

COLLEGE AREA REVIEW

Scheduling and Advising Report

This report contains a listing all College Area Review (CAR) academic program review recommendations related to scheduling and advising, collected since 2003. Among the top five categories of academic program review recommendations, scheduling and advising are two of the major themes. This report includes the Student Development courses and WD&CE programs. There are nearly 100 recommendations from over 30 disciplines and programs. Many college initiatives, such as Academic Master Plan, Achieve the Dream, Achieve the Promise, and Student Affairs Master Plan are currently addressing these recommendations. This report provides evidence that we are aligning and integrating college decision-making based on academic program review recommendations.

Scheduling

Year of Review	Program	Recommendation Number and Recommendation
2003-2004	Honors Program	24. Coordinate college-wide scheduling of honors courses, modules, and tutorials.
2003-2004	Computer Applications	5. Increase course delivery methods and scheduling options
2003-2004	Computer Applications	10. Continue to schedule classes to be non-competitive among the three campuses through cooperative planning
2003-2004	Mathematics	11. Coordinate scheduling of the upper level mathematics courses across campuses to insure that they are offered at all campuses on a predictable schedule.
2003-2004	Theatre	8. All campuses coordinate the TH 108 scheduling.
2004-2005	Applied Geography	9. College-wide coordinator of scheduling.
2004-2005	Advertising Art Discipline	9. Coordination of all AA courses offered at multiple sites. This should include consistent outcomes and non-competitive scheduling.
2004-2005	Geology	1. Scheduling needs to be monitored to ensure there are sufficient sections to meet student demand.

2004-2005	Philosophy	14. Consider alternate scheduling of appropriate PL courses, e.g. 7 + 7 courses and late-starting classes.
2005-2006	Foreign Languages	12. Develop a consistent, reliable schedule of language courses that includes a rotation of courses for which there is less demand.
2006-2007	Physical Education	2. Need to coordinate courses to have college-wide course objectives, requirements, and outcome assessments, course scheduling, as well as mentor part-time faculty to ensure consistency
2007-2008	Computer Applications	9. Continue to schedule classes to be non-competitive among the three campuses through cooperative planning.
2007-2008	Management	6. Comprehensively review the MG curriculum (including scheduling of courses) including feedback from alums, industry, four year schools, etc
2008-2009	Mathematics	1. 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.
2008-2009	American English Language Program (AELP)	10. Ensure that as many AELP course sections as possible have access to technology resources such as Tier one Smart Stations and computer-equipped classrooms; this will require working with scheduling staff as well as setting up more technology equipped classrooms on each campus.
2008-2009	Dance Program	8. Coordinate with TP/SS Performing Arts Department for scheduling of dance courses and appropriate use of performance space in new Performing Arts Center.
2008-2009	Montgomery Scholars	3. Continue the excellent relationship that exists between Macklin Scholars and Montgomery Scholars concerning recruitment and schedule planning

2008-2009	Theatre	7. Coordinate with TP/SS Performing Arts Department for scheduling of theatre courses and appropriate use of performance space in new Performing Arts Center.
2009-2010	DSS	6. Schedule college-wide DSS meetings on a regular basis to coordinate services and facilitate communications.
2009-2010	Philosophy	5. Consider alternate scheduling of appropriate PL courses for the Winter Term
2009-2010	Workforce Development & Continuing Education	14. Generate Summer Schedule by December
2010-2011	Education	6. Work across disciplines to provide a predictable college wide schedule of courses; commit to maintain the offerings as much as possible to support degree completion.
2010-2011	Music	9. Coordinate with TP/SS Performing Arts Department for scheduling of music courses and appropriate use of performance space in new Cultural Arts Center.
2010-2011	Philosophy	2. Start alternate scheduling of appropriate PL courses for the Winter Term
2010-2011	Philosophy	4. Institute alternate scheduling of appropriate PL courses, e.g. 7 + 7 courses and late-starting classes.
2010-2011	Philosophy	5. Consider inter-campus and across campus teaching schedules to encourage discipline cohesion.
2010-2011	Psychology	8. Ensure college wide coordination of scheduling for all upper level courses including all distance education courses.

