committee has been charged with gathering, substantiating and assessing the various perspectives on the issue of credit for AELP courses from stakeholder groups, including current and former AELP students, WDCE students in the pre-academic ESL program, AELP faculty, counseling faculty, and administrators. Based on this research, the committee will develop alternatives to the current AELP credit structure which, after being vetted by the AELP discipline, will be submitted to the SVP for Academic Affairs by May 18. The ICA Committee – composed of ten faculty AELP members representing all three campuses, the three AELP deans, and the senior program director of WDCE's pre-academic ESL program – has made significant progress toward achieving its goals within the challenging timeframe noted above.</p>

		<ul style="list-style-type: none"> • This fourteen-member committee has met on six occasions, with additional meetings scheduled over the next two months. • We have developed survey instruments designed to ascertain the interests and perspectives of current and former AELP students, WDCE students in the pre-academic ESL program, AELP faculty, and counseling faculty. We will begin analyzing the data immediately after spring break. In addition, a separate, informal survey was sent to selected administrators in late December. • We have initiated a “literature review” of recent studies dealing with the relationship between grades with impact (i.e., course grades that are counted in the GPA) and student motivation and success. • We have continued to assess trends in our field – both regionally and nationally – with respect to credit for EAP (English for Academic Purposes) programs. Toward this end, we have been analyzing course catalogs from our sister institutions in Maryland and from around the country, and a number of committee members will follow up on these efforts at the national TESOL conference later this month in Philadelphia. • We have requested additional student success data from OIRA. Specifically, in the previous institutional credit committee, we had received OIRA data from which we were able to make conclusions about the impact of institutional credit on student GPA and about similarities and differences across campuses. To confirm these conclusions, the current ICA Committee has requested that the same data be pulled for a new cohort of students. • We have established a group page on MyMC that serves as a clearinghouse for the data we have gathered, as well as for meeting minutes and for ongoing message board discussions of our various initiatives. • A representative of the committee presented at the College-wide Counseling Retreat on March 1. The presentation covered the ongoing work of the ICA Committee and, specifically, the forthcoming ICA survey to counseling faculty. • A college-wide AELP discussion of the results of the ICA Committee’s presented their report and recommendations to the SVP of Academic Affairs July 2012. •
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2010

Criminal Justice	Expand the department’s distance	After further evaluation, our discipline decided not to offer the CJ222 (Criminal Evidence) course online. Currently we
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	<p>education opportunities for students (Administration of Justice and Criminal Law (CJ221) are currently online. We will be adding Evidence in 2010-2011.)</p>	<p>only offer one face-to-face section each academic year. We felt an on-line offering would have the effect of splitting the enrollment numbers in this elective course. During the fall 2010 enrollment period, we discovered that the enrollment in our online courses filled at a much slower rate than our face-to-face course sections. This influenced our decision to postpone the offering. We have increased our face-to-face and online offerings for CJ221 (Criminal Law) and SO107 (Criminology) as these courses are highly sought after by Criminal Justice, Paralegal, and General Studies students seeking to transfer to the University of Maryland's Criminal Justice Program.</p>
	<p>Create and maintain a course specific library research guide with the assistance of the Rockville library staff for the CJ110 Administration of Justice course. We will work in conjunction with the library staff to create a research port that focuses the students' research to professional journal articles and substantive research materials.</p>	<p>The library staff created a research port specifically designed for the CJ110 course writing assignment. The port will continue to be updated as new research materials become available.</p>
	<p>Re-establish an active Criminal Justice Advisory Board to provide faculty with contact resources in the community.</p>	<p>The department is currently working with MCPS- the Law, Government, Public Safety and Administration Advisory Board. The advisory board met in March to discuss potential joint projects with MCPS and MC under the Perkins Grant.</p>
Mental Health	<p>Reappoint and convene a Career Advisory Committee for the Mental Health Program to meet regularly throughout the academic year.</p>	<p>The advisory committee has convened and this recommendation is complete.</p>
	<p>Organize a series of workshops for part-time faculty teaching in the Mental Health program to review "best practices" and keep them informed about the program. Possibly invite a member of the Career Advisory Committee for</p>	<p>Discipline organized workshops each semester this past year.</p>

