



MC LEARNING CENTERS

Strive. Thrive. Succeed.

Learning Centers

Annual Report

2023-2024

Learning Centers Lead

Academic Success Center (TP/SS)
Ackerman Learning Center (Rockville)
Digital Learning Center (Rockville)
Digital Learning Center (TP/SS)
MAPEL Center (Germantown)
Mathematics Learning Center (TP/SS)
Science Learning Center (Germantown)
Science Learning Center (TP/SS)
Virtual STEM Learning Center
Virtual Writing, Reading, and Language Center
Writing, Reading and Language Center (Germantown)
Writing, Reading, and Language Center (Rockville)
Writing, Reading, Language Center (TP/SS)

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Acknowledgements

The first annual Montgomery College Learning Center Report, written collaboratively between academic deans and learning center directors in academic year 2017, demonstrated the network of support students receive at Montgomery College: tutoring practices, technological resources, partnerships, and collaborative and independent study space. In the previous reports, and this one, we have continued to show our leadership at the college, commitment to student success, and collaborations that create an infrastructure of support. In this report we will see two distinct differences: alignment with the college's fiscal year rather than academic year and new learning center team partners: the Digital Learning Centers, who joined our team in early spring 2024. In late spring 2024, the Health and Nursing Learning Centers also merged with our team; this very recent partnership will be demonstrated in Annual Report 2024.

The work described in this report has been a collaborative effort between the following individuals:

Dr. David Bergtold	Ms. Thanh King	Mr. Owen Powers
Mr. David Burkart	Mr. Javon Inman	Dr. Xianghui Xing
Mr. Jeff Chuang	Dr. Elysse Meredith,	Dr. Elizabeth Benton, <i>Report</i>
Dr. Lucinda Grinnell	<i>Learning Center</i>	<i>Facilitator</i>
Mr. Saul Goldberg	<i>Leadership Team</i>	
Ms. Jin Liang Khademi	<i>Convener</i>	

The following individuals provide leadership and unwavering commitment to Montgomery College Learning Centers:

Academic Leadership

Dr. Nawal Benmouna	Dr. Milton Nash	Dr. Brad Stewart
Dr. Elizabeth Benton	Dr. Jim Sniezek	Dr. Deidre Price, <i>Senior Vice</i>
Dr. Sarah Campbell	Dr. Eric Benjamin	<i>President of Academic</i>
Dr. Fiona Glade	Dr. Muhammad Kehnemouyi	<i>Affairs and College</i>
		<i>Provost</i>

Overview of Montgomery College Learning Centers Report 2024: Learning Centers Lead Local and Global Academic Support

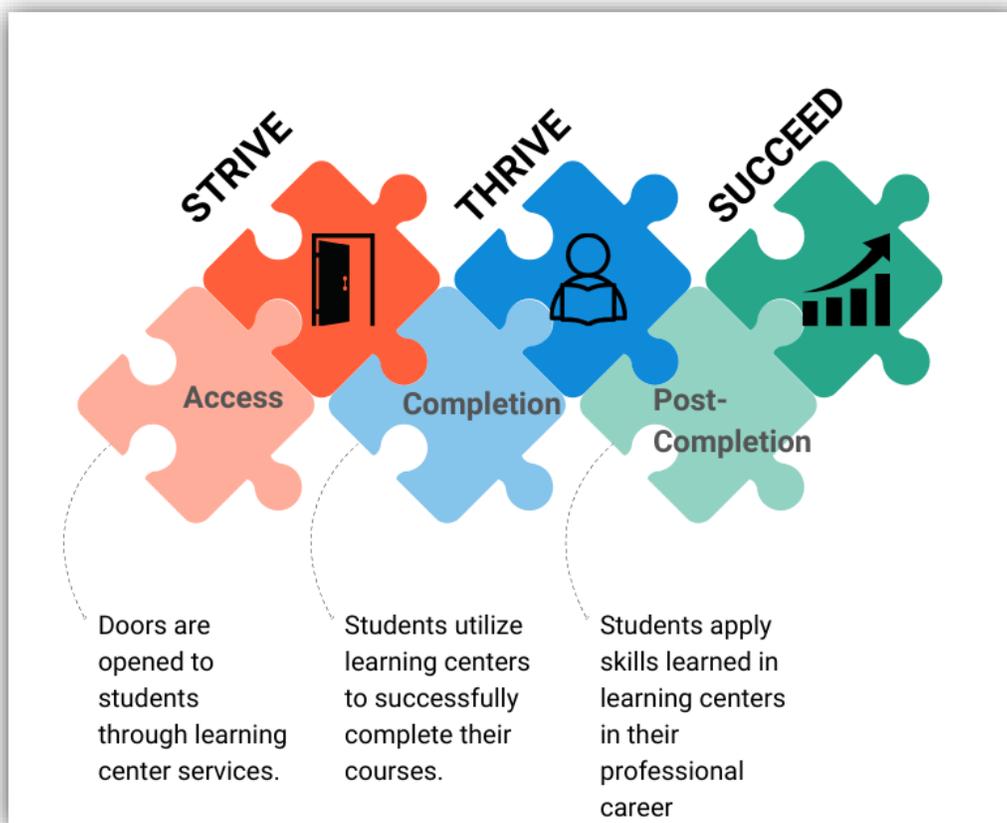
Vision Statement

In support of Montgomery College's commitment to cultivate a common student experience, Montgomery College Learning Centers will strive to be a national model for learners that creates an **inviting, learner-centered**, and **supportive environment** to engage students, faculty, and staff in collaborative learning.

Social Justice Promise

Montgomery College learning centers are **committed to equity and anti-racism in policy and practice**. We strive to be welcoming and affirming spaces. We believe Black lives matter and stand with our DACA and Dreamer students. We seek to ensure equal access for students with disabilities and provide a brave space for the LGBTQ+ community. We promote a growth mindset and **commit to meeting students where they are**.

Learning Centers Guide Students Toward Transformational Aspirations



Montgomery College Reports and Initiatives

This section of the report provides an overview of learning center success focusing on Access, Completion, and Post-Completion Success. Detailed accounts of individual center attention to these aspirations and other center initiatives are described in center sections.

These past 18 months, we have focused our attention on supporting students through our emphasis on **Welcoming Spaces**, an access initiative that brought universal design into sharper focus. As an example, renovations to the Rockville Writing, Reading, and Language Center in Macklin Tower include:

- a language wall that shows “welcome” in languages spoken at Montgomery College, such as Amharic, Arabic, Chinese, French, and Spanish
- quiet student spaces for neurodiverse learning needs (Behling and Tobin, 2020)
- comfortable lighting and chairs designed to create a friendly study environment, and
- overall intentional focus on students who flourish in quiet spaces.

Our attention to universal design also engaged virtual support: first in the form of Brainfuse, a supplemental tutoring service that provides students with 24/7 access, and second in improving our online “helpdesk,” managed by all center staff.

Our most exciting accomplishment in the past 18 months has been our expanded wrap-around support to students through the collaboration of Digital Learning Centers and Nursing and Applied Health centers. In the past two years, we have met regularly with Achieving the Promise Academy Leadership (ATPA), sharing resources and tips as well as collaborating on implementing Accudemia (cloud-based scheduling site for students). With new partnerships and biweekly meetings with additional centers, we are aligned with best practices (Hallman, 2022). We have the opportunity to standardize our approach to academic support, create powerful initiatives on behalf of students, and streamline our data collection and assessment to better operationalize our services to students.

With our focus on Welcoming Spaces, we have conducted phenomenological interviews with students about our center spaces (Creswell, 2024; Seidman, 2019). Here are some quotes that will appear in the forthcoming College Area Review. The anonymized students explain how the centers address their holistic needs and provide them the opportunity to meet the challenges of college and career:

- Paul: “The learning center (ASC) has a food pantry over there and I grab noodles and I grab rice. And always, when I (ask), there is a meal, there is soup, and the food is good.”

- Paul: “They don't write it for you. You have to come with your essay, and then based on what you put on the paper, they're going to try to make it better by asking you the why, the how, and the what.”
- Mariana: “I really love the quiet study room that's all the way in the back [of Ackerman]. Even if you don't want to... go home, you still have the opportunity to stay in a quiet area... [and you can] still get help if you need any.”
- Mariana: “It's where me and most of my friends go to study, so immediately after we finish eating lunch, we're like, okay, we're all going to meet at Ackerman and sit there and study, because we already know that we have the comfort of a lot of tutors being able to help us.”
- Mariana: “[For writing] I do tend to do online or virtual 'cause it works with my schedule. It would be 7:00 pm or 10:00 am. But for STEM, I go in person 'cause I feel like just doing those things in person would help my learning more.”

As we continue to “lead local and global support,” learning center leadership through partnerships and welcoming spaces remain innovative opportunities for learning. Our strategic work, our care for student belonging and achievement, and our agility lean into all that is best about Montgomery College. A work in progress? Absolutely. Yet, as we reflect on the work of our peers, we cannot help but be pleased with the progress we yield on behalf of the Montgomery College community.

Key Facts and Information about Center Supports for Students

The information below shows the strength of our centers. We are proud of the work our center staff and managers are doing to respond to student needs in meeting them at the times of days when support is needed the most and in the modalities that are requested most often.

Table 1.1. Number of Student Visits Supported by Virtual and In-Person Centers*

Semester	Number of Student Visits to In-Person and Virtual Centers
Spring 2023	23,281
Summer 2023	4,257
Fall 2023	29,762
Spring 2024	35,978*

*Total unique visits; excludes virtual helpdesk support

**Includes Digital Learning Centers

Table 1.2 Four-Year Comparison: Number of Student Visits Supported by Virtual and In-Person Centers*

Date	Spring 2024*	Spring 2023	Spring 2022	Spring 2021	Summer 2023	Summer 2022	Summer 2021	Fall 2023*	Fall 2022	Fall 2021
Number of Student Visits	35,978	23,281	15,726	12,038	4,257	2,889	2,676	29,762	21,141	12,864
Unique Students Using	5,115	3,724	2,535	2,032	1,101	713	467	4,827	3,812	2,310

Learning Centers										
Total College Enrollment	16,510	16,091	15,584	17,717	10,600	10,368	11,166	17,780	17,137	17,284
Percent of Total Enrollment Receiving Support	30%	23%	16%	11%	10%	7%	4%	41%	22%	13%

*Excludes virtual helpdesk support

**Includes Digital Learning Centers

Table 1.3. Virtual Helpdesk:

Service	2021	2022	2023	2024 (Spring)
"Ask Us" Inbox	557	411	640	184

Table 1.4. When and How Students Prefer to Receive Support

Semester	Month	Time of Day	Type of Tutoring
Spring 2023	April	11:00 am	In person
Summer 2023	June	noon	In person
Fall 2023	October	noon	In person
Spring 2024	April	10:00 am	In person

Table 1.5 Virtual Evening Tutoring Support for Learning Centers

Semester	Evening After 6:00 pm	Sunday Only
Spring 2023	670	357
Summer 2023	120	163
Fall 2023	615	245
Spring 2024	225	351

Table 1.6. Comparison of ABC Rates for Students Using Learning Center Resources*

	Students Who Utilized the Learning Centers	Students Who Did Not Utilize the Learning Centers	Statistically Significant for LC Users ABC Rate better than Non-LC Users
Course	ABC Rate	ABC Rate	p value
BIOL150	0.79 (128/163)	0.59 (288/488)	0.000004
CHEM131	0.76 (238/313)	0.53 (133/252)	0.000000004
MATH165	0.54 (81/150)	0.46 (161/349)	0.053
ENGL102	0.71 (105/148)	0.64 (1051/1637)	0.05

*Preliminary data from Fall 2023

Table 1.7 Tutoring support provided by Brainfuse (tutoring contract service)

Semester	Total Number of Students Served	Most Popular Subject
Fall 2023	1,136	September: 81 writing lab sessions, calculus and chemistry October: 109 writing lab sessions, statistics and calculus November: 101 writing lab sessions, calculus, and statistics December: 113 writing lab sessions, writing, and statistics
Spring 2024	690	January: 29 writing lab sessions and statistics February: 117 writing lab sessions and biology March: 95 writing lab sessions, biology and calculus

Table 1.8 Support provided by Digital Learning Centers, in person

Semester	Total Number of Students Served (lab attendance)	Most Popular Day of the Week	Most Popular Time of Day	DLC Email
Fall 2023	2,170	Wednesday	10am - 2pm	(CY23-from March to December) 50 messages
Spring 2024	873 (partial)	Wednesday	10am - 2pm	(CY24-partial) 20 messages

Table 1.9 Support provided by Digital Learning Centers, via email

Time Period	Number of Messages
2023, March – December	50
2024, partial	20

College Area Review Recommendations

The Learning Center College Area Review (CAR) includes five recommendations that received administrative approval and comment. For this report we demonstrate several accomplishments pertaining to our recommendations. Our next CAR will be due Fall 2024.

Table 2.0 College Area Review Recommendation Updates

Recommendation	Status (Complete, In progress, Tabled)	If completed, what was the impact?
Expand Office of Institutional Research and Effectiveness (OIRE) analyses of learning center impacts on student persistence, retention, success, and completion.	Complete and In Progress	Yes. This recommendation was implemented. The expansion of OIRE analysis of learning center impacts on student persistence, retention, success, and completion is an ongoing project. Thus far, we have reported data on this recommendation in the Learning Center Annual Reports 2018, 2019, 2021, and 2022. Specifically, we reported on persistence and retention in 2018. Since the previous CAR report, we have also focused on completion rates in all annual reports, 2018-2022.

