

MONTGOMERY COLLEGE GOVERNANCE
Academic Services Council Meeting Minutes

Wednesday, April 15, 2026
 10:00 AM– 12:00 PM via Zoom

Committee Members:	<i>Present:</i> Angela Nissing, Tracey Bodo, Michelle Chan (by proxy-Yvonne Hu-Cotto), Rebecca Thomas, Patricia Maloney, Verhonda Sercey, Transcie Almonte-Sabio, Chingling Liu, Leah Scharlott <i>Absent:</i> Deborah Stuart, Hanan Mohamed
Academic Services Council Liaison:	Dr. Deidre Price, Senior Vice President for Academic Affairs/College Provost (by proxy-Dr. Shinta Hernandez, Dean for MC Online and Academic Support)
Invited Guests:	Daniel Umana, Manager of the Digital Learning Center RV Javon Inman, Manager of the Digital Learning Center TPSS Patricia Maloney, Manager of Grants and Sponsored Programs
Meeting Attendees:	Tanya Camp, Alton Henley, Cassandra Carter, Richard Forrest, Fizie Haleem, Amanda Farahati, Vassia Stoilov, Amir Khademi, Charles James, Janice Du Four, Deborah Chen, Josephine Trawick, Hoa Nguyen, Soheila Ebrahimian

Call to Order

Chair Angela Nissing called the meeting to order at 10:02 AM.

Approval of Minutes

- March 11th meeting minutes were reviewed and approved as written.
 - Motion to approve by Patricia Maloney. Seconded by Transcie Almonte-Sabio.

Constituent Concerns – Dr. Angela Nissing, *Academic Services Council Chair*

- None.

Digital Learning Centers Presentation - Daniel Umana (RV) and Javon Inman (TPSS), *Managers of the Digital Learning Centers (DLC)*

- Provided an overview of the [DLC](#) and its supports and services, including:
 - The Center’s mission and core values
 - resources and services for students, such as workstations, printing, laptop loans
 - one-on-one virtual and in-person support with technology tools
 - digital skills workshops

- A.I. literacy [micro-credential badge](#) and Digital Fluency micro-credential badge (forthcoming) for MC students
- Academic Master Plan 3.3B project, “A.L.I.G.N.”, which provides guidelines on A.I. usage in the classroom
- Question: How are faculty made aware of the DLC programs and services?
 - Answer: flyers and social media; for students, it is primarily word-of-mouth.
- Question: Are WDCE students eligible for the micro-credentials?
 - Answer: Yes, since WDCE students are MC students.
- Question: How have students responded to the DLC’s work on AI?
 - Answer: Students’ engagement in recent workshops revealed that many lacked knowledge of how to use AI interactively (e.g., generate quizzes to study, break down readings into smaller chunks), reflecting the importance of why students must develop AI literacy in order to explore, be curious, and make informed decisions about using gen-AI tools.
- Action Item for faculty: Provide feedback on the A.L.I.G.N. document (see attached).

Academic Affairs Update – Dr. Shinta Hernandez, *Dean for MC Online and Academic Support*

- Provided updates on Academic Affairs initiatives, including:
 - Academic Master Plan (AMP) year one updates
 - Leads/Goals
 - Goal 1 (Akima Rogers): Serve all students through academic advising
 - Goal 2 (Dr. Elizabeth Benton): Design programs and pathways to meet student’s needs
 - Goal 3 (Dr. Shinta Hernandez): Lead learning through student-centered teaching
 - Goal 4 (Dr. Angela Rhoe): Prepare student for life beyond MC
 - Timeline
 - Fall 2025: Launch of AMP
 - December 2025: Midterm Assessment and Updates
 - April 2026: Final Report Due; AA and SA Deans AMP Mapping Retreat
 - May 2026 (tentative): Closeout Work
 - Goal 3 in detail
 - Strategies
 - High-impact teaching approaches (e.g., experiential learning, civic engagement, etc.)
 - Repository of collection of information
 - Faculty professional development