	Mental Health to serve as a guest speaker at these workshops.	
Student Development	Provide in-service to instructional faculty on how to integrate DS skills into other academic areas; collaborate with instruction as appropriate.	Some training has been done in this area. As an example, the early alert counselors had a training session for the developmental math faculty at Germantown. Advising training sessions were held last year through CTL and attended by faculty. Some DS courses tied to instructional courses. DS + biology and there is a plan to pilot 5 sections of MA 094 to DS 102 for fall 2012. There are many more opportunities for this in the future.
	Ensure that MC advising move towards a developmental model of advising that would provide multiple contacts with students	The one "required" contact is with new students. Contacts thereafter are in different formats, such as walk-in advising or through a DS course. Counselors aim for a developmental model but during peak registration it is almost impossible to provide enough time. New efforts have been made to get students to come in early, such as stating preferred advising periods in the (electronic) schedule of classes. An advising group was established by SVPSS to provide advising goals for MC. Cadre advising will be increased in FY 13.
	Require new students to have a contact with an advisor	MAP, IMAP, or eMAP new student advising sessions are mandatory for all students. Those new students that need an individual meeting with a counselor can do so. Other mandatory contacts include: restricted students, suspended students, 3 rd attempt students, early placement students, and students seeking overload or any exceptions. Completed-These categories of students are required to see an advisor and are blocked by Banner until they do so.
	Advised students before they register for their 16 th credit	This is currently accomplished through group MAP, IMAP, or e-MAP sessions. Staffing levels do not permit mandatory individual meetings. Completed through MAPS, IMAPS, e-MAP, and follow-up individual advising.
	Students should receive an official degree audit and an invitation to see an advisor before they reach their 30 th credit	An official degree audit is not available to students. An unofficial check-list is available on the web under "advising tools" or MyMC Banner degree audit which is largely unreadable. Counselors continue to request a more user-friendly degree audit and IT has been researching it. However, This recommendation is dependent on IT's ability to provide a readable and understandable degree audit. IT has been to the Advising Steering Group (A.S.G.) several times to explain why this can't be done at this time.
	Identify what needs to happen to achieve consistent advising outcomes at each of the campuses.	The Advising Steering Group continues to seek inconsistencies and address them one by one. Last year A.S.G. focused on early placement/early admissions and the various forms and processes that exist. This has been unified and there is a standard written procedures. A.S.G. or another group with advising as the main focus should be reactivated through the restructuring.
	Work with IT to ensure	The "advising tools" and "transfer" site on the college