		<p>The WRLCs have initiated writing affinity groups. Furthering the welcoming and inclusive nature of our spaces, groups have been focused on Latinx/Hispanic literature and identity, African-American literature and identity, Asian-American literature and identity, and LGBTQ+ literature and identity. By participating in these writing groups, students have learned strategies for improving reading comprehension and written expression (in English and Spanish), as well as made connections between literature, writing, and their identities. After joining the groups, many participants began to utilize our independent study space and/or tutoring more frequently.</p> <p>Results: Students who visit the learning centers for tutoring have significantly higher ABC rates and significantly lower DFW rates when compared to students who do not visit the learning centers for tutoring in the same courses. Charts depicting these results are shared in annual reports and are provided in this CAR.</p>
<p>Adopt one common data collection software capable of integration with the student information system, and implement it for use in all learning centers</p>	<p>Complete</p>	<p>Yes. This recommendation was implemented. Three learning center managers, Tanya Camp, Jeff Chuang, and Dave Bergtold, served on an RFP committee to receive proposals. One common data collection software, Accudemia, was piloted in spring 2023 and fully implemented by fall 2023. All of the learning centers, including ECEC and ATPA use Accudemia. With the addition of digital learning centers, we need to consider additional units.</p>
<p>Collaborate with other academic support professionals such as the Achieving the Promise Academy (ATPA) and the Learning Assistant Program, to develop an ELITE Learning Pathway specifically for academic support staff and their professional development needs.</p>	<p>In Progress</p>	<p>We veered slightly from this recommendation in that we did not make a specific pathway. Elizabeth Benton, liaison to the learning center deans, met with Angela Lanier to think of specific courses that learning center staff members could take that were already offered through ELITE that would serve our purposes. Over time, our actions shifted to the following:</p> <ol style="list-style-type: none"> a. Tutors and ATPA coaches participated in a summer series in a Blackboard community called Dialogues in Tutoring and Coaching, which included four modules on coaching and tutoring with articles and discussions b. Specific centers have Blackboard communities with recommended materials c. Centers provide collective ongoing professional development and semiannual faculty and staff tutor in-services. d. Learning center staff participate in regional and international organizations, webinars, and conferences. e. With several learning center managers serving on the Presidential Advisory Committee on Equity and Inclusion, learning centers are forming writing groups focused on building community

		<p>and academic support of Black and Latina/o/e students.</p> <p>f. We have held annual retreats that build a spirit of camaraderie across the campuses and centers. They have focused on different topics from equity and inclusion to the new strategic plan. Dr. Shinta Hernandez, dean of the virtual campus and lead of the digital learning centers has offered to provide support for upcoming retreats. Dr. Hernandez has expertise in professional learning through her role in ELITE. Our retreats have been conducted spring 2022 (managers only); fall 2022 (all staff); fall 2023 (all staff). Our next retreat will be fall 2024 (all staff).</p>
<p>Develop a communication plan to increase awareness of learning center locations and resources among students, faculty, and staff.</p>	<p>Completed and In Progress</p>	<p>Yes. This recommendation is complete and it continues annually. Learning center managers have completed this recommendation by committing to several key areas of communication.</p> <p>a. In collaboration with the Office of Communication, each center created brochures highlighting types of services provided and center hours.</p> <p>b. On the advice of the Office of Communications and Ms. Stephanie Krasnoff, center managers streamlined our social media and announcements to students. Dr. Jeff Chuang, ASC manager, and Ms. Tanya Camp made changes to the Learning Center Webpage created the Virtual Tutoring webpage during the COVID-19 pandemic. Dr. Chuang submits regular announcements to Inside MC. Students also receive regular information about learning centers via the landing page of Blackboard; WCONLINE reminders (now Accudemia) and announcements; the Office of the President email communications; and the Office of Communications monthly emails to students. (Note: June 2024, we converted the Virtual Webpage to East County Webpage and spring 2023 we formally launched Accudemia).</p> <p>c. With the help of MCTV, we released a video Spring 2020. The purpose of this video was to demonstrate to students how to sign up for virtual tutoring through the learning centers.</p> <p>d. Each centers includes standard posters around campus to alert students to upcoming workshops.</p> <p>e. Dr. Elysse Meredith, WRLC manager at Germantown, and her staff members run Instagram for Learning Centers.</p> <p>f. Student aides at the WRLC, Rockville, created two high-quality student-centered videos.</p>

		g. Carol Burbage, former manager at the Ackerman Center worked with a class of students to create a new learning center icon. We now have a new icon and mantra: Strive. Thrive. Succeed.
Apply for recognition as National College Learning Center Association (NCLCA) Learning Centers of Excellence.	Tabled	With the onset of other numerous tasks and achievements, we have tabled this recommendation.

College Area Review Spotlight

OIRE data in collaboration with David Bergtold (MAPEL Center and SLC-GT) continues to show that students do better in foundation courses when they seek tutoring and workshop support in the centers.

Resource Needs

Learning Centers provide essential resources to students. Exemplar colleges with vibrant on-ground and online resources, such as Montgomery College, serve as a touchstone for the larger community—staff, faculty, prospective students, community members—who want to know more about the College and support its mission. In this visible leadership role, we must prioritize staffing needs. Therefore, in each center chapter, we have **detailed staffing and resource needs that are crucial to ensure our commitment to access, completion, and post-completion success.**

Learning Center Leadership at Montgomery College

In addition to serving as leaders in learning centers, directors engage in collegewide leadership efforts to contribute to the vision of Montgomery College. The following list shows just some of committee, workgroup, and leadership work directors dedicate themselves to each year.

Academic Services Council
 Academic Support Workgroup
 Achieving the Dream Subcommittee on Access
 Antiracist Institution Workgroup
 Applying Principles and Practices for Effective Learning Corps (APPEL)
 Campus Operations Team - Germantown
 Committee for Assessment, Placement, and Developmental Issues (CAPDI)
 Committee for Tutoring Scheduling Software Confluence Conference
 English Language for Academic Purposes Software Committee
 Equity Week Planning Week

Global Leadership Cohort
 Germantown SA Building Renovation
 Hispanic Serving Institution Taskforce
 Open Computer Lab Workgroup
 Montgomery College Confluence Committee
 Montgomery College Rising Professionals Association
 Montgomery College Pride & Allies
 Perkins V Strategy Leadership Committee
 Presidential Advisory Committee on Equity and Inclusion
 Pride+ student group
 Rockville Campus Council

Science Technology Engineering and Math
Academic Unit Leadership Team (STEM AULT)
Staff Enrichment Day
Strategic Plan Refresh Committee
TP/SS Campus Council
Women and Gender Studies Scholarship Event
Presidential Transition Advisory Committee

Presidential Advisory Committee on Equity and
Inclusion-Ad-Hoc Committee
Office of Equity and Inclusion Anti-racism Training
Committee
Professional Development Leave Committee
TP/SS Staff Council

Montgomery College Learning Centers Individual Reports

Learning centers are defined as “resources for students that provide support services in a specific academic area, such as one-on-one tutoring, specialized workshops, and access to instructional technology” (Vincent, 2018, p. 3). The next section of the *Montgomery College Learning Center Annual Report 2024: Learning Centers Lead Local and Global Academic Support* details how the Digital Learning Centers; STEM Learning Centers; Writing, Reading, and Language Centers; and Academic Success Center guide and support all students. The first section collectively describes the work of the Digital Learning Centers, the newest partners to the learning center team. The second section collectively describes the STEM learning centers’ in-person and virtual work. Then VWRLCs introduce their shared work. Finally, the WRLCs and Academic Success Center demonstrate the individual achievements of their centers.

Digital Learning Centers—Collegewide Introduction

The Digital Learning Centers (DLCs) function across the Rockville and Takoma Park/Silver Spring campuses as well as virtually, offering students access to Windows and Mac workstations for their academic coursework.

These centers offer personalized assistance both in person and virtually to aid students in enhancing their digital literacy skills. This includes guidance on Microsoft Office applications, Blackboard, ePortfolios, LinkedIn, virtual presentations, and other essential resources for students, promoting safe computing practices.

Moreover, the DLCs provide instructional support, workshops, and a plethora of workstations for student utilization, both in person and virtually.

Location and Hours

The DLC-TPSS is in the Charlene R. Nunley Student Services (ST) building, Rooms 304 and 304A. The DLC-RV is in the Humanities (HU) building, Room 312. Workshops and one-on-one appointments operate virtually via Zoom and other learning management tools. In-person assistance is provided on a walk-in basis, during normal business hours and does not require an appointment. The hours of operation are below:

Operational Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall/Spring	9 a.m. – 5 p.m.	CLOSED	CLOSED				
Summer	9 a.m. – 5 p.m.	CLOSED	CLOSED				

In-Person Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m. – 5 p.m.	CLOSED	CLOSED				

Center Highlights

Achievements

The DLCs have continued to deliver dynamic and interactive academic support and training to students, both virtually and in person. They have facilitated access to college digital resources such as online databases, e-books, academic journals, and multimedia materials to meet students' learning and research requirements. Additionally, the DLCs have offered academic assistance and technology access, creating spaces where students can collaborate on group projects, engage in discussions, and participate in

collaborative learning activities. Furthermore, the DLCs have provided quiet and conducive environments for focused study, research, and concentration, enabling students to work on assignments without distractions. Lastly, the DLCs have equipped students with resources to explore new technologies, participate in workshops, and attend training sessions aimed at enhancing their employability with 21st-century digital literacy skills.

The TP/SS DLC and RV DLC together assisted more than 2400 students in person, offering comprehensive support for digital learning. This encompassed a wide range of tasks such as recording video presentations, creating MS Access databases, designing report presentations, utilizing OneDrive Cloud storage, using webcams, navigating MyMC, uploading documents, using MS Teams, configuring MS Windows, creating MS Excel charts, and designing flyers. Students also receive assistance with ePortfolios, data recovery, Adobe software, Zoom meetings, networking software, document scanning, InkCloud, resumé writing, LinkedIn Learning workshops, and various other academic support services (Chart A and B).

The DLCs continued to find valuable support in the department's operations with student assistants to enhance customer service, diversity, cost-effectiveness, innovation, and a positive work environment.

Chart A

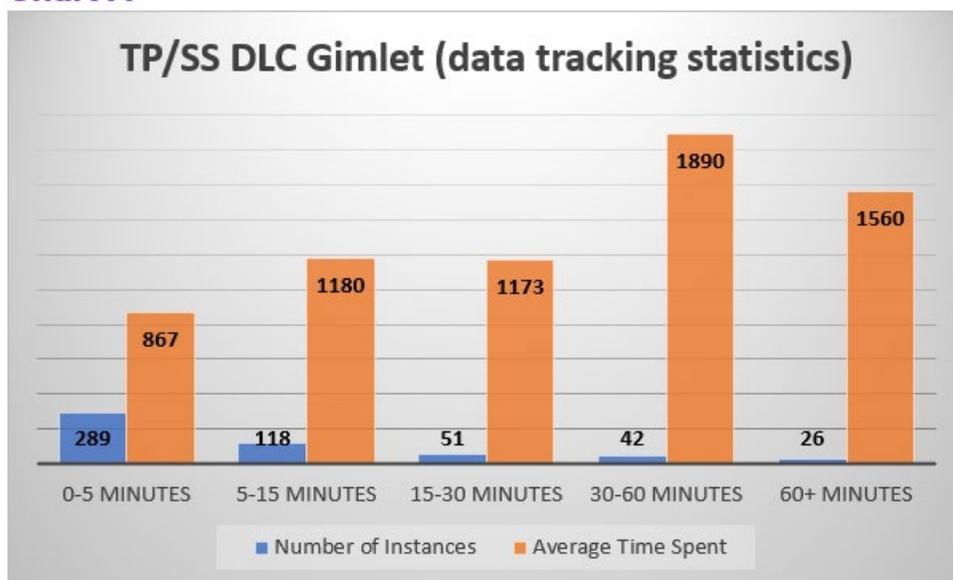
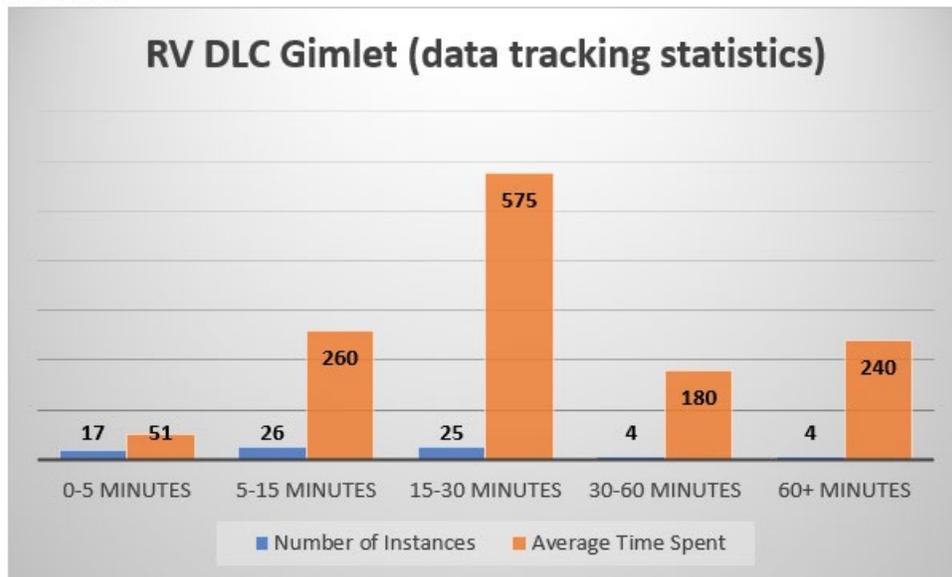


Chart B



Workshops, Orientations, Resources, and Services

Students can receive in-person assistance at the Digital Learning Centers without the need for appointments during regular business hours. For virtual appointments, students can schedule sessions by selecting the desired topic, date, available staff, and time. Upon booking, students receive a confirmation email from the DLC, with the meeting link sent to their email before the scheduled appointment.

DLC team members invested 300+ hours conducting over 230 student workshops in the following digital learning applications:

- Microsoft Office Suite Applications (e.g. PowerPoint, Access, Excel, Word, PowerPro, OneDrive, OneNote)
- ePortfolio Basic & ePortfolio Advanced
- Zoom
- Virtual Desktop Infrastructure (VDI)
- Blackboard Collaborate
- Windows 10 Navigation
- Keycutz
- File Management
- MyMC and other digital learning applications

Events & Engagement

DLC RV

Activity	Location	Partners	Impact Group
Tabling at Raptor Day	RV	Student Life	New/Returning MC Students

Peak Registration	DLC-RV	Assessment Centers	New/Returning MC Students
Microsoft Applications Workshops/Open Labs	Virtual	N/A	All Credit/Non-credit Students
Technological Application Tools workshops/Help Sessions	Virtual/In-class (requested by faculty)	Learning Centers and Faculty	All Credit/Non-credit Students
Embedded support for technological tools (ePortfolio, LinkedIn...) for class assignments	Virtual/In-person	Faculty and Other student support groups	All Credit/Non-credit Students
General Academic Support	Virtual/In-person	N/A	All Credit/Non-credit Students

DLC TP/SS

Activity	Location	Partners	Impact Group
Tabling at Raptor Day	TPSS	Student Life	New/Returning MC Students
Peak Registration	DLC-TPSS	Assessment Centers	New/Returning MC Students
Microsoft Applications Workshops/Open Labs	Virtual	N/A	All Credit/Non-credit Students
Technological Application Tools workshops	Virtual/In-class (requested by faculty)	Learning Centers and Faculty	All Credit/Non-credit Students
Embedded support for technological tools (ePortfolio, Linked...) for class assignments	Virtual/In-person	Faculty and Other student support groups	All Credit/Non-credit Students
General Academic Support	Virtual/In-person	N/A	All Credit/Non-credit Students
Financial Aid Application Support	DLC-TPSS	Financial Aid Department	MC Students

Additional Resources for Students:

- Brainfuse – LIVE Tutoring
- IT Resources for students
- Mobile Devices Training

Professional Development

The DLC team members continued to navigate the ever-evolving dynamic landscape of education and digital learning by committing to professional development to serving students. Team members have engaged in technology conferences, webinars, trainings, workshops, and collaborative projects to deepen their expertise and provide the highest standard of student support services.