- Future-ready credentials
- Select recommendations
 - Clear definitions (e.g., of experiential learning, interdisciplinary connections, etc.)
 - Tracking system/dashboard
 - Continuous feedback
 - Intentional collaboration: External & internal
 - Professional development
 - Showcases of variety of work (recognize and celebrate high-impact work)
- Learning Commons: Reimagined
 - Learning Centers:
 - 12 physical locations + virtual
 - Discipline-based tutoring + workshops
 - Technology lending (calculators & laptops)
 - Study space + computer labs
 - Achieving the Promise Academy (ATPA)
 - Academic success coaching: 1:1 coaching to support students' academic, personal, and career growth
 - Drop-in academic coaching (available virtually year-round)
 - Enhanced student academic network: Program-based activities/events and new peer educator model
 - Objective is to have holistic infrastructure of academic support services; Multilingual support + Academic Advising = Increased access to services for students
 - MC CARES (coordinated care) network pilot launched fall 2025 still ongoing; focus for spring 2026 is on training for program advisors and success coaches
 - Coming soon: ATPA Peer Educator Model
 - Design and discovery phase through summer/fall 2026
 - Training based on College Reading and Learning Association (CRLA) and international standards
 - Learning Commons usage:
 - x>10,000 tutoring & coaching sessions
 - x>51,000 student visits to LC physical locations
 - x>1,300 workshop attendees

- Next phase: continuous monitoring of usage in Starfish to assess impact on retention, completion and success

Grants and Sponsored Programs Presentation – Dr. Patricia Maloney, *Manager for Grants and Sponsored Programs*

- The Office of Grants and Sponsored Programs (OGSP) is within the Division of Advancement and Community Engagement and works with all divisions of the college.
- Dr. Maloney presented on the function of public grants at MC, including the purpose, advantages, and components of grants; pros and cons of grants; funding sources; grant process; and OGSP services. Copy of presentation attached.

Chair's Report – Dr. Angela Nissing, *Academic Services Council Chair* & Dr. Tracey Bodo, *Academic Services Council Vice Chair*

- Dr. Bodo (Dr. Nissing's proxy at last College Council meeting) presented college-wide information for council members to share with constituents, including upcoming college-wide events and Title II compliance deadline (April 24). Presentation attached.
- Dr. Nissing shared the President's Report. Copy of report attached.

Old Business – Tracey Bodo, *Academic Services Council Vice Chair*

- Still pending: previous concern regarding inability to view course modality on students' non-official transcripts still in process of being resolved

Announcements, Updates, Closing Remarks - Dr. Angela Nissing, *Academic Services Council Chair*

- Dr. Nissing reminded council members to provide suggestions for May meeting guest speakers
- Next ASC meeting is May 6, 2026

Adjournment

- Without objection, the ASC chair adjourned the meeting at 11:45 am.
 - Motion to approve by Leah Scharlott. Seconded by Transcie Almonte-Sabio.

Respectfully submitted by
Michelle Chan, Academic Services Council Secretary

Montgomery College AI Levels Framework Draft

AI Levels for Instructional Guidance & Navigation (ALIGN)



0	1	2	3	4	5
No AI Use	Limited AI (Editing)	Brainstorming	Collaborative Creation	Advanced Integration	Innovation and Exploration
All work done independently	AI for grammar and edits	AI for ideas and outlines	AI helps with parts of work	AI for complex tasks	AI is central to assignment

Guide for Faculty

What is this?

ALIGN is an **assignment-level framework** that helps you clearly communicate **if, how, and why** students may use generative AI on a specific assignment.

This is **not a mandate** and **not a ranking system**. It is a shared language to support clarity, academic integrity, and student learning.

What ALIGN is (and Is Not)

<p>They are:</p> <ul style="list-style-type: none"> • Assignment-focused, not course-wide by default • Flexible and faculty-driven • Designed to protect learning outcomes • Aligned with MC's values of equity, access, and integrity 	<p>They are not:</p> <ul style="list-style-type: none"> • A requirement to use AI • A progression toward “more AI” • A replacement for your judgment • A surveillance or detection system
---	--

The Six ALIGN Levels at a Glance

Level 0 – No Generative AI

Students complete all work independently.

Assistive tools for accessibility are always allowed.

Level 1 – Limited AI (Editing Only)

AI may be used after drafting for grammar, clarity, or organization.

Students briefly disclose use.

Level 2 – Brainstorming & Planning

AI may support idea generation or outlining.

Final work is student-created. Students explain how AI influenced planning.

Level 3 – Collaborative Creation

AI may help generate or revise parts of the work.

Students must show review, revision, and judgment, and cite AI use.