2010-2011	Sociology	7. Ensure college wide coordination of scheduling for all upper level courses including all distance education courses
2010-2011	Speech	9. Coordinate college-wide Schedule of Classes to be consistent in class length, times, offerings and class size.
2010-2011	World Languages	9. Develop two-year schedule of world language offerings at each campus to minimize cancellations and so that each campus has adequate time to develop appropriate course materials for courses that it offers.
2011-2012	American Sign Language	7. Consider scheduling options for building enrollments in upper level ASL courses.
2011-2012	Distance Education Learning Technologies (DELT)	5. Examine and improve scheduling for already formed blended classes
2011-2012	Physical Education	7. Examine the numbers of consistently canceled courses, as well as those courses with enrollment under 9 students, to determine cause and if necessary to change scheduling and/or shelve/delete courses.
2011-2012	Physical Education	9. Need collegiate coordination that includes consistent oversight and scheduling among discipline, athletics, and wellness program. Create a schedule of all activities per semester that include open gym hours, athletics practices, and wellness classes. Collaborate with HRDE, Student Services, and Academic Affairs. Lead Dean for PE should take the responsibility for this recommendation.
2012-2013	Business Administration	6. Review class size and schedule at all three campuses to assure appropriate schedule and more consistency in class size.

2012-2013	Computer Applications	5. Schedule upper level courses in a repeating pattern so students know when to expect a course to be offered.
2012-2013	Engineering Science	2. Collegewide coordination of course offering (collaborative scheduling). The proposal for the school for engineering model has details on this as well.
2012-2013	Political Science	5. Coordinate scheduling of classes across campuses.
2013-2014	Health	1. Collaborate with MC Facilities to establish a schedule for implementation of improvements and repairs to the HE Discipline facilities outlined in the CAR Program Report
2013-2014	Health	1. Collaborate and Communicate discipline scheduling needs college wide
2013-2014	Mathematics	10. Develop a process for college wide coordination of scheduling math courses, especially distance sections and upper level courses. Need to work with chairs of engineering so that upper level math courses don't conflict with engineering courses.
2014-2015	Anthropology	8. Coordinate collegewide scheduling of anthropology offerings and identify how to expand offerings at the Germantown and Takoma Park/Silver Spring campuses.
2014-2015	Atmospheric and Oceanic Sciences (AOSC)	8. Review collegewide scheduling for numbers of sections, time/day courses are offered, and 3 campuses availability.
2014-2015	Geology	6. Review collegewide scheduling for numbers of sections, time/day courses are offered, 3 campus availability
2014-2015	Philosophy	7. The discipline faculty, coordinator, and chairs should work together to create a Collegewide schedule that incorporates face-to-face, distance, and off-site offerings (MCPS).

2014-2015	Sociology	10. Coordinate collegewide scheduling of sociology offerings.
2016-2017	Paralegal Studies	6. Develop three-year schedules for course pathways and completion.

Advising

Year	Program	Recommendation # & Recommendation
2002-2003	Political Science	5. Work with Counseling Department to review articulation agreements.
2003-2004	Developmental Education Program	7. Require a counseling intervention at “two strikes” in any combination of developmental courses; include developmental courses in an institutional GPA to aid in tracking.
2003-2004	General Studies A.A. Program	6. Formalize and centralize contributions to revision recommendations, and supplement with input from the foundation and discipline course academic areas, as well as from the counseling faculty.
2003-2004	Honors Program	10. Develop advising plan for honors students to include course registration, progress and intervention, scholarship and transfer counseling, etc. (in accordance with NCHC).
2003-2004	Honors Program	19. Develop databases of all honors students for counseling/advising/registration purposes, for mailings of promotional materials.
2003-2004	Computer Applications	1. Expand Computer Applications counseling services to enhance enrollment *
2003-2004	Mathematics	6. Communicate information for student advising, both regarding math

		majors and for mathematics requirements for any major, more effectively within the department, to other departments and to counseling faculty, and to the public.
2004-2005	Geology	3. Better and more informed academic advising.
2006-2007	Physical Science	1. Facilitate faculty involvement in academic advising in Takoma Park/Silver Spring
2007-2008	Macklin Business Institute	5. Enhance the counseling and advising services available to MBI students
2007-2008	Math and Science Centers	7. Create an academic coaching program at the RV Math/ Science Center that is consistent with the guidelines established by the National Tutoring Association. (GT and TP/SS address this need working collaboratively with the Counseling and Student Development Dept.)
2008-2009	Mathematics	2. Communicate information for student advising more effectively within the department, to other departments, to counseling faculty, and to the public, particularly for MA 101, 103 and 105.
2008-2009	Honors Program	7. Establish stronger connections between the honors program and with advising committees / organizations that serve honors students. A member of the honors faculty should sit on the transfer scholarship committee. Phi Theta Kappa structure should be uniform and have a liaison to the honors program.
2009-2010	Student Development Counseling	6. Develop and implement plan to expand effective faculty cadre advising system.