- Engaging Students Using Open-Source Digital Tools, *Javon Inman, Robel Belay, Thanh King, Toro Oladokun, and Saul Goldberg*
- Payment Card Industry Training, *Javon Inman*
- Strategic Planning for Online Learning Success, *Javon Inman*
- Leading a Culture of Belonging in Online Learning Environments, *Javon Inman and Robel Belay*
- Unlocking the Potential of Information Technology: Serving for Student Success, *Javon Inman, presenter*
- Search Advocacy, *Javon Inman*
- UN SDG Open Pedagogy Fellowship Information Session, *Toro Oladokun*
- Exploring Decolonization of the Curriculum at Montgomery College: A Path Forward, *Toro Oladokun, Robel Belay, and Saul Goldberg*
- Empowering Education: MC Open and Faculty Select, *Toro Oladokun and Robel Belay*
- The Virtual Campus: Transforming Teaching and Learning, *Toro Oladokun and Saul Goldberg*
- Staff Summer PD 2023 Microsoft Excel Essentials+, *Toro Oladokun*
- Mental Health and Substance Use, *Toro Oladokun*
- LinkedIn Learning, *Ken Kiv*
- Adobe Premiere, Photoshop, Illustrator, and Dreamweaver, *Ken Kiv*
- Office 365, *Ken Kiv*
- AFACCT Conference, *Saul Goldberg*
- LABMAN Conference, *Saul Goldberg*
- Lead the Change: AI-Powered Instructional Design for Creator Educators, *Thanh King*
- Blackboard Learn Ultra Basics, *Thanh King*
- Creating Culturally Responsive Classrooms, *Thanh King*
- AI & ChatGPT for Professional Trainers, *Thanh King*
- Antiracism Badge, *Thanh King*
- Safe Zones, *Thanh King*

- eLearning Tips, *Thanh King*
- Leadership, Followership, and Communication in the Workplace, *Thanh King*
- Using Digital and Communication Skills to Improve Students' Success, *Thanh King*
- Emotional Intelligence-Cultural Intelligence, *Thanh King*
- YuJa Video, *Thanh King*
- 15 Mistakes to Avoid in Data Science, *Thanh King*
- Choose Your Own Adventure Session 1: ChatGPT, *Robel Belay*
- Tips to get the semester started with Blackboard, *Robel Belay*
- Adult Hands-On CPR and AED, *Robel Belay*
- Leveraging Artificial Intelligence, Data, and Technology in Online Education Leadership, *Robel Belay*
- Strategic Planning for Online Learning Success, *Robel Belay*
- LABMAN conference, *Saul Goldberg*
- AFACCT conference, *Saul Goldberg*
- Speech Tips: The Ones We Actually Can Use, *Saul Goldberg*
- MC Mental Health and Well-being, *Saul Goldberg*
- 10 Things Every Employee Should Know about Microsoft Teams, *Saul Goldberg*
- Elevating School Culture: The Three Pillars That Make a Great School Culture, *Saul Goldberg*
- Harnessing the Power of ChatGPT, *Saul Goldberg*
- Trending Tech Tools in Higher Education
- Microsoft Teams Essentials, *Saul Goldberg*
- Teaching Digital Literacy in the Age of ChatGPT, *Saul Goldberg*
- Developing Future-Ready Digital Literacy Skills for Today's Learners, *Saul Goldberg*
- Emergency Preparedness for students, staff, and faculty
- Critical Thinking—An Overview, *Saul Goldberg*

2024-2029 Goals

- Faculty Collaborations: for enhanced course design, customized support to meet the needs of the students, and access to course materials enabling the DLC staff to better meet the needs of the students. Additionally, collaborations with faculty serve as a form of professional development for DLC staff to gain insight into the pedagogical approaches and teaching methods used in various disciplines and it promotes innovation with ideas, technologies, and instructional strategies.
- Develop a collective mission and vision: for clarity of purpose, alignment with the institutional goals, a framework for decision-making, for inspiration and motivation, and finally for communication and the DLCs branding identity.

Challenges, Resources Needed, and Recommendations

The opportunities for improvement in the DLC's would include:

- **Staffing:** At present, both centers are experiencing a staffing shortage, leading to several challenges. These include heightened workloads, elevated staff stress, potential impacts on health and well-being, difficulties in scheduling leave, accessing professional development opportunities, and delivering exceptional service to our students:
 - DLC-TPSS: 1 full-time staff vacancy and 2 student assistant vacancies
 - DLC-RV: 4 student assistant vacancies
- **Printing Challenges:** The DLCs continue to be faced with student printing issues, including frequent printer kiosk breakdowns, and poor vendor service. These interruptions impede students' ability to access essential printed materials crucial for their classes. The recurring breakdowns lead to delays in printing assignments, projects, and other course materials, hindering students' productivity and creating frustration. Investing in a robust printing infrastructure, proactive maintenance, and streamlined printing processes, the DLCs can mitigate printing-related disruptions, enhance student experience, and facilitate seamless access to printing services for all students.
 - **NOTE:** There is a current project with Auxiliary Services and OIT to replace the printing model in all of the Learning Centers, so this issue should be remedied by Fall Semester 2024.

Recommendations

- **DLC Upgrades/Face-Lifts:** One of the main challenges both DLCs face is the pressing need for internal upgrades in numerous areas. Students are met with worn-out interiors, aged carpet, outdated furniture (e.g. chairs, desks, blinds), and stark white paint. The interior and exterior spaces of the DLCs are vitally important to contributing to a thriving learning environment, but falls short in offering an inspirational, creative, and welcoming space.
 - **DLC-RV:** The DLC is on the third floor of the Humanities building in an isolated, dimly lit hallway, making it difficult for students to find and access digital learning support. Despite the invaluable services provided by the DLC-RV team, the challenging location, inadequate signage, and low visibility hinder students from easily identifying the Center. This creates a barrier to access and impedes students' ability to seek academic assistance. To address these issues, including the outdated DLC aesthetics and its location, the following recommendations are outlined below, featuring a comprehensive marketing strategy to better reach and support students:
 - **Recommendation A:** Relocate the DLC-RV to a more centralized location on the campus where there is high traffic for the students to easily find it and receive support with their academics.
 - **Recommendation B:** Renovate the current space with ample lighting, updated decor (e.g., furniture, desks, chairs, new carpet, baseboards, blinds, signage), and fresh, vibrant paint featuring MC

- educational and inspirational art on the walls. Also, install digital monitors to showcase the wealth of resources and services available to students and DLC announcements (as with the Ackerman Center on the Rockville campus). A modernized and revitalized environment is crucial for enhancing student engagement, boosting staff morale, and fostering student success.
- **DLC-TPSS:** In addition to the aforementioned interior and exterior face-lift/upgrade the DLC-TPSS needs, the following would increase student engagement and success:
 - **Recommendation A:** Installation of office cubicles. Presently, the staff sit in the back of the lab with no dedicated office space, which does not look professional or inviting. Currently, the staff have implemented tall file cabinets for privacy which act as a divider from the student lab. Installing cubicles would improve privacy, reduce noise distractions, and support higher quality work and increased productivity. Cubicles offer individual workspaces while still allowing for easy interaction and collaboration among team members. The team can quickly discuss ideas and projects without disturbing others. Cubicles offer personal storage options, such as drawers and shelves, helping staff keep their workstations organized. An organized workspace allows the staff to maintain a clutter-free environment, contributing to efficiency and professionalism. Additionally, well-designed cubicles present a professional appearance to students, staff, and the DLC visitors. It reflects our commitment to providing a conducive working environment for our staff and enhances the college's overall image. Finally, cubicles are a cost-effective solution, as they provide many of the benefits of individual offices at a fraction of the cost, allowing us to allocate resources to other critical areas.
 - **Recommendation B:** Private Zoom Room – Currently, staff conduct virtual workshops from their desks in the open center lab, which disrupts students' academic work due to the ongoing presentations and dialogue. Although staff have previously used a private office offered by the VP/Provost across the hall, frequent scheduling conflicts have made this solution unreliable. There is an unused section of the DLC-TPSS that could be renovated to create a dedicated room for Zoom workshops, providing a more consistent and less disruptive environment.
 - **Recommendation B:** Group Study Tables - Reconfiguring the DLC to include group study furniture will foster student collaboration and engagement. There is an unused section in the DLC with a cluster of tables joined together, making it ideal for group study.
 - **Data Collection Tool:** Currently there is an existing disparity between the data collection processes of the DLCs. To align with the 'One College' model

advocated by Dr. Williams, we are seeking to streamline processes to ensure accuracy, reliability, and enhance efficiency across the unit.

- **NOTE:** Learning centers across the college as well as the Achieving the Promise Academy have adopted Accudemia for scheduling appointments, tutoring sessions, workshops, reminders, data reporting, and single sign-on via MyMC. The DLCs are currently exploring whether this program can be adopted for our use.

STEM Learning Centers—Collegewide

Introduction

The STEM learning centers at Montgomery College include five physical locations and the Virtual STEM Learning Center (VSLC), a collaboration of the physical learning centers. These centers promote student success, primarily for students in science, engineering, mathematics, and technology, through tutoring, mentoring, demonstrations, review sessions, and workshops. Resources such as computer software, anatomy models, books, calculators, microscopes, and slides are available for student use as appropriate. The positive, friendly, supportive, and nurturing environment of the centers encourages students to work with our knowledgeable tutors to become more informed and confident in their academic endeavors. Our staff, faculty, and student tutors support students both at the physical locations and online via the Virtual STEM Learning Center.

Locations and Hours

Learning Center	Location	Campus
Virtual STEM Learning Center (VSLC)	Online	Collegewide
Ackerman STEM Learning Center (ALC)	Science West 109	RV
Math Learning Center (MLC)	Math Pavilion 142	TPSS
Science Learning Center–TPSS (SLC-TPSS)	Math Pavilion 143, 144	TPSS
Mathematics, Accounting, Physics and Engineering Learning Center (MAPEL)	Student Affairs and Science 202	GT
Science Learning Center–GT (SLC-GT)	Biosciences Education 244	GT

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	CLOSED
Spring	9 a.m.– 9 p.m.	9 a.m.– 9 p.m.	9 a.m.– 9 p.m.	9 a.m.– 9 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	CLOSED
Summer	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 5 p.m.	CLOSED	CLOSED

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Spring and Fall	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 4 p.m.	10 a.m.– 3 p.m.	CLOSED
Summer	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 4 p.m.	CLOSED	CLOSED

Table 3.4. Math Learning Center–TPSS In-Person Hours AY24							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 3 p.m.	CLOSED	CLOSED

Table 3.5. Science Learning Center–TPSS In-Person Hours AY24							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 3 p.m.	CLOSED	CLOSED

Table 3.6. MAPEL Center In-Person Hours AY24							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 4 p.m.	10 a.m.– 3 p.m.	CLOSED

Table 3.7. Science Learning Center - GT In-Person Hours 2024							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall	9 a.m.– 4 p.m.	11a.m.– 7 p.m.	11a.m.– 7 p.m.	11a.m.– 7 p.m.	9 a.m.– 4 p.m.	10 a.m.– 3 p.m.	CLOSED

Center Highlights

Achievements: All STEM learning centers

- Students who utilized the STEM learning centers did better than those who did not (see Table 4.8).
- Student peer tutors greatly benefit from their experiences by reinforcing their discipline skills, developing leadership and communication skills, and growing through mentoring from dedicated STEM learning center staff and leadership.
- The STEM learning centers continue to collaborate by sharing resources to staff the VSLC.
- The STEM learning centers have increased their offerings of workshops and review sessions, including those that focus on specific courses, exam preparation, and study skills.

Table 3.8. Comparison of ABC Rate for Students Using or Not Using the STEM Learning Centers*			
	Students Who Utilized the STEM Learning Centers	Students Who Did Not Utilize the STEM Learning Centers	Statistically Significant for LC Users ABC Rate better than Non-LC Users
Course	ABC Rate	ABC Rate	p-value
BIOL 150	0.79 (128/163)	0.59 (288/488)	0.000004

CHEM 131	0.76 (288/313)	0.53 (133/252)	0.000000004
MATH 165	0.54 (81/150)	0.46 (161/349)	0.05

*Preliminary data for Fall 2023, all STEM learning centers

Achievements: Ackerman STEM Learning Center—Rockville

The Ackerman STEM Learning Center made efforts to make the space more welcoming to students by:

- Replacing outdated computers with new computers that can handle the high processing demands of software for computer science and engineering courses
- Having an extra-large chess set, with 3D-printed pieces that were designed by students, available for students to use
- Periodically displaying live-streamed wildlife cameras and holding low-stakes contests such as the Bald Eagle Pipping (Hatching) Pool and Namib Desert Wildlife List
- Updating and increasing signage to more clearly communicate Center policies

The Ackerman STEM Learning Center utilized feedback from student surveys and attendance data to improve service offerings:

- In response to a student-initiated request in Fall 2022, the offering of in-person computer science tutoring increased by 80% (25 person-hours/week in Fall 2022 and 45 person-hours/week in Spring 2024)
- Weekly review sessions for BIOL 150 were evaluated due to historic low attendance. In Spring 2023, the general BIOL 150 weekly review sessions were converted to targeted lecture exam preparation sessions and lab report workshops, resulting in higher average attendance (average of 0.36 students/session in Fall 2022 versus 5.33 students/session in Spring 2023). We are continuing with this model for these sessions, and attendance remains high and is increasing (average of 6.75 students/session in Fall 2023,)
- The weekly in-person chemistry group tutoring session day was switched from Friday (Fall 2022) to Wednesday (starting Spring 2023) due to an overall lower number of students on campus on Fridays. After this change, attendance increased (an average of 4.7 students/session for Chemistry Fridays in Fall 2022 versus an average of 6 students/session for Chemistry Wednesdays in Spring 2023). These sessions continue to be offered on Wednesdays and attendance of these remains high is increasing (an average of 8.7 students/session for Fall 2023,)
- The historic virtual MATH 181 weekly sessions were converted to in-person help sessions and expanded to also include MATH 165 and MATH 182.

Achievements: The Math Science Learning Center—TPSS

- The Math Science Learning Center (MSLC) continues to support student success despite being in a temporary small space in the Math Pavilion.

- Our calculator loan program provided over 300 calculators to students. With a combined effort from all three STEM centers and support from the Texas Instruments educational program, plus funds from Dean Sniezek, we added additional calculators to our collective inventories.
- American Chemical Society (ACS) review sessions for CHEM131 and CHEM132 were held in person and virtually in collaboration with Germantown staff.
- ATPA coaches held weekly in-person review sessions for Anatomy and Physiology.
- Many of our student assistants are academically successful, particularly Maulika Masson, recipient of 2024 All-USA Academic Team and the 2024 New Century Transfer Pathway Scholar from Maryland.

Achievements: Germantown STEM learning centers (MAPEL and SLC-GT)

- We collaborated with ATPA coaches, faculty, and staff members to facilitate exceptional student support.
- Calculators, anatomy models, slides and microscopes were made available for student use.
- Many students, including Early College students, were hired to provide peer tutoring and other student support, leading to increased confidence for all.
- Many workshops and review sessions were conducted to the benefit of many students.

Tutoring Usage: All STEM learning centers

Currently, all of the following learning options are offered by STEM learning centers in both virtual and in-person options:

- One-on-one tutoring
- Group tutoring
- Faculty-led recurring group review and help sessions for specific courses
- Faculty-led group workshops for specific course topics
- Faculty-led group open labs allowing access to hands-on resources
- Group study skills and time management workshops

Student Assistants

Having direct contact with their peers in the form of tutoring, general academic assistance, and social and emotional support, student assistants are inspirational role models to the student population. Many students who come to the centers for help with their coursework end up being hired as tutors themselves in subsequent semesters.

The advantages to students who work in the centers:

- Receive an introduction to the work force, often in their first job
- Develop and hone positive customer support skills
- Model successful academic skills for many students seeking assistance
- Strengthen their academic knowledge through tutoring

Students have credited working in the STEM learning centers to success in their career development:

- “Deciding to tutor at the Math and Science Learning Center was a significant turning point in my career. Assisting my peers with their academic challenges has been incredibly fulfilling and enjoyable.”
- “Working at the science learning center has transformed me, both as a tutor and as a person. Professionally, it has improved my capacity to effectively express complicated topics, adapt to different learning styles, and instill an enthusiasm for science in others. Personally, it has instilled a greater respect for the learning process, strengthened my comprehension of scientific ideas, and given a supportive network of like-minded individuals committed to intellectual growth. Overall, the experience has improved my life and increased my enthusiasm for learning and discovery.”
- “Explaining concepts is one of the best ways to gain mastery in a subject; being able to do so while working with my peers as a tutor has allowed me to further my own understanding of chemistry and biology and share my passion for science.”
- “Yes, I benefited from [tutoring] in several ways. First, it was really convenient to have a work schedule that fitted my class schedule. This also gave me the opportunity to spend less time commuting since, most of the time, I was able to work on days that I was already on campus. Also, tutoring helped me improve my math foundations and it has been really helpful for the higher level classes I'm taking now.”

The importance of Student Assistants engaged in peer-tutoring cannot be overstated; Montgomery College, the community and the student assistants' lives are enriched.

One-on-One Tutoring

Students receiving one-on-one tutoring support are more likely to return to the center. When students trust the center staff and tutors, they experience increased motivation, self-confidence, and self-efficacy, three factors that increase persistence and completion. In addition, noncognitive needs have been addressed, such as hunger, homelessness, family struggles, childcare issues, and lack of funds for basic living expenses. Individual and group tutoring can support the whole student, connecting students with resources and services at the college.