Level 4 – Advanced Integration

AI supports complex tasks (synthesis, simulations, project planning).

Students document decisions and evaluate accuracy, bias, and ethics.

Level 5 – Innovation & Exploration

AI is central to the assignment (discipline-specific or workforce-aligned).

Students provide full process documentation and ethical reflection.

(more detailed level breakdown at the end of this document)

Key Principles Across All Levels

- **Faculty autonomy:** You choose the level that fits your learning goals.
- **Transparency:** When AI is allowed, students disclose how they used it.
- **Human oversight:** AI supports learning but does not replace student thinking or faculty evaluation.
- **Equity & access:** Avoid requiring paid tools or disadvantaging students with limited access.
- **Academic integrity:** Undisclosed or prohibited AI use is treated like any other integrity issue.

What Is “Visible Student Thinking”?

When AI is allowed, students show their thinking and decisions, not just a polished product.

Examples:

- **Level 1:** One-sentence disclosure
- **Level 2:** Short reflection or bullet points
- **Level 3+:** Prompt excerpts, comparisons, annotations, or process notes

The goal is learning and clarity, not policing.

How to Use the Levels

1. Identify the core learning outcome of the assignment.
2. Decide whether AI would support or undermine that outcome. If AI supports the outcome, define how AI would support it.
3. Choose the AI Level that best matches that role.
4. Clearly state the Level and expectations in the assignment instructions.

You may assign different Levels to different parts and/or steps of the same assignment.

What's Next

- Faculty feedback will continue to shape the framework.
- CTL, Digital Learning Centers, MC Library will provide:
 - Sample assignments
 - Syllabus language
 - Faculty and student support resources

Bottom line:

The AI Levels are a tool to help you teach with clarity, protect learning, and reduce confusion for students; without telling you how to teach.

Deeper Dive

Detailed breakdown of AI's role, student actions, and faculty actions across all six ALIGN levels.

Level	AI's Role <i>How can AI be used at this level?</i>	What Students Do <i>What actions can students take at this level.</i>	What Faculty Do <i>What actions can/should faculty take at this level.</i>
Level 0 No Generative AI	AI tools are not used to generate or revise content. Assistive AI (screen readers, captioning, translation, DSS-approved tools) remains permitted.	<ul style="list-style-type: none"> • Complete all planning, research, writing, and creation independently, without generative AI. • Use only DSS-approved assistive technologies, if applicable. 	<ul style="list-style-type: none"> • Design assignments that can be completed without generative AI. • Explain why AI is restricted (for example, foundational skill-building, assessment of unaided writing or problem-solving). • Clarify that assistive tools for accessibility remain permitted.
Level 1 Limited AI Use (Proofreading, Grammar, Organization)	AI acts as a reviewer or editor for limited mechanical tasks. AI does not add/alter student thinking.	<ul style="list-style-type: none"> • Create an original draft before using AI. • Use AI only for grammar, minor clarity edits, or organization (for example, paragraph order). • Briefly disclose that AI was used and for what purpose (visible thinking at Level 1). • Remain responsible for checking meaning and accuracy after edits. 	<ul style="list-style-type: none"> • Allow limited AI use for surface-level revision (for example, proofreading, formatting suggestions). • Clarify boundaries (what is “too much” AI rewriting). • Emphasize that students must review, correct, and approve any AI suggestions. • Provide simple disclosure expectations (for example, one sentence at the end of the assignment).

Level	AI's Role <i>How can AI be used at this level?</i>	What Students Do <i>What actions can students take at this level.</i>	What Faculty Do <i>What actions can/should faculty take at this level.</i>
Level 2 Idea Development and Brainstorming	AI serves as a thought partner for planning and conceptualization.	<ul style="list-style-type: none"> • Use AI to brainstorm ideas, generate possible topics, or outline key points. • Write and analyze the final work independently. • Provide a short reflection or bullet points explaining how AI shaped their ideas and what they changed (visible thinking). • Evaluate whether AI suggestions align with assignment goals and course content. 	<ul style="list-style-type: none"> • Design assignments that require students to show their planning, such as outlines, concept maps, or planning notes. • Encourage students to compare their own ideas with AI suggestions. • Provide prompts or questions that help students evaluate AI outputs for relevance and quality. • Make expectations for reflection and visible thinking explicit in the instructions.
Level 3 Collaborative Creation (Student + AI)	AI acts as a co-creator for portions of text, data, code, or visuals, with clear human control and oversight as determined with consultation with instructor.	<ul style="list-style-type: none"> • Use AI for specific portions of the assignment (for example, model paragraphs, draft code, data visualizations) while maintaining their own voice and judgment. • Keep track of key prompts and revisions, or provide comparison notes between AI output and their final work. • Demonstrate visible thinking by showing how they modified, reorganized, or built on AI outputs. • Cite AI use and explain how they ensure accuracy and integrity. 	<ul style="list-style-type: none"> • Teach students how to critically evaluate AI outputs for accuracy, bias, and appropriateness. • Require students to submit evidence of visible thinking (for example, side-by-side drafts, prompt excerpts, annotated AI outputs). • Design rubrics that reward reflection, editing, and understanding, not just polished final products. • Clarify which parts may involve AI and which must be fully student-generated.

