Montgomery College Presenters

Dr. DeRionne Pollard, President
Dr. Kenneth Hoffman, Board of Trustees
Dr. Michelle Scott, Deputy Chief of Staff & Strategy

Association of Community College Trustees
Friday, October 7, 2016
2:15pm – 3:15pm
Presentation Focus

• Why the Board of Trustees and President are chronicling the institution’s commitment to student success

• How the College decided to create an electronic comprehensive chronological journal of its intentional transformation of building for student success

• What the College created as a sustainable systematic process of documenting its commitment to student success—Milestone Moments

• Ways the College is using Milestone Moments to leverage opportunities for fostering public and private partnerships and community engagement
## About Montgomery College

### OUR COLLEGE

- **Situated in a county of 1,000,000 residents north of Washington DC**
- **70 years old**
- **Second oldest and largest community college in Maryland**

### OUR STUDENTS

- **60,000 students from 160+ countries**
- **25,000 credit**
- **35,000 noncredit**
- **100,000 alumni**
About Montgomery College

1. Three campuses and two workforce development centers
2. First community college with a hospital on a campus
3. FY16 Budget: $309.9M
MONTGOMERY COLLEGE TRUSTEES AND PRESIDENTS

OUR TRUSTEES
Appointed by the Governor

- Since 1969
  - 48 Trustees
    - 22 Board Chairs
    - 31 Board Officers
    - 36 Emeriti Trustees

- Since 1976
  - 36 Student Trustees

124 College Policies Created (3 Retired)

OUR PRESIDENTS

- 9 Presidents
  - 7 Male
  - 2 Female
  - 6 White
  - 3 African-American

4 Emeriti Presidents
BOARD OF TRUSTEES ROLES AND RESPONSIBILITIES

- Determine mission and purpose
- Ensure adequate financial resources
- Select the chief executive
- Support and evaluate the chief executive
- Ensure effective planning
- Monitor and strengthen programs and services
- Protect assets and provide proper financial oversight
- Build a competent Board
- Ensure ethical and legal integrity
- Enhance the organization’s public standing
Why a Milestone Moments Project

Boards of Trustees and Presidents collaborate on important work, actions, decisions, institutional traditions, and legacies; and together they create iconic narratives in the life of the College.

Chronicling and making public the board and presidents actions, decisions, important traditions of the institution, and legacies that support student success is absolutely imperative!
What is the Milestone Moments Project

• Milestone Moments is a multimedia project, a chronological monograph, a timeline journal of Montgomery College’s intentional transformation of building for student success journey.

• The project includes:
  1. A Milestone Moments webpage, with filtered timeline
  2. A supplement to *Insights* magazine
  3. A communication plan
Timeline with Six Distinct Sequential Components

Montgomery College’s Principles on Building for Student Success
The icons represent the principles of the College’s Building for Student Success efforts.

- Beginning Foundation
- Build High-Quality Learning
- Provide Comprehensive Student Supports
- Monitor Student Success
- Prioritize Student-Focused Operations
- Build Strategic External Partnerships

Additional Categories
- The Year in Review
- Board Perspectives
- Accolades

Filter by Category
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015
- Beginning Foundation
- Build High-Quality Learning
- Build Strategic External Partnerships
- Monitor Student Success
- Prioritize Student-Focused Operations
- Provide Comprehensive Student Supports
- Year in Review
- Board Perspectives
- Accolades
- View All

Milestone Moments Timeline
President Pollard welcomes visitors to the Montgomery College Milestones Moment web chronology. Here you are invited to view a few of the many major, institutional developments since 2010. And she invites visitors to be sure to check the links and take a closer look to see where, when, and how they have helped to contribute to the mutual success of our institution and work to create a successful and relevant learning environment for students and our community.

Milestone Moments Timeline
The Montgomery College Board of Trustees names Dr. DeRionne P. Pollard as the ninth president of the College and introduces Dr. Pollard to students, faculty, and staff.
Board Perspectives is an annual publication of the Montgomery College Board of Trustees. In Perspectives, the Board reflects on the College and its work during the year.

Milestone Moments Timeline
Timeline Web-links

- Rockville Campus Science Center
- Holy Cross Germantown Hospital
- Participatory Governance System
- MC 2020 Strategic Plan
- Diversity Plan
- Closing the Achievement Gap Report
- ACES Program
- Welcome Centers
- Student Success Score Card
- Milestone Moments Timeline
Year In Review Timeline Web-links
Insights magazine sat down with Dr. Debrooke P. Pollard, now in her sixth year as president of Montgomery College, to discuss the College’s achievements of the past five years and how they have formed a foundation for student success.