Group Tutoring

Small group tutoring is an effective way to serve multiple students working on the same topics at the same time. By grouping students, staff can serve multiple students with the same questions at once. The benefits of this strategy include the following:

- reduced need for repetition of information
- encouraging students to teach and learn from one another
- social network development

- interactive study skills

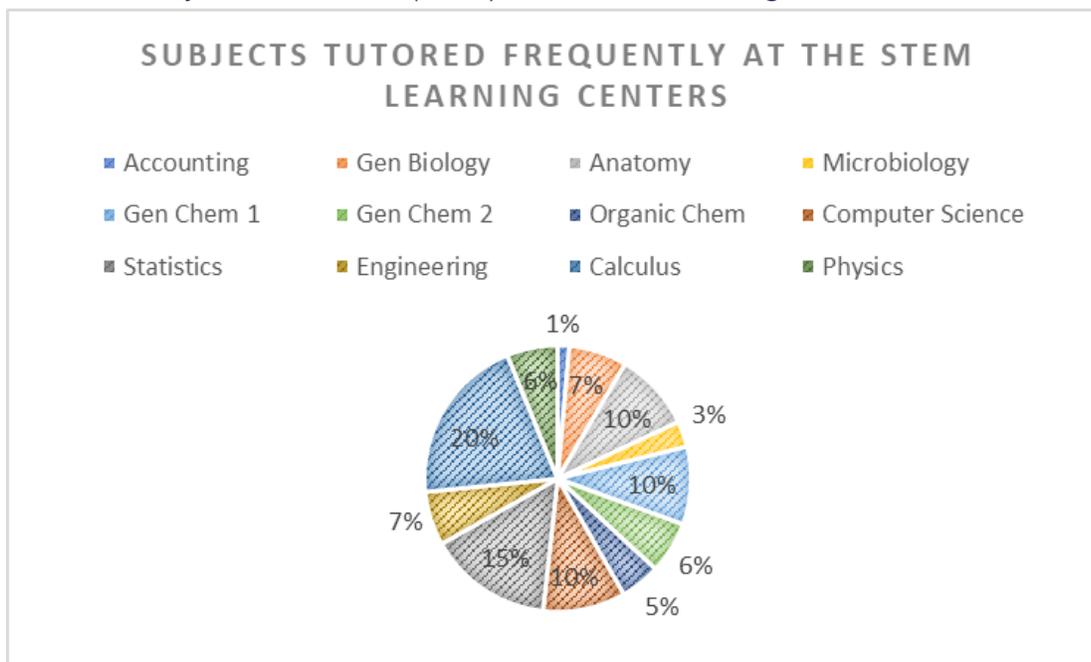
Once the students become engaged with the group, the tutor can focus on individuals who may need more one-on-one support. Small group tutoring is less frequent in the VSLC due to the logistics involved.

Table 3.9. Number of Virtual Tutoring Sessions by Semester	
Fall 2023	1,021
Spring 2024	737

Table 3.10. Comparison of In-Person Visits to STEM learning centers between Fall 2021 and Fall 2023		
	Fall 2021	Fall 2023
ALC	1,228	13,400
MSLC	742	2,365
MAPEL	228	1,726
SLC-GT	639	3,639
Total	2,837	18,130

The STEM learning centers are responsible for subject tutoring in many disciplines (see Chart 1), and therefore require significant tutoring personnel to accommodate students in all of these courses. Tutoring demand is highest for both math and chemistry, likely because of the high enrollment in these rigorous disciplines. The STEM learning center leadership use data about tutoring demand to make informed decisions regarding the allocation of tutor resources.

Chart 3.1: Subjects Tutored Frequently at the STEM Learning Centers in Fall 2023



Workshops and Orientations

The workshops provided by the STEM learning centers are an excellent way for students to receive help with a specific course topic, engage in peer-to-peer learning, or master a skill that can translate to any classroom and beyond. Workshops are offered either in person, online, or both. Often, the format allows for students to learn from both the facilitator and other students, potentially forming study groups and meeting others who are on similar educational pathways. Examples of workshops at the STEM learning centers include:

- Brain Training
- Time Management
- How to Study STEM Subjects
- Math for Science Students
- How to Write a Lab Report
- How to Use a Microscope
- The Dichotomous Key
- BIOL 150 lab report workshops

Orientations are important for introducing students to the locations of their campus' learning centers, describing the services they provide, and explaining how to utilize these services. Orientations occur when a staff member visits a classroom, a class visits a learning center, or a campus tour group visits a learning center.

Group Study Sessions and Exam Reviews

The STEM learning centers facilitate group study sessions by providing reservable group study rooms, group tutoring, and review sessions. Group study sessions also often occur spontaneously as students working on the same assignment or preparing for the same exam meet coincidentally at the learning center. In group tutoring sessions, which often occur weekly, students are grouped by course or topic to facilitate peer-to-peer learning. These regular-occurring group tutoring sessions include:

- Biology Tuesdays
- Chemistry Wednesdays
- Engineering Thursdays
- BIOL 212/213 Open Labs
- MATH 165, 181, and 182 Help Sessions
- MATH 150 Help Sessions
- Statistics (MATH 117 and BSAD 210) Help Sessions

Exam reviews are scheduled to prepare students for midterm or final exams, either on Zoom or in person, often with high attendance. Exam reviews are course or exam specific, and have included the following:

- BIOL 150 Lab Exam I and II Reviews
- BIOL 212, 213 Midterm and Final Exam Reviews
- CHEM 131, 132 ACS Reviews
- CHEM 203, 204 ACS + Final Exam Reviews
- CMSC 140 Final Exam Reviews
- CMSC 204 Final Exam Reviews
- CMSC 207 Final Exam Reviews
- MATH 117 (includes BSAD 210) Final Exam Reviews
- MATH 165 Final Exam Reviews
- MATH 181 Midterm and Final Exam Reviews

Table 3.12. Attendance at Review Sessions and Workshops Hosted by STEM Learning Centers (Fall 2023 and Spring 2024 Semesters)	
In Person	1,259
Online	846
Total	2,105

Resource Usage

- The centers have been able to fill all requests for calculators. The STEM centers each received an additional (20) TI-84's and (20) TI-30XS calculators from a purchase through Dean Sniezek's budget and an additional (26) TI-84's and (17) TI-30XS calculators donated from Texas Instruments' Technology Rewards Program.

- Study rooms are being utilized by faculty, ATPA coaches, learning assistants, and students.
- Computer labs are being used by students in the centers.
- Anatomy and physiology models are available in the Science Learning Centers on GT and TP/SS as well as the Ackerman STEM Learning Center.
- Microscopes and slides for various Biology courses are available.
- Print resources, such as textbooks and solutions manuals, are also available in the physical centers.

Student Feedback

Student feedback was collected through personal correspondence and the online Student Feedback Surveys conducted in the spring and fall semesters.

According to students (quotes are verbatim):

- *It is a great opportunity for students who do not have an available time for their professors' office hours*
- *The STEM center is a great place to get work done and to be productive. Also is a great meeting place when working on group assignments and projects.*
- *The tutoring helped me understand what I was struggling with for my calculus classes. I was at first afraid to go due to unfamiliarity with the Ackerman center but have found it easier and comforting the more I go to the Ackerman Center.*
- *They have the Anatomy model where we can go before the exams and reviews them. Which was very good for me to get ready for the exam.*
- *I did use the study rooms to meet with classmates and really enjoyed the facilities there.*
- *everything is great.*
- *I liked that Learning center offers support for difficult courses and provides a helpful study space for students to learn effectively.*
- *This is a great resource that I used often this semester for BIO 150. I contribute a lot of my success in the course to having this invaluable resource available. All of the tutors I have encountered were professional, kind, and most of all, very knowledgeable on the subjects I needed further help in. I will continue using this resource for as long as it is available to me throughout my academic journey at MC Rockville.*
- *I love it.*
- *I really enjoy the tutoring. It has been very helpful.*
- *We needed our great teacher/mentor Dr. Artenie.*

Professional Development

STEM learning center staff regularly participated in professional development when possible, given the demands for tutoring. Examples of professional development for the staff of the STEM learning centers include:

- APPEL Corps

- Antiracism Badge
- Safe Zone training
- De-escalation training
- Neurodiversity awareness
- Emergency response training
- Mental health and wellbeing
- Mental Health First Aid Training
- MC Learning Centers Staff Retreat
- Global Leadership
- Data Summit 2024
- NIST Intern Presentations
- Equality and Inclusion Antiracism Strategy
- Maryland College Learning Center Association Conference Committee
- Implicit Bias and Disability
- E-Textbooks – Find Alternatives from Licensed Library e-Books
- The Art of Mindfully Communicating about Race and Racism

Special Programs & Events

The STEM learning centers have participated in many programs/events that were conducted both remotely and on-campus, such as:

- Asian-Pacific Heritage Month Events
- PACEI Involvement and Events
- Compliance and Ethics Involvement and Events
- New Faculty Orientation
- New Faculty Conference
- Part-time Faculty Conference
- Student Employee Recognition and Appreciation
- Start-of-semester learning center information tables

Center Collaborations

- Fortnightly meetings with managers of all ten learning centers
- Weekly meetings with managers of all STEM learning centers
- Participation in semester orientation activities with Student Life
- Training and implementation of Accudemia software
- Offering space in study rooms for faculty to provide virtual office hours
- Providing space, support and collaboration with Achieving the Promise Academy coaches
- Offering support, tutoring and space to students in the Achieving Collegiate Excellence and Success (ACES)
- Offering support, tutoring, space and sometimes employment to students in the Early College program

- Serving on various committees and participating in presentations offered by the Office of Equity and Inclusion (OEI), Office of Compliance, Risk and Ethics (OCRE), and the President's Advisory Committee on Equity and Inclusion (PACEI)
- Coordinating activities and services with the Digital Learning Centers (DLC)
- Providing open computer labs at the MAPEL Center and the Ackerman Learning Center (ALC)
- Coordinating with various activities and responding to the needs and requests of our instructional deans, department chairs, lab coordinators, counselors, and advisors
- Providing embedded classroom support to targeted courses
- Participation and facilitation of college- and campus-wide events such as Global Connections, MC Asian Heritage Committee, and Takoma Park/Silver Spring International and Multicultural Student Center
- The STEM learning centers have proven to be effective learning spaces for ATPA Coaches and Learning Assistants, and we anticipate that our student tutors will continue to be recognized as potential Learning Assistants
- Ackerman STEM Learning Center developed Brain Training Workshops with the Rockville Biology Department
- Collaboration with the computer science department to develop experiential learning projects

The Virtual STEM Learning Center (VSLC)



Figure 3.1. VSLC Leadership
 Clockwise from top left: Dave Bergtold, MAPEL Center and Science Learning Center GT; David Burkart, Ackerman STEM Learning Center RV; Owen Powers, Science Learning Center and Math Learning Center TP/SS.

The VSLC has many faculty members, staff, and student workers who attend the three different campuses of Montgomery College. This one branch umbrella operation allows students to access STEM tutoring no matter where they are. At the beginning of each semester, all workers can create their scheduled hours and the courses in which they tutor. No matter which campus a student may attend, they always have the option of using the Virtual Stem Learning Center for academic support. In addition, the VSLC leadership team have regularly scheduled meetings to discuss concerns and issues and how we can better serve students. Fortnightly meetings are also held with the managers of the WRLCs and the ASC.

Update on 2024 Goals

The STEM learning centers have made progress in their 2024 goals to the extent possible with the available resources. Marketing efforts increased and some of the vacant positions were filled as quickly as they could be. However, resource limitations continue to be problematic, especially given the need to provide both online and on campus services.

2025 Goals

- The primary goal of the STEM learning centers has always been **to provide the best possible support for student success** within the constraints of resources available.
- Multiyear data indicate that **students who utilize the learning centers do better than students who do not**, suggesting the effectiveness of the learning centers, more might be done to improve how students can benefit from using the learning centers.
- Improved marketing, the use of social media, and more classroom orientations will provide **additional avenues of increasing utilization**.
- **Complete the hiring processes** for approved vacant positions and **advocate for additional permanent staff positions**.
- Reinforce working relationships with STEM department chairs and continue to forge new connections with faculty, staff, and students.
- Procure software that can manage loaned items such as calculators thereby providing a much needed to update to the current antiquated system.

Challenges and Resources Needed

MLC and SLC-TPSS Merge

When the Leggett Math and Science Learning Center (MSLC) opens in Fall 2024, the MLC and SLC will merge and there will be a need for additional staffing. We anticipate greater student volume due to the central location and expanded space. Having additional staff members (at minimum, a Master Tutor and an Instructional Associate) will help the MSLC be better equipped to handle the needs of students at Montgomery College. Alternatively, additional student assistants and faculty tutors will be required.

The calculator loan program has similar issues as the ALC calculator program has, see below.

Ackerman STEM Learning Center (ALC)

Additional permanent staffing in the form of another Instructional Associate position is needed because of the Center's large size of and high student traffic. Instructional Associates provide both in-person and virtual tutoring, and the current number of staff does not provide adequate in-person coverage during the ALC's operational hours. Also, one half-time administrative aide to assist staff tutors with some of their administrative duties would increase staff availability for student services, such as tutoring.

The ALC provides over 600 calculator loans (374 long-term and 240 short-term calculator loans for Spring 2024) to students each semester. This loan program is currently managed using an antiquated system involving paper forms and multiple spreadsheets, which slows down processes and can cause errors. Acquisition of a loan management system would streamline this process and minimize errors, making the experience more efficient for staff and better for students.

There are six group study rooms in the ALC. These group study rooms are adjacent to the main floor and tutoring area, have glass walls, and do not have ceilings. They do a poor job of retaining sound; as a result, noise created by groups using these rooms often interferes with individuals studying on the main floor, tutors working with students, and other groups in adjacent study rooms. Physical attributes to reduce volume, such as acoustic paneling hung above the rooms or sound-dampening curtains hung inside the rooms, are needed to mitigate this issue.

Many student schedules include both in-person and remote classes, often necessitating a location on campus to take these remote classes. The ALC needs a designated space for this, perhaps the installation of cubicles, since many students come here for this reason.

MAPEL Center and SLC-GT

- The SLC-GT has filled the two vacant Instructional Associate positions that emphasize the biological sciences. Additional permanent tutoring staff is needed to accommodate the requirement to manage in-person and virtual tutoring simultaneously.
- The MAPEL Center has moved to a larger space and needs to fill the two Instructional Associate positions earmarked to accompany that move to handle the expected influx of students. MAPEL currently only has two full time Instructional Associate positions for math, accounting, physics, engineering, and computer science tutoring in our 52+ hour week. Additional permanent tutoring

staff is needed to accommodate the requirement to manage in person and virtual tutoring simultaneously, especially with the creation of the Virtual College.

Challenges and Resources Needed: All Centers

The “Blueprint for Maryland’s Future: College and Career Readiness August 2022” impacts learning centers, as “Local Education Agencies and community colleges are responsible for providing an uncapped amount of dual enrollment courses at no cost to the student or the student’s family for those students deemed college and career ready.” Montgomery College Learning Center leadership has seen an increase in dual enrollment students. This demand highlights the need for more staff and expands the pool of potential student assistants.

Virtual Writing, Reading, and Language Center Introduction

The Virtual Writing, Reading, and Language Center (VWRLC) is a collaboration across all three WRLCS, with Dr. Elysse Meredith, Ms. Shaline Kirkland, and Dr. Lucy Grinnell serving as the leadership team. The VWRLC continues the mission of the WRLCs through an online format and has extended our reach to students who cannot easily come to campus for tutoring. Through the VWRLC on Accudemia, we offer virtual tutoring seven days a week both asynchronously (written feedback tutoring) and synchronously (Zoom tutoring). We also offer a limited number of appointments focused on speech coaching. Students log into Accudemia to choose their appointment modality and create appointments. Whereas the schedule is shared, managers continue to supervise faculty and staff tutors from their own campus. Staff also help to monitor appointments for their campus tutors. The VWRLC's policies and procedures are highlighted on the front page of the VRWLC on Accudemia, and students can email questions to the general learning center inbox.