	<p>that the College website materials for advising are easy to access for students, advisors, and other college employees.</p>	<p>website has numerous materials for advising students and for students themselves to use. It is continually updated.</p>
<p>Workforce Development and Continuing Education</p>	<p>Expand, increase, and improve internal and external partnerships and relevant advisory boards. External partnerships are inclusive of but not limited to chamber of commerce, industry leaders, local and state government agencies. Internal partnership include working with deans, discipline chairs, OIRA, IT and HR. Involve partnership in exploring off site class locations.</p> <p><i>NOTE: WDCE has done an outstanding job with follow-up on the recommendations, to view a complete list visit the CAR Website.</i></p>	<ul style="list-style-type: none"> • The Citizenship Program has expanded its relationship with the USCIS Community Relations Officer for MD and hosted information sessions for residents of Montgomery County. The program also partners with CASA de MD and refers students to them for pro-bono legal advice regarding the N-400 application for Citizenship. • Partnerships with Montgomery General Hospital and H.O.C. have been developed and expanded, and Pre and GED classes are now offered. • The AELG Program continues to pursue internal partnerships, particularly in the development of the MI-BEST program. Internal partners key to this project include the noncredit Information Technology Institute, IT, and Student Employment Services. • Unit staffs are participating in a wider range of college-wide committees, including the Governance Task Force and the ESL Institutional Credit Workgroup and Behavior Intervention Team. • The Refugee Center continues to have partnerships with Lutheran Social Services; Montgomery Works; The Washington Suburban Resettlement Center; the Maryland Office of Refugees and Asylees; Montgomery County DHHS, Arbor, and other refugee resettlement agencies • New partnership with MCPS for Green Garden Educator. • New partnership with NIH, Fed Lab Consortium, Human Workflows for CSO training • New partnership with Hughes Network Systems for project management and technology • New partnership with King’s Farm property management for Green Biz Certification along with ten businesses including Aronson, Avendra, Ingelside • New partnership with PGCC, CCDC, NOVA for grant app. • New partnership with county and Activate program for grant app and programming. • New partnership with Montgomery Works to provide classroom site and scholarships for LEED Green Associate training. • New partnership with Conflict Resolution Center of MC to roll out expanded conflict and mediation courses. • New partnership with county corrections and PRC for digital literacy training. • The Lifelong Learning Institute is partnering with AARP, our local chapter of SHRM, and USG in offering a program on September 19th entitled “Managing a Multi-Generational Workforce” designed to address the needs and issues of employing senior citizens. • The Nonprofit Leadership Institute has partnered with local nonprofit Executive Directors to learn and respond to the

		<p>training needs of their organization staff. Based on needs voiced at focus groups with the EDs, the NLI developed and is currently offering a Nonprofit Management Boot Camp in partnership with Maryland Nonprofits . Future focus groups are planned to further expand the offering under the Nonprofit Leadership Institute.</p> <ul style="list-style-type: none"> • Expanded upon already existing partnership with Montgomery County General Hospital where we offer general ESL, and pronunciation courses and intercultural communication workshops. • Continued Partnership with the Suburban Maryland Welcome Back Center to help foreign trained nurses increase their English communication skills in order to pass the licensure exam (the NCLEX and the OPI - Oral Proficiency Interview), interview successfully for a job and practice successfully as nurses, interacting with patients and coworkers, etc.). • WDCE (BITS and CEELS) began collaboration with Health and Human Services to develop linkages and courses as well as to spur enrollment. It provided online video and information and participated in an online, real time program for HHS employees throughout the US.
2011		
Biotechnology	Review data on degree holders and non-degree holders who enroll in the program to determine whether degree or certificate completion is the appropriate goal of most students and then determine who to market and what the appropriate degree/certificate completion goals are.	Completed – the split is about 50:50 and our conclusion is that marketing needs to focus on both groups
Chemistry	Review the content and pedagogy of chemistry courses to ensure that the curriculum is current and aligns with chemistry courses at transfer institutions so that MC students are fully prepared for further study when they transfer.	Done as part of Gates Planning grant with UMBC. Also, CH135 developed and now offered in response to a similar course at UMCP. Course allows MC engineering program students to complete their chemistry requirement for transfer to UMCP.
Radiologic Technology	Design an articulation agreement to assist hospital based program students in obtaining an AAS in radiologic technology by taking	Articulation agreement between Washington Hospital Center and Washington Advent is almost completed. Articulation agreement between Mont. College and Holy Cross completed.

	general education classes at Montgomery College.	
Health Information	Develop a 100% online program. Create more online activity options that will not require students to come to campus. Replace the number of online sessions with sessions presented using Elluminate.	Added online option for PPE courses. Used Elluminate to deliver lectures in several courses.
Diagnostic Medical Sonography	It is recommended that the DMS program and its curriculum be offered to students at other Maryland Community Colleges.	In discussion with 2 Maryland Community Colleges to begin this initiative.
	The DMS Program offers online hybrid courses. It is recommended that all the DMS courses meet the national standards set by Quality Matters for the online delivery of the course material.	8 additional courses are up for QM review in 2012. Courses will be pre-reviewed by MC then forwarded to QM for formal review.