Q: What were your perceptions about Montgomery College prior to your arrival at the College?

A: Anybody who knows community college knows Montgomery College is well regarded and considered the flagship community college of Maryland. It has been in the New York Times list of best community colleges in the country, so I knew there is something special here. I knew the College had a good relationship with the school system and great support from the county government and business sector. The other aspect I thought was very interesting about Montgomery College was the diversity of its faculty, staff, and students. The College was already a minority-majority institution.

Q: What were your observations after arriving, and how did they inform your subsequent vision for the College?

A: I took a lot of time to get to know the College. I walked the halls. I had lunch. I sat and watched. I started to see around things. We are an institution that has significant resources for our students. Our learning centers are very complex and elaborate, but as an institution—even though we had been accredited as such—we were not functioning as one. When I met people in the community, they talked about how Montgomery College was this jewel of the county, but they did not quite know what we did. They did not know how we partnered with businesses and industry. They did not know the special institutes we have. I realized part of what I needed to do was help people understand the breadth of the Montgomery College experience. We serve the immigrant daughter and the native son, the returning veteran, and the working resent.

And last but not least, I knew we had an outstanding faculty. We have faculty members who, for multiple years, have been named the Maryland Professor of the Year. We have staff members who have grown up in this institution and those who bring talent from other places. We need to make people understand the value of the faculty we bring to the community so they continue to invest their resources in us.

Q: In 2011, you began the strategic planning process, which led to the creation of the MC 2020 Strategic Plan. What are some of the most important aspects of this plan?

A: When we started the strategic planning process, we first revised the College’s vision statement, and we identified a set of values that would frame the way in which we do our work. I think about mission as what we do, vision is how we do it. That was actually the longest part of the process. After that, we spent a lot of time thinking about how we will assess the plan. We had a broad-based participatory process that engaged everyone in the College community, and we articulated bold and ambitious ideas about what the College will look like in 2020.

We wanted to empower students to change their lives. We wanted to enrich the life of our community, and more importantly, we wanted to be held accountable. We looked at academic excellence and workforce and economic development. We are a driver of economic development in this county. But how do we address the emerging and changing community in Montgomery County?

We are broader, older, and less wealthy than ever in the history of this county. How do we ensure that those three facts are not seen as negatives, as they are in other places in this world? How do we ensure we have student support services that wrap around the student experience as students understand we are here to meet them where they are and to help them graduate? And how do we ensure we have the infrastructure to make these things happen?

Q: The College is halfway through the strategic plan. What are some of the College’s greatest achievements of the past five years?

A: More and more of our students are traveling among our three campuses, and they were asking very specific questions: Why do I have access to these resources at this campus, but I don’t at that campus? The curriculum has similar framework, but the teaching and learning are completely different at different campuses.

The Hercules Pitkin Life Sciences Park, located at the College’s Germantown Campus, is an integrated academic, business, and research campus that is currently being developed to accommodate life sciences, cybersecurity, and other technology companies.

We are a $250 million business with more than 3,000 employees. We have very complex facilities. Our campuses are large. How do we make sure that we are good stewards of the resources the public invests in us, while having an impact on the community we serve?

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More than 390 county leaders, educators, community members, and students gathered at the Music Center at Wayne State in June 2015 to celebrate students who are part of the Achieving Collegiate Excellence and Success (ACES) program.

With these questions in mind, focused on our academic structure. We went to the Common Student Experience. Regardless of campus or location, full- or part-time status, a student should experience a certain set of values at Montgomery College. We also spent a lot of time thinking about the campus environment, and how someone enters our campus. Our William Centers are a reflection of that thinking.

We also realized we needed to proactively reach out to students. A fruit of this was our Achieving Collegiate Excellence and Success (ACES) program. This program is a way for the College to be much more deliberate and, dare I say intrusive in the lives of students who were underrepresented in our institution—students from various ethnic and intersexed groups, students who are first-generation college students, students who live in poverty, students who are disabled or are managing disabilities. How do we ensure they they have a pathway from their high school to Montgomery College?

April 2012

April 2012 Particpary Governance System
The College’s Blue Ribbon Task Force on Governance released its final report with recommendations for how to institute a governance system at the College. The system the College creates is based on the participatory governance model.

June 2012

June 2012 MC 2020 Strategic Plan
The Montgomery College Board of Trustees adopts the MC 2020 plan, a multi-year strategic plan that will guide the College’s actions for the remainder of the decade.

June 2012

June 2012 Student Services Division
To advance its mission of student success, creating a common student experience across campuses, and developing opportunities for increased student retention and completion, the College re-established a student services division and hired a senior vice president for student success.