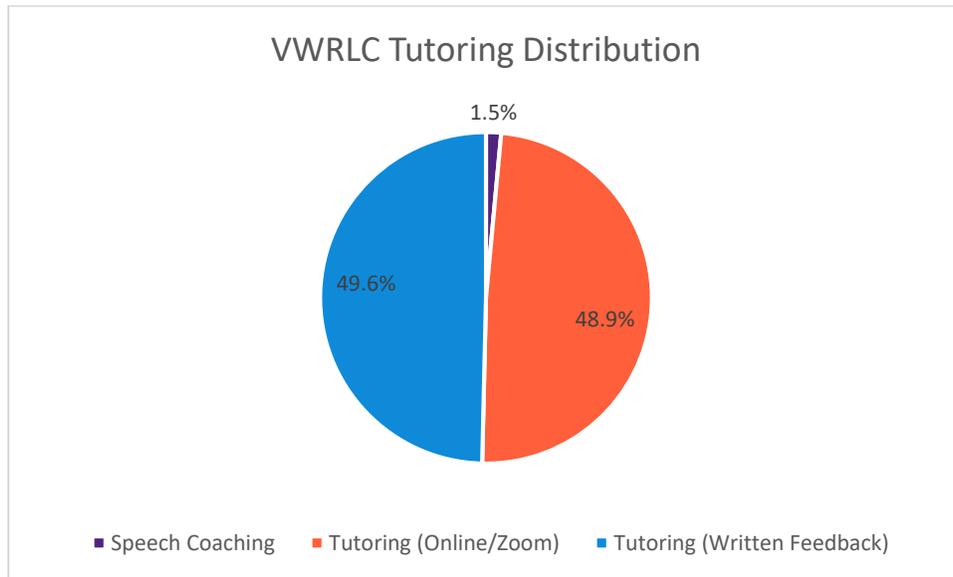
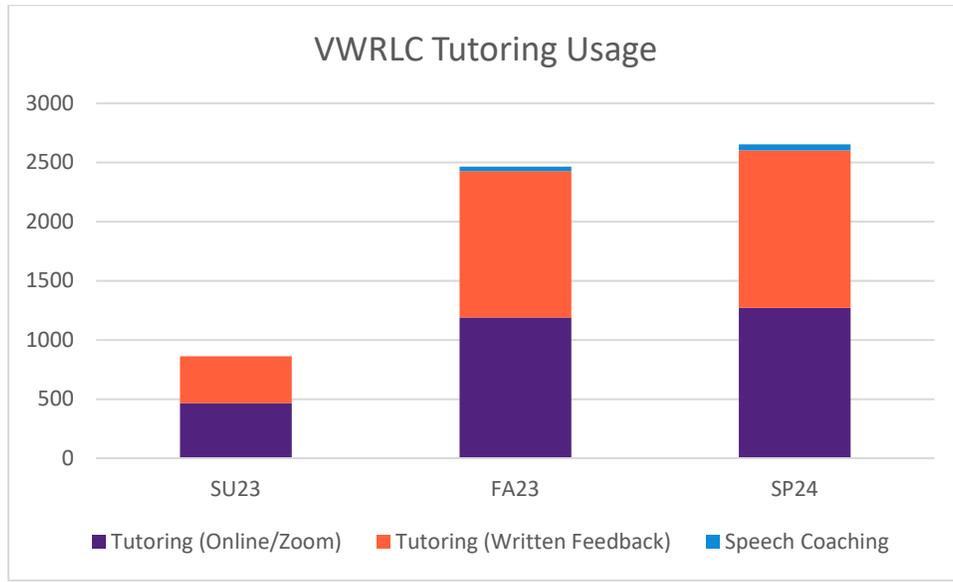
Hours

Virtual Hours AY24							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall/ Spring	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 4 p.m.	9 a.m.– 3 p.m.	10 a.m.– 4 p.m.
Summer	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 7 p.m.	9 a.m.– 1 p.m.	9 a.m.– 1 p.m.	1 p.m.– 4 p.m.

Center Highlights

Achievements & Tutoring Usage

- Successfully implemented a combined access point for virtual writing and reading tutoring for students at Montgomery College.
- 5982 tutoring appointments in AY24
- 2653 appointments in SP24 alone



Writing, Reading, and Language Center—Germantown

Introduction

The Germantown Campus Writing, Reading, and Language Center (WRLC-GT) is dedicated to helping our diverse student body succeed through one-on-one tutoring and instructional support. Our staff and faculty tutors foster strong relationships with students, creating a welcoming environment where students know they can ask for and receive help.

Location and Hours

WRLC-GT is located physically in Humanities Building 150 (HS150) on the Germantown campus. WRLC-GT staff also support VWRLC tutoring throughout the week as well as Saturdays and Sundays during the semester.

In-Person Hours AY24							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall/ Spring	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 4 p.m.	CLOSED	CLOSED
Summer	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	9 a.m.– 5 p.m.	CLOSED	CLOSED	CLOSED

Virtual Hours AY24							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall/ Spring	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 8 p.m.	9 a.m.– 4 p.m.	10 a.m.– 2 p.m.	10 a.m.– 2 p.m.
Summer	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 6 p.m.	9 a.m.– 12 p.m.	CLOSED	CLOSED

Center Highlights

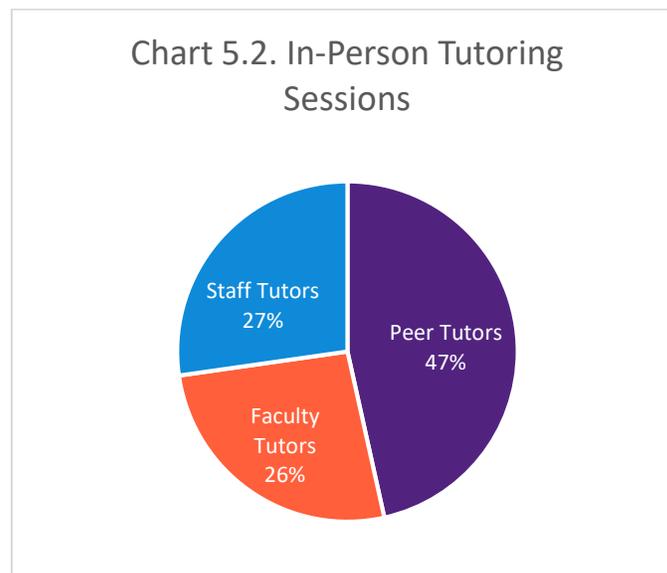
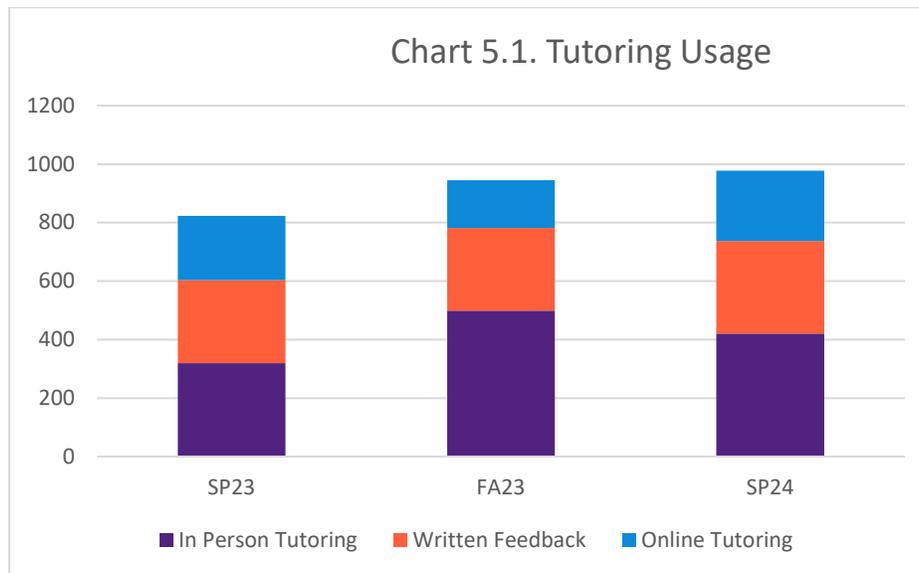
Achievements

- 2885 tutoring appointments held between SP23 and SP24
- In-person tutoring usage **increased 32%** between SP23 and SP24
- Successfully implemented a **peer tutor program**, which has trained eleven students to serve as tutors
- Converted computer lab into a **Hyflex lab**
- First center to **fully implement Accudemia scheduling system**
- Expanded **Speech Coaching** to virtual and in-person services

Tutoring Usage

- 2885 tutoring appointments held between SP23 and SP24, including 1285 in-person, 655 synchronous online, and 945 asynchronous online

- Peer tutors were responsible for 47% of in-person tutoring appointments between SP23 and SP24



Workshops and Orientations

- 36 workshops held (embedded and scheduled)
- 56 orientations held
- 1421 students reached through workshops and orientations
- Over 44 subject areas, specific programs, and credit- and non-credit courses reached, including Early College, ESL, ELAP, ENGL, IERW, COMM, STSU, BIOL, ANTH, LGST, CCSJ, and honors courses

Resource Usage

- 539 visits specifically for study space or computer usage in AY24
- 81 classes held in the hyflex lab in AY24, of which 8 were specifically to use hyflex equipment
- 739 students reached in AY24 through classes held in hyflex lab

Peer Tutor Program



Figure 5.1. Peer Tutors FA24.

L-R: Promise Johnson, Fatimatou Gueye, Sonu Mahat, Hope James, Alice Phann, Mimi Yu (Instructional Associate), Uzzam Tariq

In SP23, the Germantown WRLC piloted a peer tutor program, initially starting with four peer tutors hired as student assistants. As part of this transformative student experience, the peer tutors receive dedicated training and robust support that expands their educational opportunities through experiential learning. Now on its third cohort, the program has trained eleven students to be peer tutors.

To be hired, all peer tutors must have passed ENGL102¹ with an A or high B, and they must have a recommendation from someone who knows their writing ability. New peer tutors attend a two-to-three hour in-person training at the beginning of the semester to introduce them to tutoring concepts and techniques. At this training and in their first few weeks in the center, they engage in role-playing and shadowing activities to develop their skills. In addition, all peer tutors are required to attend monthly “Fireside Chats,” which are ongoing professional development opportunities that focus on different tutoring-related topics, such as advanced grammar concepts, developing their tutor identity, and mental health, disabilities, and neurodiversity.

Our peer tutors are a testament to the diversity of Montgomery College:

¹ Students who have only finished ENGL101 are eligible to be hired if they take ENGL102 during their first semester at WRLC-GT and pass with an A or high B. Peer tutors who have only completed ENGL101 are only allowed to tutor for ENGL101, IERW, ELAP, and non-credit ESL classes.

- Nearly all peer tutors have been multilingual, non-native English speakers, or heritage speakers of another language.
- Peer tutors have been Early College students, student parents, and international students.
- Peer tutors' majors have included biotechnology, engineering, computer science, cybersecurity, psychology, and more.

Our peer tutors gain professional experience beyond tutoring:

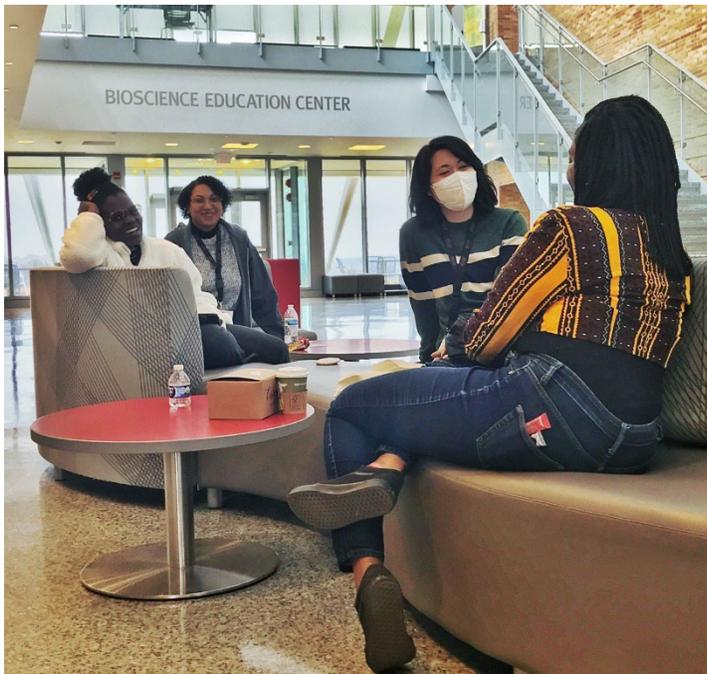


Figure 5.2. Peer tutors talk with WRLC-GT staff during a break at MDCLCA 2023.

- In SP23, the peer tutors assisted with running the Maryland College Learning Center Association's annual conference, held at the Germantown Campus.
- In March 2024, all peer tutors attended the Mid-Atlantic Writing Center Association Conference at George Mason University. Five of the peer tutors also gave their first conference presentation, entitled "Our Community, Our Voices: Tutoring in Diversity." Each tutor chose a different aspect of diversity that mattered to them and affected their tutoring, covering a wide range of topics such as age diversity, international status, their academic discipline, making assumptions, and imposter syndrome.

In addition, peer tutors expanded tutoring access to students:

- In SP23, four peer tutors saw 126 students, which was 40% of total in-person appointments.
- In FA23, six peer tutors (including two returning peer tutors) saw 233 students, which was 49% of total in-person appointments.
- In SP24, eight peer tutors (including five returning from FA23) saw 212 students, which was 52% of total in-person appointments.
- Available in-person appointments increased 55% between SP22 and SP24 thanks to the introduction of the peer tutor program.
- In-person peer tutor coverage allows faculty tutors to be reassigned to in-demand virtual tutoring services.

The peer tutor program also helps students persist:

- In SP23, two peer tutors successfully transferred to Universities at Shady Grove. The remaining two peer tutors continued at MC and were rehired for FA23.
- In FA23, one of the peer tutors graduated at the end of the semester, while five continued at MC and were rehired for SP24.
- In SP24, six of the peer tutors graduated with five transferring to various institutions, including UMD, USG, and UMBC. Two peer tutors plan to continue at MC and will be rehired for FA24.

When peer tutors graduate from MC, they meet with WRLC-GT manager Dr. Elysse Meredith to discuss their upcoming plans. If the student plans to transfer, Dr. Meredith connects them to colleagues in the learning centers at their transfer institution, with the hopes that they will develop connections and potentially have a job waiting for them the next semester.



Figure 5.3. Peer tutors attend MAWCA 2024.