Level	AI's Role <i>How can AI be used at this level?</i>	What Students Do <i>What actions can students take at this level.</i>	What Faculty Do <i>What actions can/should faculty take at this level.</i>
Level 4 Advanced Integration and Management	AI functions as a manager or collaborator across multiple tools or modalities to support complex tasks.	<ul style="list-style-type: none"> • Use AI to coordinate or synthesize across tasks (for example, summarizing multiple sources, drafting project plans, simulating scenarios). • Systematically evaluate AI outputs for accuracy, bias, ethical implications, and alignment with assignment goals. • Provide visible thinking through structured reflections, logs, or process documents (for example, “What AI did vs. what I did vs. what I changed.”). • Address issues of equity and access explicitly when choosing tools and workflows. 	<ul style="list-style-type: none"> • Provide structured opportunities for multimodal or project-based use of AI. • Guide students to evaluate AI outputs for accuracy, bias, and ethics as part of the assignment. • Make expectations for equity explicit (for example, recommending free or institutionally provided tools). • Include criteria for visible thinking and decision-making in the rubric (not just final products).
Level 5 AI Innovation and Exploration	AI is an engine for innovation, research, or creative exploration, often connected to workforce or discipline-specific applications.	<ul style="list-style-type: none"> • Design or experiment with new AI applications, workflows, or creative uses beyond typical classroom tasks. • Use AI across the full workflow (idea generation, drafting, testing, revising) while maintaining strong, documented human oversight. • Provide robust visible thinking: prompt logs, design rationales, comparisons across tools, ethical analysis, and self-assessment of learning. • Critically examine the ethical, social, and disciplinary impacts of their AI use. 	<ul style="list-style-type: none"> • Facilitate advanced, exploratory, and discipline-specific AI use (for example, simulations, data analysis, creative design, or workplace scenarios). • Emphasize evaluation of reflection, critical analysis, and innovation, not just polish or complexity. • Help students connect AI use to professional and workforce contexts, including ethical and equity implications. • Require clear documentation of process, tool selection, and visible student thinking as core parts of assessment.

Assignment Checklist

Tool to help faculty determine what level is appropriate for their current assignment.

ALIGN Assignment Level Checklist

Feedback & Questions

Please reach out to Daniel.Umana@MontgomeryCollege.edu with any feedback, or questions.

Grants 101: Some Things You Need to Know about Outside Funding to Get Support for Your Ideas

Patricia Maloney, Ph.D., CRA
Academic Services Council

Grant Funding Overview

- Purpose and Advantages of Grants (What is a grant?)
- Pros and Cons of Grants
- Funding Sources
- OGSP Services
- Who are you?

Quick Overview

- We focus on PUBLIC funding (\$14-20M/year)
- Grants at MC (“tell your dean, VP, and the grants office”)
- Grant-funded roles (PI, PD, and other words)
- Grants are a team activity
- Grant elements (narrative, budget, and other pieces)
- Grants have their own language and rules

Quick Definition

- What is a grant (and other animals)?
- What are my chances?
- How do I start?

Purpose and Advantages of Grants

- Advance equity and innovation
- Provide opportunities to develop research and practice
- Deepen overall skills
- Support the MC mission and vision—but these are NOT operating dollars

2

4/15/2026 Academic Services Council



Pros and Cons of Grants

- Additional support for activities
- Learning curve (consider starting small)
- Can be time-consuming
- Funding landscape is dynamic

3

4/15/2026 Academic Services Council



Funding Sources

- Internal (MC's Innovation Grant program)
- Philanthropic/Corporate (foundations, companies, individuals)
- Disciplinary Awards
- **Government (federal, state, and municipal)**
- Starting with an Innovation Grant is great

6

4/15/2026 Academic Services Council



Where's the Money?