July 2012

July 2012 Athletics Reintegration
In compliance with the National Junior College Athletic Association (NJCAA) and Title IX, the College implemented a new athletics structure in which the College becomes a single, multi-campus NJCAA member with only one College team for each sport.

July 2012

July 2012 Unified School Colors
Dr. Roland reveals the new school colors.

July 2012

July 2012 ACGS Program
Montgomery College, Montgomery County Public Schools, and the Universities at Shady Grove launch the Achieving Collegiate Excellence and Success (ACES) program to support students and provide a seamless path to a bachelor’s degree.

September 2012

September 2012 Office of Advancement and Community Engagement
The College creates the Office of Advancement and Community Engagement. The office also is home to the Montgomery College Foundation, which raises more than $4 million in gifts annually for scholarships, programs, and facility needs.

April 2013

April 2013 Catherine F. Scott Commons
The Montgomery College Foundation receives a $1 million donation from Professor Emerita Catherine F. Scott. As a result, the College, for the first time in its history, names one of its buildings in honor of a faculty member by renaming the Commons Building at the Takoma Park/Silver Spring Campus the Catherine F. Scott Commons.

They do not attend the Rockville Campus. Their transcript does not say Germantown Campus. Their transcript says Montgomery College.

We are one college, and that is very significant in terms of processes, procedures, and experiences. How do we make sure all of these things work together? Our accreditation had already started the work. Prior to our last accreditation, we were three separate institutions or campuses accredited under Montgomery College. That changed—we are now accredited as one institution. We have core processes and systems at one institution and a commonality of the student experience.

The other one is our athletic association. To meet the requirements of Title IX, we looked at how we organized teams and adopted a new mascot and new institutional color. Now we have very distinctive and different experiences on campuses. It is important to me that Montgomery College has an ethos that permeates how we do our work and our accountability.

Q: “Achieving the Promise” is an initiative you started to increase student success. What can you tell us about it?

A: We are here to ensure that every student—regardless of ability, background, socioeconomic status, race, or age—has access to higher education. The challenge with that is we have not focused on equity in success. So while we can talk about completion numbers in general as it relates to all community college students and graduates and transfer
students, the reality is our students of color and students who come from social economic backgrounds that are challenged to perform at a lower level than students who are majority race.

Our job—this is the next level of work for higher education and community colleges specifically—is to ensure that everyone has the ability to be successful in college by redesigning our institutions for those outcomes.

We have created the calculus style of how students pick and choose, and ultimately at the end of the day, this is not in the best interest of students. We had a taskforce that worked for more than a year looking at how to close the achievement gap. They looked at the way students come into the College. They looked at curriculum and who is in the classroom in terms of staffing. They looked at how we do professional development for our employees to create welcoming and affording environments.

Now, we have a plan with about 40 recommendations of how we can improve the College, and this fall we are starting to look at how can we “achieve the promise” of higher education.

I am so excited for our initiative we are calling “peer navigators.” The job of these peers is to go out, see students, talk to them, and help guide them through the institution, helping them understand how to be successful here. I love that idea.

Q: Economic development is another important theme for the College. How is the College supporting and promoting economic development in the region and the nation?

A: Community colleges have long been in the business of economic development. Our mission dictates that we are providing a pipeline of talented, prepared workers to step into industries in the communities we serve. There is great data out there that suggests 80 percent of the jobs in the future will require some form of postsecondary education, whether a short-term certificate or an associate’s degree.

So we have a responsibility to make sure our curriculum is aligned to industry standards, and our faculty is prepared to teach students the skills they need to be competitive in the workforce of the future. Workforce development is economic development.

Our job is to make sure students think critically, have the skills that allow them to be mobile within industry, are able to assess what they know and do not know, and understand where to continue their education. We need to make sure we have programs that provide licensure and certification, and that we maintain our expenditures to do that. We need to constantly evolve.

Our job also is to help students continue lifelong learning so that their work skills continue to evolve. The Trade Adjustment Assistance Community College and Career Training (TAA2CCT) grant, about $1.5 million dollars for the state of Maryland, creates career ladders that allow a student to get short-term training at colleges and go into the world of work to get work-based experiences. They then come back to us for more training. This creates career mobility. The worst thing that happens in poverty is that we give people access to entry-level jobs, and we never help them move up the career ladder. That changes the quality of life for them and their families.

We received another grant to help underrepresented populations in science, technology, engineering, and math (STEM) fields, providing them with support services that help them navigate a very complex curriculum. The grant allows us to provide professional development for faculty to meet the needs of those students, and connects students to businesses and transfer programs. We are seeing exceptional outcomes. The best thing I will mention is we produced a wonderful document that chronicles the work we do in workforce development. Now when I go to the county or the state, I have something I can show leaders about the work here at Montgomery College and how we support economic development.