L-R back row: Promise Johnson, Fatimatou Gueye, Erin Koranteng, Valerie Ralph-Opara, Firaol Nigus

L-R front row: Hope James, Alice Phann, Sonu Mahat

Professional Development

WRLC-GT employees participated in and contributed to professional development within and beyond the college:

- WRLC staff attended the **Mid-Atlantic Writing Center Association** (MAWCA) Conferences and the **Maryland College Learning Center Association** (MDCLCA) Conferences in both 2023 and 2024. (For peer tutor participation, see above).
- Elysse Meredith (Manager) served as **Vice President** (2022-2023) and **President** (2023-2024) of MDCLCA. She also served as **Vice Treasurer** (2022-2023) and **Treasurer** (2023-2024) of MAWCA. She also served as the Chair of Community Engagement and Events for the Montgomery College Rising Professionals Association (MCRPA) and the Vice Chair of the Academic Services Council.
- Elysse Meredith (Manager) presented at the **International College Learning Center Association** (ICLCA) 2023 Conference on “From the Ground Up: Developing a Peer Tutoring Program at a Two-Year College.”
- Elysse Meredith (Manager) presented at the **International Writing Center Association** (IWCA) 2023 Conference on “Writers and Wyverns: Table-Top Role-Playing Games For and About Writing Centers.”
- Mimi Yu (Instructional Associate) participated in the 29th Leadership Development Institute and received the Joyce Gray Memorial Award. The Joyce Gray Memorial Award recipient is chosen by cohort participants as the person who has distinguished themselves by enriching the class through their enthusiasm, commitment, and leadership style.
- Mimi Yu (Instructional Associate) attended the Confluence 2024 Conference at Montgomery College (Takoma Park/Silver Spring).

Equity and Inclusion

- In SU23, our computer lab was reconfigured into a **HyFlex classroom**. This reconfiguration increases opportunities for hybrid learning at the College while also creating a dynamic space that can be used for group study, quiet hours, social events, and more.
- In SP24, the peer tutors were surveyed as to what would make WRLC-GT a **more inclusive and inviting space**. Based on their feedback, several changes have already been made, including purchasing bean-bag chairs for studying, miniature whiteboards for tutoring, and plants for improved atmosphere, while additional changes are planned and underway.
- In SP24, WRLC leadership held a collegewide training on **supporting neurodivergent students** for WRLC staff and faculty tutors.
- **Fidget toys** are available at tutoring tables and throughout WRLC-GT to help all participants focus during sessions, promoting Universal Design by normalizing the needs of a neurodiverse population. Peer tutors helped select additional fidget toys to purchase in 2024.

Services and Resources

- **Tutoring** in writing and reading across the disciplines, available in-person and synchronously and asynchronously online, is provided by WRLC-GT staff, part-time and full-time faculty tutors, and peer tutors.
- **Workshops** on writing and reading topics are designed and led by center staff, which can be embedded into classes by faculty request both in person and virtually. Workshops last 30 to 60 minutes.
- **Orientations** to WRLC-GT tutoring services and language software are provided throughout the semester by staff. Orientations can be during a class or during outreach events.
- **Language learning software** required by English Language for Academic Purposes (ELAP) and language courses is supported by center staff.
- **Technical support** is provided by staff and student assistants to students, staff, and faculty. Support is available for Accudemia, Microsoft Office, ePortfolios (WordPress), and software required by English Language for Academic Purposes (ELAP).
- **Instructional handouts** curated or developed by center staff are available digitally and in person for free to students, tutors, and faculty.
- The **HyFlex lab** is available on campus for students to complete coursework and take online classes as well as study and socialize.

Center Collaborations

- **Accudemia:** In SP23, WRLC-GT was the first center to transition to and fully implement the new Accudemia scheduling service. Serving as a pilot for collegewide implementation, WRLC-GT staff assisted collegewide learning centers and ATPA in implementing Accudemia over SP24. Elysse Meredith (Manager) serves as the collegewide lead administrator for Accudemia.
- **East County Education Center:** Elysse Meredith (Manager) attended meetings for the construction of the ECEC learning center space and collaborated with Suzette Spencer (Director of Library and Information Services) on behalf of the learning center managers.
- **Southern Management Leadership Program:** WRLC-GT staff collaborated with SMLP to present a workshop on transfer essays.
- **Instagram:** WRLC-GT staff coordinate the shared Learning Centers Instagram, which now has over 400 followers!
- **ATPA:** WRLC-GT staff collaborated with ATPA on Accudemia implementation and multiple resource information sessions for students.
- **Leadership of ASC, STEM learning centers, Digital Learning Centers, medical learning support, and WRLCs** meet fortnightly to coordinate, collaborate, and

support across the cohort; Elysse Meredith (Manager) continued to serve as the meeting convener.

- **WRLC Managers** meet weekly to discuss and align services, initiatives, and collaborations.
- **Workshop Series:** WRLC-GT continues to participate in the joint workshop series with the ASC, all WRLCs, MC Library, the Digital Learning Center, and others.
- **Clarksburg, Northwest, and Damascus High Schools:** WRLC-GT staff continued to present a summer workshop on writing college application essays to rising juniors/seniors.
- **Counseling Faculty:** WRLC-GT staff continued to provide ePortfolio workshops for the Germantown campus and support in STSU classes.
- **ELAP:** WRLC-GT staff continue to support the implementation of MyEnglishLab and BlueCanoe software in ELAP classes, in conjunction with the other WRLCs. Elysse Meredith (Manager) manages the Pearson and BlueCanoe contracts on behalf of the ELAP department.

Update on 2022 Goals

- **Complete Accudemia implementation and transition**
 - In SP23, WRLC-GT was the first center to fully implement Accudemia for both in-person and virtual services. This was accomplished while also piloting the peer tutor program. After the successful implementation of Accudemia in SP23, WRLC-GT staff assisted in training their peers across the learning centers during SU23. Elysse Meredith (Manager) now also serves as the lead administrator for Accudemia and regularly collaborates with all learning centers, MC IT, and Accudemia to resolve issues and improve services.
- **Pilot peer tutoring program to simultaneously provide experiential learning opportunities to students and meet tutoring demand**
 - In SP23, WRLC-GT successfully piloted a peer tutor program, which has increased in-person tutoring availability by 55% while giving peer tutors an opportunity for experiential learning and deeper community involvement. To this date, all peer tutors have either persisted at Montgomery College or graduated with a credential.

2024 Goals

- Continue to **expand educational opportunities** and **transform student experiences** through the **peer tutoring program**.
- Continue to **enhance WRLC-GT physical space** and **invest in relationship-building** to cultivate a sense of belonging.

Challenges and Resources Needed

While WRLC-GT has not replaced the two Part-Time Casual Temp Instructional Associate positions and one Full-Time Temp-With-Benefits Instructional Associate position lost in FY20, the implementation of the peer tutor program has alleviated much of the strain on in-person tutoring services, especially during critical hours and evenings. Continuing the peer tutor program is vital to maintaining current levels of access. Despite this, some coverage issues remain, especially in the evenings and when exacerbated by unforeseen circumstances. Because staffing is at minimal levels, particularly regarding tutoring staff, even slight disruptions such as staff illness or vacant positions can have significant effects on operational hours. In particular, the upcoming retirement of the full-time Instructional Assistant is predicted to affect service capacity until the position is filled. In addition, the peer tutor program is roughly at capacity for current staff's supervisory capabilities.

Ideally, an additional Instructional Associate (full-time preferable, part-time at minimum) would be available to assist in additional coverage and support of the peer tutor program. However, as long as we remain at current staffing with all positions filled, current levels of access will continue, though coverage issues will also remain. In order to continue best serving MC students, WRLC-GT will continue to explore creative ways to fulfill tutoring demand and meet student needs in 2024.

Writing, Reading, and Language Center—Rockville

Introduction



The Writing, Reading, and Language Center in Rockville (WRLC-RV) provides accessible and inclusive academic support to all Montgomery College students to grow self-efficacy. In-person and virtually, the WRLC-RV offers tutoring sessions to all students for a broad range of writing/reading assignments, from academic essays to lab reports, scholarship

applications, creative projects, to annotated bibliographies. Plus, we cultivate a writing community through workshops, orientations, special events, affinity-focused writing groups, and the writing Studio. The WRLC-RV computer lab (MT 020) offers a welcoming space and assistance for students to access instructional software, complete language lab hours, and receive World Languages tutoring.

Location and Hours

The WRLC-RV is the only MC learning center with two locations: Humanities 002 and Macklin Tower 020. The Humanities location offers one-on-one tutoring, The Studio, and writing/reading workshops. The Macklin Tower location offers a computer lab and world language tutoring. Below are the hours of operations during regular time:

Operational Hours				
	Monday - Thursday	Friday	Saturday	Sunday
Fall/Spring	9 a.m. - 7 p.m.	9 a.m. - 4 p.m.	11 a.m. - 3 p.m.	1 p.m. - 4 p.m.
Summer	9 a.m. - 7 p.m.	9 a.m. - 1 p.m.	CLOSED	1 p.m. - 4 p.m.

In-Person Hours		
	Monday - Thursday	Friday
Fall/Spring	9:00 a.m. - 7:00 p.m.	9:00 a.m. - 4:00 p.m.
Summer	10:00 a.m. - 6:00 p.m.	CLOSED

Center Highlights

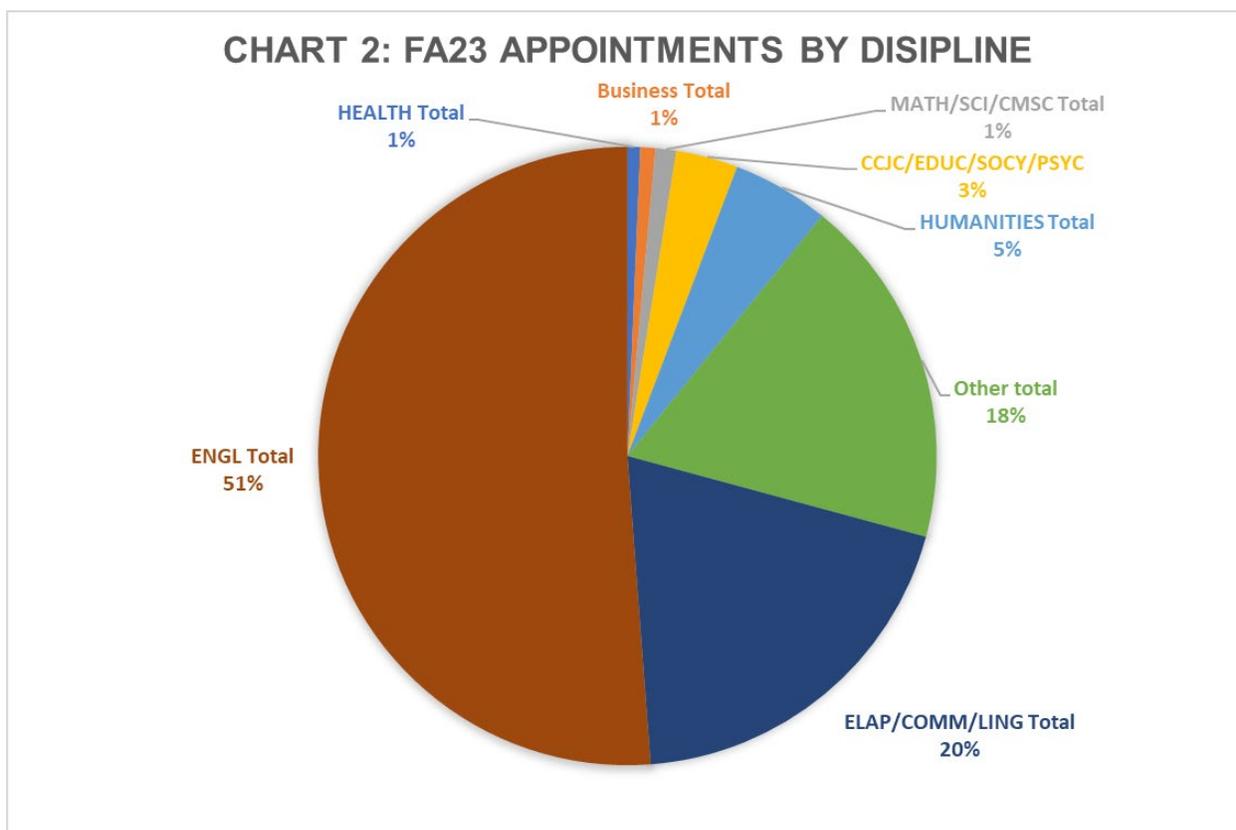
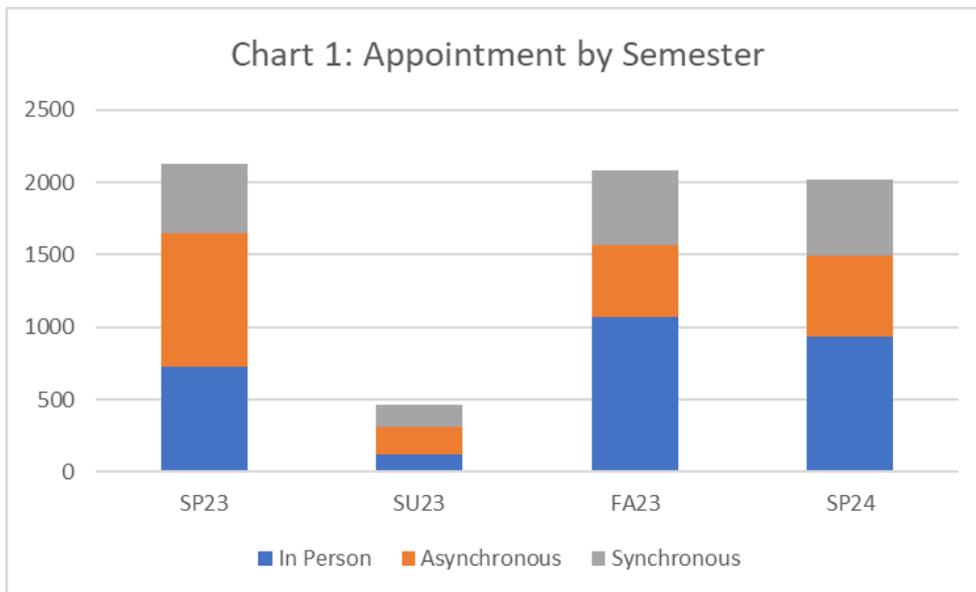
Achievements

- **2,847 in-person** tutoring sessions.
- There was an increase in the number of students using the Studio (HU 002) and independent study space (MT 020), with **1,427** students using these spaces between Spring 2023 and Spring 2024.
- We continue to closely align with the MC strategic goal of creating and nurturing a sense of belonging and community by transforming and repurposing part of the Macklin Tower space into a **Cozy Lounge** for studying. We have also utilized this area to provide an alternative study space for student athletes through collaborations with the Athletic Department, Rockville.
- We have incorporated **English and Spanish language signs** and posters to guide and motivate student users. We also offer **multilingual tutoring** sessions to students upon need and request, particularly in Spanish and Mandarin Chinese.
- Affinity-focused writing groups for student success had **174** student contacts in 2023.

Tutoring Usage

	Written Feedback (asynchronous)	Online/Zoom (synchronous)	In-Person (walk-in and appt.)	Totals
Spring 2023	924 (43%)	483 (23%)	724 (34%)	2131 (100%)
Summer 2023	190 (41%)	152 (33%)	122 (26%)	464 (100%)
Fall 2023	501 (24%)	512 (25%)	1067 (51%)	2080 (100%)
Winter 2024*	2 (100%)	0	0	2 (100%)
Spring 2024	522 (27%)	476 (25%)	934 (48%)	1932 (100%)

*Winter virtual tutoring was offered on a limited basis during the first two weeks of January.



In effort to meet students “when and where they are,” the WRLCs offer writing and reading tutoring seven days a week. The WRLC-RV offers in-person tutoring Monday-Friday during the fall and spring semesters and Monday-Thursday during the summer sessions. The majority of in-person tutoring is walk-in based and does not require an

appointment. We also offer a small number of in-person appointments with our instructional associates.

In Spring 2023, we began to switchover from using WCOOnline to Accudemia, fully transitioning to Accudemia in Summer 2023. Student usage and demand for in-person tutoring has continued to increase since the pandemic. We had **509 more** in-person tutoring appointments in 2023 than in 2022 and our utilization of in-person and virtual tutoring was at or above capacity almost the entire fall semester.