- Federal support: www.grants.gov
- State sources
www.grants.Maryland.gov

7

4/15/2026 Academic Services Council



How Do I Start?

- Polish your funding idea
- **Tell your dean and VP**
- Contact the manager of grants and sponsored programs for your area
 - Dr. Patricia Maloney, mostly STEM (NSF, DOE, DOD, NIH) till 4/24
 - Ms. Tanya Camp, arts and humanities, education (non-STEM), WDCE, (DOL, DOEd, NEH, DHS)

What's in a grant?

- “The proposal”—the project description, narrative, or similar name depending on agency. Your story demonstrates why your idea should be funded.
- The budget—always done with close oversight and development of the manager of grants and sponsored programs.
- Other requirements for public funding, including CVs, possible training, and other items

Some Basic Rules

- Read the funding announcement—and keep reading it.
- Don't get started on planning for grant funding without telling your **DEAN** first. Dean must clear with VP.
- Nearly all grants have deadlines. One month is too late to start. Three months is ideal.
- After you talk to your dean and VP, call one of us at the “Grants Office.”

Grants are a Team Effort at MC: Working with PIs

We train and prepare new and experienced Principal Investigators, including introduction to the funding lifecycle, preparation checklist, pre-submission contact with funding staff, and management of proposal submission team, and ensure compliance with funder guidelines.

Note: **You cannot submit a proposal.** That is done by the College, through our office.

Reminder: Identifying Funding and Ideas

Review opportunities (via grants.gov) and prepare brief abstract.

Faculty should **review with dean who presents information to the VP**, and contact Office of Grants and Sponsored Programs.

We ensure that proposal meets internal and funder standards, develop proposal team, develop and receives approval for budget, collects signatures, track funder review process, and ensures compliance.

Learn by Doing

Become a peer reviewer!

Federal and state agency programs often request peer reviewers and subject matter experts to review proposals.

A growing number of MC faculty and staff have been peer reviewers in the last several years. *Note: you cannot review in programs where your institution is a current applicant.*

Grants Team: Contact Us

Dotty Waters, M.A., CFRA, CRA. Director, Office of Grants and Sponsored Programs. dotty.waters@montgomerycollege.edu. 7-3170.

Patricia Maloney, Ph.D., CRA/ Manager of Grants and Sponsored Programs. patricia.maloney@montgomerycollege.edu. 7-4028.

Tanya Camp. M.A., PMP. Grants Manager.
tanya.camp@montgomerycollege.edu. 7-9038

Office of Grants and Sponsored Programs Website:

<https://www.montgomerycollege.edu/offices/advancement-and-community-engagement/grants.html>



CHAIR'S REPORT

DR. PAUL MILLER, COLLEGE COUNCIL CHAIR

April 14, 2026

COLLEGE COUNCIL THEME 2025-2026

*Leading Through
Participation:
Inclusive, Intentional,
and Impactful
Governance*



REMINDER TO SUBMIT FEEDBACK ON P&P ITEMS

42005: STUDENT TRAVEL

Public comments will be
accepted until

April 29, 2026

Comments can be submitted on the Policy and Procedures Website



MEMORANDUM

To: Montgomery College Employees and Contractors

From: Krista Leitch Walker, Vice President/Chief Human Resources Officer
Susan V. Watson, Chief Compliance, Risk, and Ethics Officer

Date: March 31, 2026

Subject: Drug and Alcohol Abuse Prevention Program Information and
Drug Free Schools and Communities Act Disclosure

Montgomery College is committed to maintaining a safe, healthy, and drug-free workplace. In compliance with the Drug-Free Schools and Communities Act (DFSCA) and the Drug-Free Workplace Act of 1988, the College annually provides employees with information about our Drug and Alcohol Abuse Prevention program. Although Maryland law allows limited cannabis use for individuals age 21 and older, the possession and use of cannabis remains illegal under federal law. Accordingly, the possession, use, or impairment from cannabis or other controlled substances is prohibited on College property and at College-sponsored activities.