Our Life Sciences Park is an example of economic development. We partnered with the county and state to bring the first new hospital to the county in the many years. We created an environment for innovation and technology. It is going to be remarkable to watch what we do with that space in the next decade.
Q: What challenges do you think the College will continue to face?

A: I think we will have significant challenges we have not even begun to understand yet, but there are a few easily described. One, we are going to have to continue to see a change in the economic landscape of not only this county but also of the state and our country. We are going to have to look at efficiencies in how we do things, how we think about the resources invested in us, how we steward them to produce greater outcomes, and how we secure new revenue sources for the institution.

We are going to continue to hear calls for accountability in ways we have not even begun to think about. The federal government has become much more involved, based on the college rating system. With the College and Career Readiness and College Completion Act of 2013, our state has changed the game, and I can guarantee the state will have another version in the future.

The reality is people are saying, ‘We have invested a lot of resources in you. The demography is changing; the United States and our competitiveness are changing. How do you demonstrate that students coming out of Montgomery College are able to do the work you say they can, with the skill sets they need to be able to be successful and self-sustained?’

Technology is changing. I remember getting my first e-mail account, and this was in the late 90s. My eight-year-old son now has his own e-mail account. His whole classroom—they have no books. They don’t do everything on tablets. So what happens when that generation comes to our college? How do we design facilities that are going to meet these changes in the future?

We will have a dramatic growth in the diversity of our community, both in terms of racial and ethnic diversity and socioeconomic diversity. How do we as an institution design ourselves to meet these students in communities where they are and help them be successful?

I do not have the answers to all this, but I guarantee you if we do not start asking the questions and engaging in a dialogue, somebody is going to tell us what to do, while we are still saying, ‘Oh, wait a minute… I am still talking about that.’ That is not going to work anymore.
We are halfway through the current decade, and the MSC 2020 plan will be completed in five more years. What do you expect the College will have achieved by 2020?

A: I have ambitious and bold goals about what we should be doing. One, students will have clear pathways throughout the organization. There will be advising or support structures that get them to the end. Students of all races and ethnicities will be able to be successful at the same rate and level as students who come from majority culture. Students will be able to choose from a comprehensive array of programs relevant to workforce needs with the best industry standards.

I will be very happy if every student who desires it completes a degree, certificate, credential, or transfer. I think we need to start talking about graduation from Montgomery College first and then talk about transferring after that. Students will receive up-to-date curricula about what they need to know in 2015 and prepare them for 2017-2019.

Q: How do you see the College continuing to evolve in order to serve the needs of students and our community in the future?

A: Our vision statement says, "With a sense of urgency for the future, Montgomery College will be a national model of excellence, opportunity, and student success." This means our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and our community. All of these things are going to have to do as an institution. Our nation depends on that.

There is a great quote by Winston Churchill. He said this during one of his famous radio addresses after a victory on the battlefield. He said, "Now this is the end. Not the end, the end is not even the beginning of the end. But it is, perhaps, the end of the beginning." That is how I'm thinking right now. This is the end and the beginning of the work. There is a long road ahead of us. The stakes are high. The demands are there.

The progress of our nation depends on community colleges. The success of community colleges depends on the support of the community we serve, and our willingness to do the work, challenge ourselves, celebrate when we really do well, and ask ourselves what is in the best interests of our students.

January 2015
America's College Promise
President Obama unveils his plan for "America's College Promise." during his state of the union speech. Dr. Pohlman comments in related media about the president's plan to provide two years of free community college to responsible students.

February 2015
Gaithersburg Community Engagement Center
The College's first Community Engagement Center opens in the Gaithersburg Library.

February 2015
Workforce Development Report
The College releases Montgomery College: the Workforce Development Annual. The publication highlights the College's role in matching skilled workers to in-demand jobs in the county. The report also highlights the business partnerships the College has with government, industry, and community organizations to facilitate career training.

April 2015
Student Success Score Card
The College releases its first Student Success Score Card. The Score Card is a set of indicators that track student achievement. It provides actionable information to help the College assess and improve its programs focused on achievement and success for every student.

May 2015
Academic Master Planning
Dr. Pohlman announces the beginning of the academic master planning process at the spring 2015 board meeting. The Academic Master Plan will effect the College's course for the next 10 years of academic programming.

June 2015
Silver Spring/East County Community Engagement Center
The College's second Community Engagement Center opens in the Briggs Chaney Community Center.

To view an expanded and interactive version of this timeline visit blogs.montgomerycollege.edu/timeline.
Thank YOU! Questions