The WRLC-RV also houses World Languages tutoring, and Jin Khademi coordinates with faculty tutors to oversee both virtual and in-person tutoring. Students from these classes also use our in-person language learning lab software.

Workshops and Orientations

	Spring 2023	Summer 2023	Fall 2023	Winter 2024	Spring 2024
Class Visit/Orientation	815	344	2586	0	1277
Computer Lab	336	88	792	0	834
Studio/Independent Study	274	15	615	0	415
ASL/World Languages	345	0	121	0	109

- We offered **111** class orientations. Many other students access our video orientation, which is sent out to faculty each semester and explains how to use our services. Each semester, we also have many classes utilize our computer classroom for general instruction.
- We offered 14 workshops on writing skills, including **Fixing Run-On Sentences Workshop** (Spring 2024), a new addition offered by a faculty tutor. It addressed a common syntax issue among students and was well-attended.

Student Feedback

- One student stated, "The Studio is a vital and safe place to engage students' minds, bodies, and spirits."
- For the LGBTQ+ literature writing group, one student stated in response to what they enjoyed about the group, "Talking with everyone- this was such a cool experience! I loved getting to know everyone!"
- For the Latinx/Hispanic literature writing group, one student stated in response to what they enjoyed about the group, "Speaking and sharing my thoughts with people of similar backgrounds. I loved hearing the different experiences and how everyone related to the book to some extent."
- One student responded to our Fall 2023 tutoring survey stating, "Good help on revising my essay. Great input and friendly." Another responded, "This was my

first time at the WRLC and it was beyond helpful and a great learning experience.” Yet another wrote, “I think the Writing and Reading center is very helpful for students. All the tutors are nice and prepared.”



Professional Development

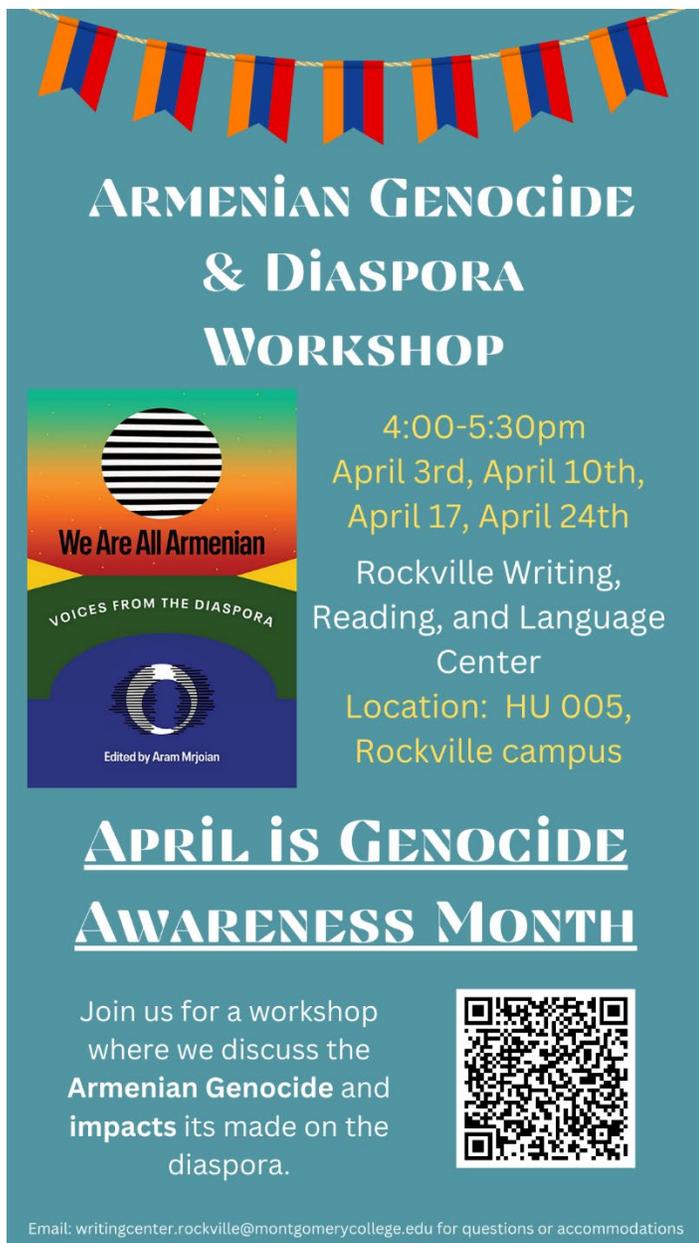
- Via Innovative Educators, staff completed micro-credentialing as follows: Dr. Xianghui Xing, “Tutoring Center Administration;” Janice DuFour, “Building a Student-Centered Culture;” Tina Togafau, “Fostering A Culturally Responsive Campus Through Diversity, Equity & Inclusion;” Dr. Lucy Grinnell, Karyn Brown, and Jin Khademi, “Recognizing & Supporting Mental Health Issues on Campus;” Luis Mata Portillo, “Empowering Orientation Leaders;” and Lucy Grinnell, “Understanding Mental Health Diagnoses.”
- Anthony Nguyen, Instructional Assistant, served on Rockville Campus Council in AY 24 and will continue his term. In Fall 2023, Nguyen also founded and became an advisor for two student-led clubs: **MC Vietnamese Student Association** and **MC Flag-Football Club**, which were acknowledged by the Office of Student Life for impressive membership and involvement in campus activities.
- Dr. Lucy Grinnell serves as the staff advisor for the **Pride Plus Student Club** and served on the Strategic Planning Refresh Committee in Spring 2023.
- Dr. Xianghui Xing, Instructional Associate, completed the ELITE cohort training “Supervisor Fundamentals” in Spring 2023.
- Luis Mata Portillo, Instructional Assistant, completed training in **YuJa** cloud platforms and applications.
- Dr. Lucy Grinnell was on **professional development leave** in Spring 2024 semester, during which time she earned her **M.Ed. degree in Higher Education** at Penn State, conducted research on LGBTQ+ student success, and drafted an

article for publication. During that time, Dr. Xianghui Xing served as acting manager.

- Jin Khademi, Assistant Manager, continues to pursue her **M.Ed. in Distance Learning and E-Learning** at UMGC.
- Tina Togafau, Instructional Associate, is a **PhD candidate** at the University of Hawaii in Creative Writing. Tina's most recent **publication**, "Bowl of Stars," can be found in the anthology *An Ocean of Wonder: The Fantastic in the Pacific*. As of March 2024, they have successfully defended their prospectus for their creative dissertation, *Current Time*.
- Karyn Zaayenga, Instructional Associate, serves as the Vice President of the **AFSCME Local 2380**, the collegewide staff union.
- Janice DuFour, Instructional Assistant, served as secretary of **APPEL Corps** for AY24.
- Dr. Lucy Grinnell presented as part of the panel "I'm with the Banned:" Building Campus Reading Outside the Classroom" at the **Two-Year College English Association Northeast Conference** in Fall 2023.
- Jin Khademi attended the **National Learning Center Association Conference** and Dr. Lucy Grinnell and Dr. Xianghui Xing attended the **International Writing Center Association Conference** in Fall 2023. In Spring 2023, Janice Dufour, Jin Khademi, Anthony Nguyen, and Luis Mata Portillo attended the **Maryland Learning Center Association Conference** and Dr. Lucy Grinnell attended the **Mid-Atlantic Writing Centers Association Conference**.
- WRLC-RV staff served on seven different **search committees** collegewide.

Equity and Inclusion

- We continued to offer **affinity-focused writing groups**, though less frequently than before because of a change in grant funding. In 2023, Dr. Emma Muñoz (faculty tutor) offered a Latinx/Hispanic literature writing group three times, which was primarily conducted in Spanish. Dr. Lucy Grinnell also facilitated an affinity-focused writing group on LGBTQ+ literature twice in 2023, the first time with a co-facilitator from the WRLC-GT. Furthermore, inspired by the other groups, one of our student workers led a writing group on diasporic Armenian identity and literature in Spring 2023. In Fall 2023, Dr. Emma Muñoz and Dr. Lucy Grinnell again facilitated affinity-focused writing groups focused on Latinx/Hispanic and LGBTQ+ literature, with the participation in the LGBTQ+ focused group increasing beyond expectation. We plan to offer these groups and others again in the 2024-5 academic year.
- We continue to offer **multilingual tutoring and help** with quick questions upon request and as resources are available.
- All full-time staff have completed **Safe Zone training**.
- We continued to create monthly displays for heritage months and LGBTQ+ pride month.
- Dr. Lucy Grinnell continues to serve on PACEI.



**ARMENIAN GENOCIDE
& DIASPORA
WORKSHOP**



4:00-5:30pm
April 3rd, April 10th,
April 17, April 24th

Rockville Writing,
Reading, and Language
Center

Location: HU 005,
Rockville campus

**APRIL IS GENOCIDE
AWARENESS MONTH**

Join us for a workshop
where we discuss the
Armenian Genocide and
impacts its made on the
diaspora.



Email: writingcenter.rockville@montgomerycollege.edu for questions or accommodations

Special Programs & Events

- **The Studio** –Throughout 2023 and in Spring 2024, led by Karyn Brown, the Studio, (HU 007) continued its mission to **promote belonging as a supportive and creative place** for students to write, read, think, and talk about writing. Various de-stressing tools such as fidget toys, Play-Doh, and coloring books have been added along with snacks. Nurturing relationships have developed between students and staff through the Studio, and the Creative Writing club used the Studio for their meetings in the fall semester.
- Faculty tutor, Diana Martin, offered a **Watercolor and Writing Workshop** in Fall 2023 where students learned basic watercolor skills and practiced writing.

Services and Resources

- **Technical Support and Quick Questions:** All of our staff, and particularly our

instructional assistants, provide technical support for Accudemia, including monitoring and tracking appointments, answering questions from students, and faculty.

- We are also continually working to update student resources on our webpage. This year we have added videos of some of our workshops and plan to add more in the coming year.

Center Collaborations

- Jin Khademi and Lucy Grinnell offered workshops on Accudemia at the **Part-Time Faculty Conferences** in Spring 2023, Fall 2023, and Spring 2024.

- Jin Khademi helped the **American Sign Language** coordinator with Accudemia by creating their schedules, offering technical assistance when needed, and providing helpful Accudemia handouts to the faculty tutors.
- We have provided a study space for student athletes through collaborations with the **Athletics Department**, Rockville.
- Karyn Zaayenga supported the **Digital Storytelling** interns in Spring and Fall 2023 by tutoring them in the beginning stages of their story development and modeling tutoring techniques for the interns to use when students came to them.

Update on 2023-2024 Goals

The WRLC-RV's major goals and objectives are to improve the quality of writing and increase student success by:

- **Supporting student writers across the curriculum**
 - We began implementation of Accudemia software in Spring 2023, fully implementing it in Summer Session I. The goal of this software is to increase student access to our services and decrease barriers.
 - In 2023-2024, we continued offering both in-person and virtual tutoring options for students. In Spring 2023, we resumed in-person tutoring that is primarily walk-in based. We continue to offer primarily walk-in based in person tutoring services.
 - We are planning to provide a quick question desk for Spanish once the renovation of our space is completed.
- **Encouraging and facilitating a culture of writing on campus**
 - We continued to offer access to writing support and activities via our Studio.
 - With the continued support of an Innovation Fund grant, we continued to offer our affinity-focused writing groups in Spring 2023. In Fall 2023, no longer having the grant, we also offered two writing groups, providing students a small tuition credit provided from English and Reading.
 - Due to the lift of implementing and training staff and tutors on Accudemia and the manager being on professional leave in Spring 2024, we have not yet piloted a peer tutoring initiative. We are planning to do so in Spring 2025.
- **Creating a writing center that is radically inclusive, stands for social justice, and serves as a hub of intellectual engagement**
 - Via our Blackboard community, we continued tutor and staff professional development on social justice topics. In Spring 2024, we also provided training for faculty tutors and staff on supporting neurodiverse learners. All full-time staff have also completed the Safe Zone training.

- We created a display in celebration of Banned Books Month and created displays in celebration of heritage months and for National Poetry Month.
- We continued to provide visuals (displays, posters, etc.) in the center as well as on Instagram that promote social justice and create a welcoming atmosphere. We added more signs with encouraging messages in Spanish.
- In collaboration with the other WRLCs, we created a poster/pronoun campaign to increase awareness of pronoun usage and destigmatize the use of they/them as a singular pronoun. However, unfortunately, Accudemia does not permit students or tutors to easily share their pronouns as WOnline did. There have also been issues with Accudemia not populating students' registered chosen names. This issue must be addressed by IT in order to ensure an inclusive and welcoming space online for all students.
- **Collaborating with faculty and administration to decrease the College's DFW rate and improve student learning outcomes**
 - In line with the English and Reading program's focus on Reading, we continued developing materials and resources focused on reading skills.
 - Dr. Lucy Grinnell, continued her work on the PACEI Goal one Committee on Student Equity, which is tasked with monitoring college-wide work to improve persistence, retention, and completion/graduation/transfer of all students, particularly African American male and Latinx students.

2024-2025 Goals

The WRLC-RV's major goals and objectives are to improve the quality of writing and increase student success by:

- **Supporting student writers and language learners across the college**
 - In Academic Year 2025, we will continue offering both in-person and virtual tutoring and workshop options for students, credit and non-credit.
 - In effort to expand our multilingual services, we are planning to provide a quick question desk for Spanish once the renovation of our space is completed.
- **Encouraging and facilitating a culture of writing on campus**
 - We will continue to offer access to writing support and activities via our Studio.
 - As resources allow, we will continue to offer 1-2 affinity-focused and social-justice oriented writing groups per semester.
 - Utilizing our student aid budget, we plan to pilot a peer tutoring initiative in Spring 2025.

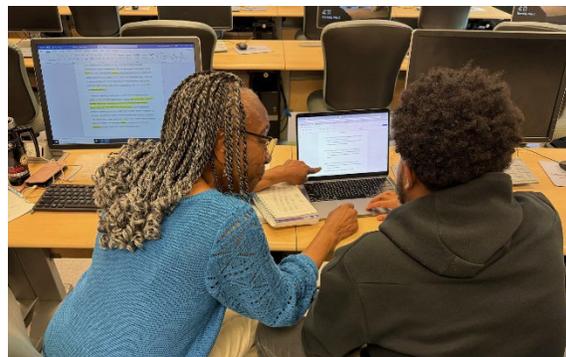
- **Creating a writing center that is radically inclusive, stands for social justice, and serves as a hub of intellectual engagement**
 - Via our Blackboard community, we will continue tutor and staff professional development on topics related to writing centers, inclusivity, and diversity. We will also encourage all faculty tutors to take the Safe Zone training.
 - We will continue to create displays in celebration of heritage months and banned books month.
 - We will continue to provide multilingual visuals (displays, posters, etc.) in the center as well as on Instagram that promote social justice and create a welcoming atmosphere, especially through our Cozy Lounge and Studio.
- **Collaborating with other areas of the College and community to decrease the College's DFW rate and improve student learning outcomes.**
 - In collaboration with the other learning centers and the ATPA, we will use data from Accudemia to harness areas of opportunity for increasing equitable outcomes for all students.
 - We will continue to provide a study space for student athletes through collaborations with the **Athletics Department**, Rockville.
 - Dr. Lucy Grinnell will continue her work on the PACEI Goal one Committee on Student Equity.

Challenges and Resources Needed

In order to maintain effective operations and continue to support student success, the WRLC-RV will need the same level of regular operational budget and CAPDI ESH as we have received this fiscal year. To launch a peer tutoring initiative, we will need to continue to receive the same financial support for student workers as we have in the past.