Assessment of the CAR Process at Montgomery College

A. CAR Feedback from College Participants

Each year a small team consisting of the Vice President of institutional Effectiveness, the CAR Coordinator, and Senior Research Analysts from the Office of Institutional Research examine the CAR process for improvements and modifications. Collegewide feedback is invaluable. Sample questions for the feedback are listed below:

- 1) Do you feel the CAR orientation was helpful for you and your workgroup? How could we improve the orientation for the faculty members in the future? Was enough information given about timelines and due date? Did you have a clear understanding of the expectation of the workgroup as a result of attending the orientation?
- 2) How many hours have you spent participating in the CAR process for your discipline the academic year?
- 3) Was the OIRA data helpful and useful? Did you need additional data and or additional explanation to understand the data provided?
- 4) Were the CAR Reporting Forms easy to complete? Were the instructions and explanations provided on the forms clear and understandable?

- 5) How did the faculty workgroup share information or otherwise communicate with other faculty members in your discipline to get their input into the College Area Review process? How can we better help you to get the information out to your discipline?
- 6) List any suggestions (specific or general) for making the process better.
- 7) Please provide any additional comments that you may have below.

Some Feedback comments over the years.....

2003	<p>"We now know that a common syllabus is not being used not only College wide but within the departments and we have discovered that courses using technology vary from area to area. We are more familiar with the classes that are working and the ones that are not, plus we have information to begin making the non-working classes work better."</p> <p>"I think the review process is a great because it is an opportunity to look at discipline and programs and make the necessary adjustments for a changing community. I also feel that the review team did a good job in putting the process together. We just happened to be on different learning curves. This initial review was like a pilot that will assist in making the next review process better."</p> <p>"I hope something useful will result from our efforts."</p>
2006	<p>"I must admit that I have no suggestions for making the process better. I was a bit concerned when the process was first described. Once you go through it once as lead dean, it makes a lot of sense. The difficulties I experienced with AAR were not because of the process, but the people involved."</p> <p>"I think overall this process has improved over the years and become quite efficient."</p> <p>"I think the timelines and process is fine. I know that some Deans had problems with faculty participation on the discipline committees. Not all folks like potential change."</p>
2010	<p>"The orientation is very clear and helpful."</p> <p>"I was still unclear after the orientation, but I have no suggestions. I think it takes going through the process in order to understand the procedures."</p> <p>"I probably spend a total of approximately four to six hours on each CAR for which I am lead dean. This includes analyzing data, analyzing reports and recommendations, communicating with faculty, and communicating with fellow deans. "</p> <p>"We met as a large group and then we met as a smaller group a few times. The work was divided and emailed to the team."</p> <p>"Strengths occur when discipline faculty, deans and VPPs take the process seriously and then follow through on approved recommendations. Not everyone takes the process seriously and there don't appear to be consequences. People do not adhere to timelines."</p> <p>"Strengths – the administration of the review from the CAR office. Well organized and communicated. Weakness – long term tracking for trends among all the similar reviews (academic, administrative)."</p>
2012	<p>"The process compelled us to review our programs and classes and make informed, analytical decisions."</p> <p>"To keep faculty on tracks with meeting compliance within the discipline and for optimum communication between/among campuses"</p> <p>"The first time we did the CAR had more impact on our discipline. This time it was more looking at the changes we had made."</p> <p>"As always there were faculty who did not do anything but there is nothing that a chair can do about it. Until there are consequences for not participating this will not change."</p> <p>"We met twice during the process to go over data and to confirm that my responses included the points of view of all three FT faculty. "</p> <p>"Develop a means to check the amount of individual faculty participation and have consequences for lack of effort. Also there needs to be consequences if faculty do not help in making changes to improve the curriculum and instruction."</p>

In addition to the collection of the survey feedback in June 2009, CAR conducted a focus group inviting deans and faculty to discuss the CAR addressing forms, process, data, and other

general concerns. As a result of candid feedback from the surveys and the focus group, we have modified the CAR process by adjusting the timelines and reporting forms to better facilitate faculty discussions and participation. Also, we provided additional historical information from past discipline reviews and data on the CAR Website.