2009-2010	Student Development	14. That MC advising move towards a developmental model of advising that would provide multiple contacts with students
2009-2010	Student Development	18. Identify what needs to happen to achieve consistent advising outcomes at each of the campuses.
2009-2010	Student Development	19. Work with IT to ensure that the College website material for advising is easy to access for students, advisors, and other college employees.
2009-2010	Workforce Development & Continuing Education	2. Establish better intake, student advising/ counseling, and student services for WD&CE students. Create student tracking system for registration data and other data needs. Identity designated specialized customer service representative.
2010-2011	Speech	5. Institute regularly scheduled advising meetings between faculty and Counseling
2012-2013	Computer Science	1. Implement advising policy. Assign each student to a discipline faculty across all campuses.
2012-2013	Computer Science	5. Investigate and create Online Advising Information on CS Web site for CS discipline
2012-2013	Engineering Science	11. Academic advising for engineering majors needs to be enhanced at TP/SS.
2012-2013	Macklin Business Institute	6. Solidify the counseling and advising services available to MBI students
2012-2013	Political Science	1. Re-develop an advising web page for Political Science and improve discipline advising processes across campuses.
2013-2014	English	5. Coordinate student placement and advisement, particularly for first course placement, more closely reading, counseling, and advising. Ask for advising training for English faculty

		and conduct regular meetings, which include a larger cross section of English faculty and counseling faculty.
2013-2014	Mathematics	4. Increase the amount of consistency of mathematics- specific advising on each campus.
2013-2014	Reading	7. All sections of developmental reading include an advising component about the next reading course and the importance of enrolling in college level English as soon as possible.
2014-2015	Automotive Technology (AUTO)	1. Increase the number of program graduates through improved personalized advising for those students whose intention is industry employment.
2014-2015	Automotive Technology (AUTO)	9.Improve the program advising to support the revised College advisement model
2014-2015	Applied Geography	4.Develop an advising plan in line with the new MC Academic Department Advising plan
2015-2016	Chemistry/Biochemistry	9. Develop a defined advising structure and plan with accurate advising materials
2015-2016	EDUC: AAS, AAT Programs (All) and Early Childhood Certificate	1. Ensure all full-time faculty in EDUC complete Level 4 advising training and use Starfish platform for student advising/goal setting.
2015-2016	Environmental Science and Policy Program: Sci Track	6. Ensure that student-specific advising is in place.
2015-2016	International Studies (AA)	3. Develop a career-focus advising page for International Studies program
2015-2016	International Studies (AA)	6. Investigate whether foreign language through the intermediate (200) level should be required or strongly recommended through advising in

		order to facilitate completion at the receiving institutions
2015-2016	International Studies (AA)	7. Provide modest ESH for coordination of and advising for the degree on the two smaller campuses to increase completion by ever-increasing numbers of students
2015-2016	Life Science Track	1. Create a centralized, comprehensive Life Sciences webpage compiling career, academic, counseling, tutor sessions, scholarship, internship, and transfer information; and establish parity among students with a campus wide webpage for each course to improve value of student experience.
2015-2016	Life Science Track	2. Develop a graduation pipeline to community partners overseen by designated counselors/liasons, major field advisors, for internships, job placement, and transfer opportunities, possibly funded by industry to improve job placement.
2015-2016	Life Science Track	3. Centralize information sharing about resources, teaching methods, and training, potentially through a website. Consider a Life Science counselor cadre program for faculty to improve student counseling skills to enhance Life Science faculty professional development.
2016-2017	Nutrition	2. Develop targeted advising materials for general studies students intending to transfer after MC to local 4-year programs in nutrition/dietetics (UMCP, Howard University, UDC). Materials that have already developed include a 2-year program template that students

		<p>can follow while at MC to ensure a seamless transition to 4-year nutrition program at UMCP. This template needs to be posted on the college website and discussed in all NUTR 101 sections to market this option to general studies majors at MC. Additional templates may be developed in the future for students interested in majoring in nutrition at schools other than UMCP. We must also identify ways to reach students early in their MC Careers with advising information to ensure their timely and efficient transfer.</p>
2016-2017	HMGT:	<p>1. Develop an early intervention advising model targeting students in 100-level HMGT Courses</p>
2016-2017	HMGT:	<p>8. Utilize early intervention advising model to identify and connect with those students who have completed requirements for a certificate</p>
2016-2017	Paralegal Studies	<p>1. Create events to raise student awareness of career counseling resources at MC.</p>
2016-2017	Interior Design	<p>14. For both degree and certificate students, consider adopting an in-class degree completion plan exercise following the Engineering Department model of imbedding advising in the classroom.</p>