Writing, Reading, and Language Center and Academic Success Center—Takoma Park/Silver Spring Introduction

The Writing, Reading, and Language Center (WRLC) and the Academic Success Center (ASC), Takoma Park/Silver Spring campus, serve as a resource to students, faculty, and staff. The WRLC-TPSS provides tutoring and academic resources to students in all classes that require reading, writing, speech, pronunciation in American English, and world languages. The ASC provides content tutoring and academic



resources to students enrolled in economics, psychology, sociology, anthropology, international relations, and world languages. Since 2020, the WRLC-TPSS/ASC have been operating jointly. Together, these two centers provide an integrated service that helps students learn how to approach assignments and gain the skills needed to meet the academic requirements of their courses. Services provided include one-on-one and group tutoring, world languages review sessions, specialized workshops, orientations, and access to our computer lab and instructional technology. In addition, the WRLC-TPSS/ASC provides a year-round food pantry for students who are experiencing food insecurity.

Location and Hours

The WRLC-TPSS/ASC is located in Commons Building (CM) 110. The WRLC-TPSS/ASC provides virtual tutoring for students seven days a week. In addition, while under joint operations, the WRLC-TPSS/ASC has been able to provide students with multi-disciplinary tutoring sessions.

Operational Hours							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fall 2023 In Person	9 a.m. – 7 p.m.	9 a.m. – 4:30 p.m.	CLOSED	CLOSED			
Fall 2023 Virtual	9 a.m. – 8 p.m.	9a.m. – 8 p.m.	9a.m. – 8 p.m.	9a.m. – 8p.m.	9a.m. – 4:30p.m.	9a.m. – 3p.m.	1p.m. – 4.p.m.

Center Highlights

Achievements

The WRLC-TPSS/ASC has continued its joint operations and reached a wide range of students through in-person and virtual services. Through this partnership, the WRLC-TPSS/ASC has been able to consistently provide online and in-person tutoring, virtual

workshops, language support, and access to a computer lab and food pantry. Students were able to:

- make tutoring appointments through a cloud-based, college-wide appointment system (Accudemia),
- receive tutoring services in multiple modalities,
- receive speech tutoring/coaching for students across disciplines, and
- utilize tutoring services seven days a week, including evenings and weekends.

In addition, new workshops were developed and delivered across disciplines, including specialized workshops for the study abroad program, ECON 201 and 202, BIOL 150, and Digital Storytelling.

Tutoring also increased during this time:

- 400 additional tutoring sessions conducted between Spring 2023 (1,509) to Spring 2024 (1,961), and increase of approximately 30%.
- 305 in-person tutoring sessions were conducted in Spring 2023 and 868 in Spring 2024. This is an increase of 184.5%. (Note: During Spring 2024, the WRLC-TPSS was able to fill the long-vacant positions of one full-time and one part-time Instructional Associate, which opened more tutoring sessions and provided more access for students.)

Tutoring Usage

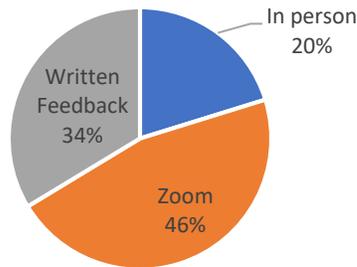
- A total of 5,579 tutoring sessions conducted from Spring 2023 through Spring 2024.
- Approximately 251,055 minutes spent tutoring
- 100% utilization for one-third of the Spring 2024 semester
- A total of 105 speech coaching sessions conducted synchronously and in-person between Summer I 2023 and Spring 2024
- The number of in-person tutoring sessions in Spring 2022 was 202; in Spring 2023, 305; and in Spring 2024, 868, for an overall increase of 329.7%.



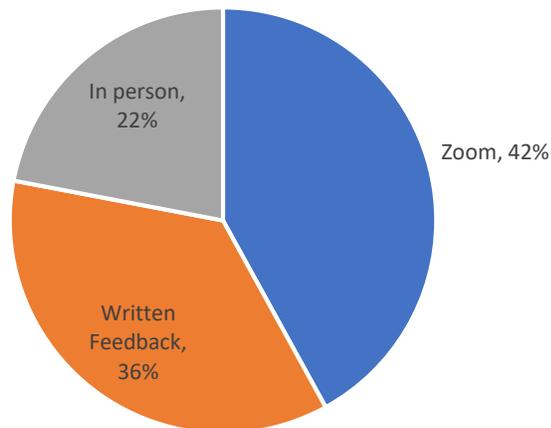
WRLC-TPSS/ASC Tutoring Sessions: Summer 2023 through Spring 2024				
Summer 2023	Fall 2023	Winter 2024	Spring 2024	TOTAL
564	1514	31	1961	4070

Spring 2023 WRLC-TPSS Tutoring Data: 1,509 Total Tutoring Sessions*

*During Spring 2023, the WRLC was still using WOnline to schedule tutoring appointments. Therefore, our data solely reflect the tutoring appointments made with the WRLC-TPSS during that pe



WRLC-TPSS / ASC Modality Breakdown Summer 2023 - Spring 2024



Workshops and Orientations

- One project that grew out of collaboration with the other WRLCs and the ASC is the **virtual workshop series**. This virtual service has resulted in each center being able to deliver a proportionate number of workshops while reaching a wider audience without duplicating efforts across centers. From Spring 2023 through Spring 2024, **57 workshops** were delivered, and **351 students were served**.
- Professors may request **orientations** during which entire classes are introduced to the WRLC-TPSS/ASC to learn about tutoring policies and other services. Orientations are offered both in person and virtually at the professor's request. In

courses that require the use of specific instructional software, students are enrolled in and shown how to navigate that software during orientations. **78 orientations** were delivered in 2023: 31 in the spring, 6 in the summer, and 41 in the fall. In Spring 2024, 28 orientations were delivered. Faculty also have the option of embedding our orientation materials into their Blackboard courses and/or syllabi.

Group Study Sessions and Exam Reviews

- At the close of each semester, the WRLC-TPSS/ASC provided exam review sessions for students enrolled in Spanish 101 and French 101. The review sessions were offered in-person and virtually to all students enrolled in the language courses.

Resource Usage

Technical support: The WRLC-TPSS/ASC provides technical support seven days a week for students and faculty through our virtual mailbox (wrlc.tpss.general@montgomerycollege.edu). In addition to the WRLC-TPSS mailbox, the WRLC-TPSS/ASC collaborated with the other learning centers to create a monthly schedule that allows each learning center to monitor a general mailbox during a specific month (learningcenters@montgomerycollege.edu). Beginning in Spring 2024, the WRLC-TPSS/ASC took the lead in providing technical support to the other learning centers and monitoring all inquiries over the weekends. As a joint operation, the WRLC-TPSS/ASC provided individual training and supplemental instruction to fellow managers and staff on how to manage the learning center mailbox. The WRLC-TPSS/ASC responded to a total of 384 inquiries from the learning center mailbox in Spring 2024.

- **Accudemia support:** As the learning centers transitioned to Accudemia, the WRLC-TPSS/ASC developed instructional handouts and videos for students, staff and faculty on how to make appointments, create profiles, and generate reports. The WRLC-TPSS/ASC also offered a training workshop for faculty tutors in Fall 2023, and provides ongoing weekly help sessions for faculty tutors who have questions or need technical support with Accudemia.
- **Computer labs:** The current WRLC-TPSS/ASC computer lab (CM 110) was recently updated to incorporate HyFlex technology, which integrates online synchronous and asynchronous learning and provides a flexible learning space to speakers of other languages. There are a total of 26 computers in the computer lab; all are equipped with headphones, web cameras, and the Microsoft Office suite, and provide access to the internet and cloud-based instructional software.

Student Feedback

- Since in-person tutoring has fully resumed, the WRLC-TPSS/ASC conducted surveys to assess student experiences with in-person tutoring. The WRLC-TPSS/ASC administered surveys to students directly after they used our in-person services. Based on the questionnaire, students frequently reported that

they improved in organization (16) and content (9), with other responses mentioning grammar (7), research strategies (4), and style (3). There were also 43 mentions of positive feedback about tutors, with students most frequently stating that tutors were helpful (12) and easy to understand (5).

Professional Development

- WRLC-TPSS/ASC staff are committed to staying up-to-date with their professional development. In Fall 2023 and Spring 2024, staff attended and/or participated in the following professional development opportunities.
 - Success at the Inclusion by Design Summit: Navigating the Future of Inclusive Education
 - James River Writers Conference
 - The Washington Writers Conference
 - MC Confluence Conference: Culture-Crossing Contact Zones: Translation in the Globalized World
 - The Mid-Atlantic Writing Center Association Conference: People Power: Community & Care in the Contemporary Writing Center
 - MC Safe Zone Training
 - MC Emergency Preparedness Training
 - Writing Effective Recommendation Letters through MC ELITE
 - MCRPA Retreat: Community, Collaboration, Compassion, Celebration
 - YuJa Training/Open ILab
 - Online Writing Center Association Virtual Conference: The Vital Writing Center: Evolution and Endurance
 - Angelbeat Technology Seminar
 - Washington D.C. Area Teachers of English Speakers
 - Open Door Leadership Coaching through MC ELITE

Equity and Inclusion

- **Universal Design:** The WRLC-TPSS enhanced its commitment to all students, including those with visual impairments, learning disabilities, various types of neurodivergence, and limited English proficiency. This commitment involved coordination with professors and DSS to ensure all requirements were met and arranging accommodations for students when appropriate. Staff attended several workshops that included promoting inclusion, mental health, and social justice. In an effort to provide inclusivity for all, the WRLC-TPSS/ASC posted important contact information for students in need of mental health support, which includes resources specific to the LGBTQ+ community.
- **Accessibility:** The WRLC-TPSS/ASC continued to offer asynchronous and synchronous tutoring as well as in-person tutoring services to make sure that all students were provided with tutoring support in a variety of modalities. To ensure accessibility, the WRLC-TPSS/ASC provided 103 tutoring sessions to support the needs of DSS students. Specifically, the WRLC-TPSS/ASC provided accessible

materials and resources to assist students with writing, reading and comprehension through in-person and synchronous tutoring sessions.

Special Programs & Events

- **Referral Program:** Referrals allow students to work with a specific tutor weekly. Professors refer students enrolled in ELAW, ELAI, ELAS, and IERW courses. Because referral placement is dependent on tutor availability, referral requests from other disciplines are considered on a semester-by-semester basis. In Spring 2024, the English Department also requested referral tutoring for PACE students. The WRLC-TPSS was able to provide one-on-one in-person weekly tutoring for sessions for these students. From Spring 2023 through Spring 2024, 66% of referral **students** received a grade of A, B, or C. See Table # A: Referrals by Semester.

Semester	Requested	Matched with Tutor	ABC	DFWI	Dropped referral tutoring
Spring 2023	7	7	4	3	0
Summer 2023	6	6	4	2	0
Fall 2023	11	11	8	1	2
Spring 2024	12	11	6	5	0
TOTAL	36	35	22	11	2

Services and Resources

- Tutoring in person and virtually for all classes that require writing, reading, speech, and pronunciation in American English and world languages, as well as content tutoring in the areas of economics, psychology, sociology, anthropology, international relations, and world languages.
- Referrals for students to work at a scheduled time with a specific tutor throughout the entire semester (selected courses only).
- Workshops on writing, reading, grammar, study skills, and speech.
- Instructional handouts on topics related to reading, writing, grammar, study skills and Accudemia.
- Technical support for tutoring and language learning software.

Center Collaborations

- **Digital Storytelling:** Since 2019, the WRLC-TPSS has fostered a productive partnership with the Digital Storytelling Internship program. Recognizing the increasing popularity of Digital Storytelling, many professors have integrated it into their curriculum, resulting in an expansion of our services to include speech coaching. The WRLC-TPSS conducted specialized tutorials for these courses

while extending support into classrooms. In addition, the WRLC-TPSS has offered guidance not only on script improvement and story recording but also speech coaching to refine pronunciation and performance. This comprehensive engagement has not only boosted our tutoring numbers but also forged meaningful connections with a wider student base.

- **African American Male Writing Group:** In Spring 2023, the WRLC-TPSS partnered with the Presidential Scholars Program to conduct a writing group that provided African American males a platform to voice their challenges and triumphs through discussion and writing. The group discussion centered around a specific work of literature that inspired thoughtful conversation about relevant topics faced by the African American community.
- **Study Abroad Workshop:** In an effort to increase our collaboration with other programs, the WRLC-TPSS prepared a presentation and recorded an informational video for the Study Abroad Program on how to structure an outline for a research project. The presentation included identifying what an outline is, how an outline fits within the process of a research project, and the main purpose and components of an outline.
- **Time Management Workshop:** The WRLC-TPSS prepared and presented a workshop on time management to one section of ECON 201 and one section of ECON 202. This workshop included discussions about identifying time-wasters, understanding procrastination, and tips for saving time. It also provided guidance on setting up a calendar/time-management system. In addition, students were given take-home resources to help with planning in the future.
- **BIOL 150 Workshop:** In an effort to connect with the wider campus community, the WRLC-TPSS paired with the library to present a lab report workshop for BIOL 150 students, which combined writing skills needed for lab reports with research tips from the library.
- **Student Affairs:** The WRLC-TPSS engaged students at campus fairs and first-day welcome tables that introduced a wide range of students to center staff and services.

Update on 2022 Goals

Collaborations

- Continued collaboration across learning centers through workshops, retreats, resources, and Accudemia training, scheduling and maintenance.
- Increased collaborations with other departments (see Center Collaborations).
- Dual enrollment
- Virtual campus

2024 Goals

- **Increase collaborations with the following programs/departments:**

- Nursing Department
- Digital Storytelling
- ELAP program
- WDCE
- Study Abroad
- Library
- Disability Support Services

Challenges and Resources Needed

- With the opening of the East County Educational Center, the WRLC-TPSS provided support (tutors, student workers, and supplies) to the East County Learning Center (ECLC) which made it difficult for the WRLC-TPSS/ASC to provide adequate evening coverage. Moving forward, if the ECLC does not manage to receive a budget, the WRLC-TPSS's ESH and other budgets will need to be increased.
- The role of the WRLC-TPSS manager involves strategic planning, project development and management, keeping up with and implementing best tutoring practices, and working with staff and faculty tutors to ensure the successful implementation of the Center's efforts. It also involves overseeing the weekly scheduling of five staff tutors and up to 17 faculty tutors, as well as the ESH, supplies, and student assistant budgets. Currently, the WRLC-TPSS operates with one manager and one part-time administrative aide. To free up the manager's time for programmatic work:
 - For the short term: Expand the part-time admin aide position to 40 hours/week (at least from September 2024 through May 2025).
 - For the long term: Hire a full-time assistant manager.



Conclusion and Looking Ahead to Report 2025

Montgomery College Learning Centers have led the college in helping students strive, thrive and succeed through our College strategic goals: access, completion, and post-completion success. These past 18 months, we have engaged students in our Welcoming Spaces campaign and emerging partnerships across the college. Adhering to best practices, we are focusing on the following: innovation, social capital, agency, respect, space, mutual benefit, stakeholder engagement, and transformational partnerships (Hallman, 2022). We continue to see centers innovating, meeting students where they are, and guiding students to “cultivate a love of learning” and “help students seek a fulfilling life” (Eggenschwiler, 2019).

As we look back, we cannot help but be inspired by what we have accomplished, and we are determined to continue on behalf of our students. Guided by our commitment to our community and scholarship, we heed these words: “Higher education’s future lies in the exercise of the human imagination...The historical imagination, the kind of thinking that lets us grasp other places and times, as well as the sort that suggests lessons for the present and future, is essential” (Alexander, 2020, p. 238-239). As we reflect on what is now in place—welcoming spaces and new partnerships— we look forward to “peer(ing) over the horizon” (p. 240). We envision centers that enhance access and belonging, create supportive spaces that honor and serve students, and help them achieve their college and career goals.

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