Montgomery College's commitment to drug and alcohol abuse prevention is underscored by College policy [91005—Drug and Alcohol Abuse Prevention](#) adopted on May 15, 1989, by the College Board of Trustees, which affirms a drug-free environment through education, prevention programs, and access to treatment resources. The policy prohibits the unlawful use or distribution of controlled substances, subjects violations to disciplinary action, and authorizes the president to establish procedures for implementation and enforcement.



Accessibility in Action: Getting Ready for the ADA Title II 2026–2027 Deadlines



C	Caption Everything <ul style="list-style-type: none">✓ Captions on all videos✓ Transcripts for audio	
L	Logical Layout <ul style="list-style-type: none">✓ Proper headings✓ Content is well-organized	H1 > H2 > H3
E	Easy to Read <ul style="list-style-type: none">✓ Clear language✓ High contrast text	
A	Alt Text for Images <ul style="list-style-type: none">✓ Descriptive alt text✓ Text for charts & graphics	
R	Responsive Design <ul style="list-style-type: none">✓ Works on all devices✓ Adapts to zoom & resize	



INCLUSION BY DESIGN SUMMIT

SPRING 2026



Date: April 24, 2026
Time: 9:30 a.m.-3:30 p.m.
Location: Virtual via Zoom

**Inclusion Begins with Access:
Designing Learning Environments Where
Accessibility Opens the Door to Belonging**



3rd Annual AAWCC-MC Conference

**For Faculty, Staff & Students!
Save the Date**

**Friday, April 24, 2026
8:00 a.m. – 3:00 p.m.
Germantown Campus, BE151/152**

Registration Perks!

- Lunch Provided
- Networking
- Giveaways
- Professional Development
- 2026-2027 Membership
- And much more...



KEYNOTE
SPEAKER



Dr. Daria Willis
President, Howard
Community College

Topic: "Resilience and
Reinvention: Succeeding
and Leading in Times of
Rapid Change."



SAVE THE DATE: TAKE YOUR CHILD TO WORK DAY - APRIL 23, 2026



ANNOUNCING TWO COMMENCEMENT CEREMONIES IN 2026

Day 1: Thursday, May 21, 2026 – 10 a.m.

Majors in Business, Education, Liberal Arts, Social Sciences and all GITE Programs

Day 2: Friday, May 22, 2026 – 10 a.m.

Majors in Science, Technology, Engineering, and Health Sciences

Rockville Campus Athletic Field under the Commencement Tent



DATES TO REMEMBER

Rockville Strength Training class with Coach David WILL take place today, Tuesday. 5:15 p.m.- 6 p.m. in PE 137B, Fitness Center. Other class schedules are located [here](#).

Monday, April 20, 3:30-4:15 p.m.

Webinar on Zoom: Data Rocks, Know Your Numbers - Take Care of Your Health for Longevity with Kim Crilly, Registered Nurse and Certified Diabetes Care and Education Specialist, and Exercise Physiologist. Learn about proactive personal health management and the key biometric data you need to know to benefit your wellbeing and prevent chronic diseases.

Run/Walk for Equity for Employees, Spouses, Retirees, and Students

Tuesday, April 21, 2025, Rockville Campus Track, 12:30–1:15 p.m. Participate in a 3K run/walk at the Montgomery College Rockville Campus track. Prizes awarded for fastest times and raffle prizes for participants.

Dental Health Webinar with Dr. Monica Chandran

Tuesday, April 22, Zoom, Noon-12:45 p.m.



GOVERNANCE EFFECTIVENESS OPEN FORUM

Plan to attend the forum(s) in-person or via Zoom on Monday, April 27, 2025

- Takoma Park/Silver Spring: ST 302 10:00 to 11:00 am
- Rockville: SV 416 1:30 to 2:30 pm
- Germantown: HT 216 3:00 to 4:00 pm



PRESIDENT'S REPORT FOR THE COLLEGE COUNCIL



APRIL 2026

As we continue through the spring semester, Montgomery College is advancing student success through initiatives that expand opportunity, recognize achievement, and strengthen pathways to transfer, careers, and community impact. These updates reflect coordinated work across the College in support of our Transformational Aspirations of Access, Completion, and Post-Completion Success. Together, they demonstrate continued alignment with our Strategic Plan and measurable impact for our students and community.