B. Assessment using Scholarly Benchmarks

Using four set of benchmark criteria, a small team consisting of the CAR Coordinator, the Vice President for Planning and Institutional Effectiveness, and two Senior Research Analysts from the Office of Institutional Research conducted an assessment of the CAR process at Montgomery College. The four sets of criteria used were:

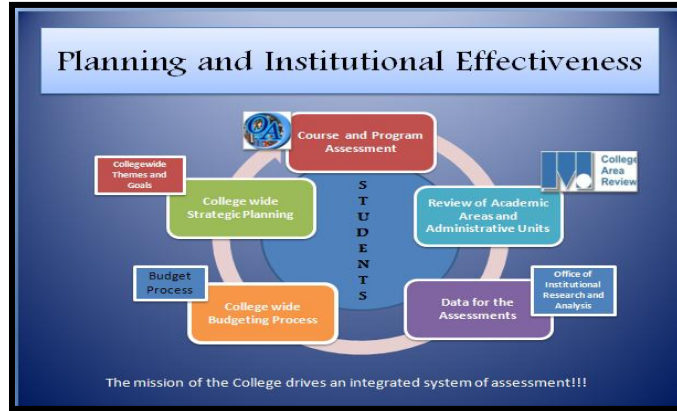
- 1) Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges, Rubric for Evaluating Institutional Effectiveness of Program Review (Beno, 2012)
- 2) Creating and Sustaining a Culture of Assessment (Ndoye and Parker, 2010)
- 3) Program Review: A Tool for Continuous Improvement of Academic Programs (Pitter, 2007-*Association of Institutional Research*)
- 4) Seven Indicators of Program Review Assessment (Clowes, 1981)

The internal assessment of our CAR process concluded that we are meeting certain benchmarks (Clowes, 1981; Beno, 2012). We have a well established process that is a normal (routine), internal activity, connecting institutional mission and activities to our academic areas and administrative units which “acknowledges the process as well as the product” (Clowes, 1981). The model and structure of the process is cyclical (Pitter, 2007).CAR is flexible and transparent and includes an orderly process of scheduled and frequent review. Formative and summative evaluation takes place both to create institutional improvements and in decision making. CAR provides feedback to faculty, staff, students, and administrators and the process includes a standing committee of College stakeholders. The process is a cyclical review that includes institutional research, data benchmarks, and guidelines. We have a central repository from information, data collection and analysis, a very useful and user-friendly CAR Website.

Based on the WASC rubric for program review, we range in the proficiency category (Beno, 2012). Collegewide awareness exists regarding program review and a developed plan is implemented annually. However, more proficiency is needed in the area information sharing and communication (Ndoye and Parker, 2010) by offering workshops and building relationships with key persons in and among the College Area Review and the Outcomes Assessment processes. We have done enough to adequately showcase examples of successful program review or assessment projects. (Plans are underway and guidelines are drafted to recognize disciplines who conduct an exemplary CAR.) We produce a CAR Newsletter yearly and presented to the Student Senate about assessment and program review and how it impacts them. Additionally, we obtain student input using s Student Course Survey in the process. We can improve the linkage of using this process to support/document and improve student success and student learning outcomes.

Greater proficiency is need in being able to integrate CAR recommendations into institutions-wide planning for improvement and informed decision-making. The dialogue about

the results of all program review should be more pronounced throughout the institution as part of the discussion about institutional effectiveness. Over the ten years, the sampling of recommendations and results provided here indicate that strides have been made to create sustainable continuous quality improvements. Montgomery College has processes in place whereas the mission of the College drives an integrated system of assessment.



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