ACCESS

MC Experience Introduces Students to College and Careers

Montgomery College welcomed Montgomery County Public Schools eighth-grade students for MC Experience 2026, an interactive program highlighting academic and career pathways. In partnership with MCPS and WorkSource Montgomery, students participated in hands-on activities across disciplines including health care, business, and emerging technologies. The experience builds early awareness of college opportunities and helps students envision future pathways.

Strategic Goal Supported:

Goal #1: Enhance connections between Montgomery College and our community

Wellness Expo Expands Community Access to Health Resources

Montgomery College hosted the Black Family Wellness Expo in partnership with The Links, Incorporated, to provide health screenings, wellness education, and community resources. The event was open to, and welcoming of, everyone in the community and simultaneously working to address persistent health disparities seen in the Black community. Nursing students conducted blood pressure screenings, applying their training in a community setting. The event reflects the College's commitment to advancing equitable access to health information and services.

Strategic Goal Supported:

Goal #2: Cultivate a sense of belonging for everyone at the College

AI Literacy Programming Supports Responsible Technology Use

Montgomery College's Digital Learning Centers hosted National AI Literacy Day programming to support student and employee understanding of artificial intelligence. Activities included an AI hackathon and classroom applications focused on responsible use. These efforts help prepare learners to engage with emerging technologies in academic and professional settings.

Strategic Goal Supported:

Goal #3: Enhance educational and organizational effectiveness

Open Education Week Highlights Affordable Learning Pathways

Through MC Open and collegewide programming, Montgomery College highlighted the use of open educational resources to reduce costs for students. Faculty continue to redesign courses using free materials, creating pathways with zero textbook costs while supporting instructional innovation and accessibility.

Strategic Goal Supported:

Goal #3: Enhance educational and organizational effectiveness

COMPLETION

Student Named Phi Theta Kappa Hites Scholar

Montgomery College student Ingrid Toukep was named a 2026 Hites Scholar by Phi Theta Kappa, earning a \$7,500 transfer scholarship. Selected from thousands of applicants nationwide, she was recognized for academic achievement, leadership, and engagement. Her selection reflects the strength of student support and opportunity at Montgomery College.

Strategic Goal Supported:

Goal #3: Enhance educational and organizational effectiveness

Student Recognized as ATD Harvey Lincoln Scholar

Achieving the Dream named Montgomery College student Nicole Anyanah a 2026 Harvey Lincoln Student Scholar. An accounting major and member of the Macklin Business Institute Honors Program, she was recognized for leadership, persistence, and academic success. This honor reflects the impact of mentorship and support in helping students reach their goals.

Strategic Goal Supported:

Goal #3: Enhance educational and organizational effectiveness

Honors STEM Scholars Earn Statewide Recognition

Honors College STEM Scholars Joshua Richard Lewis and Lawrence Woo earned recognition at the Maryland Collegiate Honors Council Annual Conference for their research presentation. Mentored by Professor of Chemistry Dr. Tom Chen, their work highlights the strength of undergraduate research and faculty mentorship at Montgomery College.

Strategic Goal Supported:

Goal #3: Enhance educational and organizational effectiveness

POST-COMPLETION SUCCESS

Transfer Fairs Support Student Pathways to Four-Year Institutions

Montgomery College hosted transfer fairs connecting more than 1,100 students with representatives from 68 institutions. These events provide guidance on admissions, scholarships, and transfer planning, supporting students as they prepare to continue their education. Each year, thousands of Montgomery College students successfully transfer to four-year institutions—over 6,000 students in FY24 alone, the most recent year for which data are available.

Strategic Goal Supported:

Goal #4: Increase economic impact for our students and community

Student Internship with NIST Highlights Career Preparation

Montgomery College student Yoon Thwel was featured by the National Institute of Standards and Technology for her work as a research intern. She contributed to STEM education materials and digital resources supporting K–12 learning. Her experience reflects the value of applied learning opportunities in preparing students for careers and continued study.

Strategic Goal Supported:

Goal #4: Increase economic impact for our students and community

Civic Engagement Recognition Affirms Student Leadership Development

Montgomery College received the Highly Established Action Plan Seal from the All In Campus Democracy Project, recognizing efforts to increase student civic participation. Through initiatives such as MC Votes, the College promotes voter education and engagement, preparing students for active roles in their communities.

Strategic Goal Supported:

Goal #1: Enhance connections between Montgomery College and our community