



MONTGOMERY COLLEGE 2020

EMPOWERING OUR STUDENTS ■ ENRICHING OUR COMMUNITY ■ HOLDING OURSELVES ACCOUNTABLE





MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

VALUES

Excellence
Integrity
Innovation
Diversity
Stewardship
Sustainability





MONTGOMERY COLLEGE 2020

APPROVED BY THE BOARD OF TRUSTEES, JUNE 18, 2012

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Pride in the past is a crucial trait of thriving organizations. But pride alone cannot sustain an institution into its future.

Introduction

By Montgomery College President DeRionne P. Pollard

Montgomery College has a long heritage of providing exceptional education and service to its students and the community. But the College is so much more. It is a place where lives are changed. It is an economic engine for Montgomery County. It is a place that generates forward-thinking innovation. Most importantly, Montgomery College strives to be relevant to the needs of the community.

Since 1946, the College has served hundreds of thousands of students. Nearly 27,000 credit students selected Montgomery College as their school of choice last fall, making it the largest undergraduate institution in the state of Maryland. Combined with a robust Workforce Development & Continuing Education (WD&CE) program, the College educates 60,000 students each year. The students' goals are as varied as the students themselves: transfer to four-year colleges or universities, secure employment, update necessary career skills, and fulfill intellectual curiosity. These successes have helped to make Montgomery College a place where students benefit from academic, cultural, and personal lessons inside and outside of the classroom.

Montgomery College boasts a proud history. Pride in the past is a crucial trait of thriving organizations. But pride alone cannot sustain an institution into its future. To be truly successful, the College must use its past as the foundation to achieve future greatness.

The dramatic worldwide economic events of the last five years will continue to have a profound impact on higher education in the decades ahead. The recession has forever changed the relationship between governments and the publicly funded institutions they support. At the same time, new advances in technology drive our everyday activities in ways unimagined even just a few years ago. They have spurred significant changes in the ways we communicate, teach, and learn. Educational institutions must constantly adapt and position themselves to be prepared for the technology of tomorrow.

Federal, state, and local governments are now expecting more from higher education, demanding complete institutional accountability and compliance. Increased national attention on student completion—degree, certificate, or successful transfer—has led to a scrutiny of the numbers, with many community colleges getting failing grades. In addition, the movement toward performance-based funding is increasing, while the level of public funding for higher education at all levels continues to decrease.

Dramatic growth and demographic changes—race, ethnicity, socioeconomic status, and age—have resulted in a more diverse Montgomery County, and yet the need and desire for education and opportunity remain constant. Montgomery College is dedicated to ensuring access and success, no matter the student's



As the College builds on its past to create this plan for the future, faculty, staff, and administrators have set bold expectations; the stakes are too high to do otherwise. The College owes it to the students and the community.

situation. Students from 170 countries attend the College, with no single race or ethnicity representing a majority. Montgomery College is fortunate to be one of the most diverse colleges in the nation.

As the College builds on its past to create this plan for the future, faculty, staff, and administrators have set bold expectations; the stakes are too high to do otherwise. The College owes it to the students and the community. They demand it.

For the county, success at Montgomery College directly contributes to the economic and social well-being of the county. For the state, success at Montgomery College positions the surrounding community to reach new heights in education and workforce development. Success means that the College offers students relevant academic programs, comprehensive student services, and cutting-edge infrastructure to empower students to fulfill their educational dreams, create a better life for themselves and their families, and become informed, contributing members of society.

Therefore, by 2020, Montgomery College will be an institution where:

- students of all races and ethnicities succeed academically at the same high rate;
- students are guided and mentored with personal attention appropriate to their academic needs;
- students who need precollege or developmental instruction complete it expeditiously and successfully at high rates;
- students choose from a comprehensive and comprehensible array of academic programs to prepare for transfer to earn a baccalaureate, and the majority of students who transfer earn an associate's degree before doing so;
- students in career programs receive up-to-date curricula in industries needing new workers, and graduates find employment in their major at high rates;
- students in all classes utilize technology routinely to learn and to communicate with their faculty members; and



- graduates look back on their time at Montgomery College as being the most enriching moments of their lives.

To achieve this vision of *Montgomery College 2020*, five themes will drive the College's strategic planning for the next eight years:

I. Educational Excellence

Montgomery College will be a national leader for quality and relevancy of its academic programs.

II. Access, Affordability, and Success

Montgomery College will provide affordable access for its communities and ensure student success and completion.

III. Economic Development

Montgomery College will promote and support economic development by ensuring that rigorous and relevant regional and national workplace competencies are reflected in programs and curricula.

IV. Community Engagement

Montgomery College will foster community building, civic responsibility, and intercultural understanding, and serve as the place for neutral public dialogue to advance social justice and enrich the life of the community.

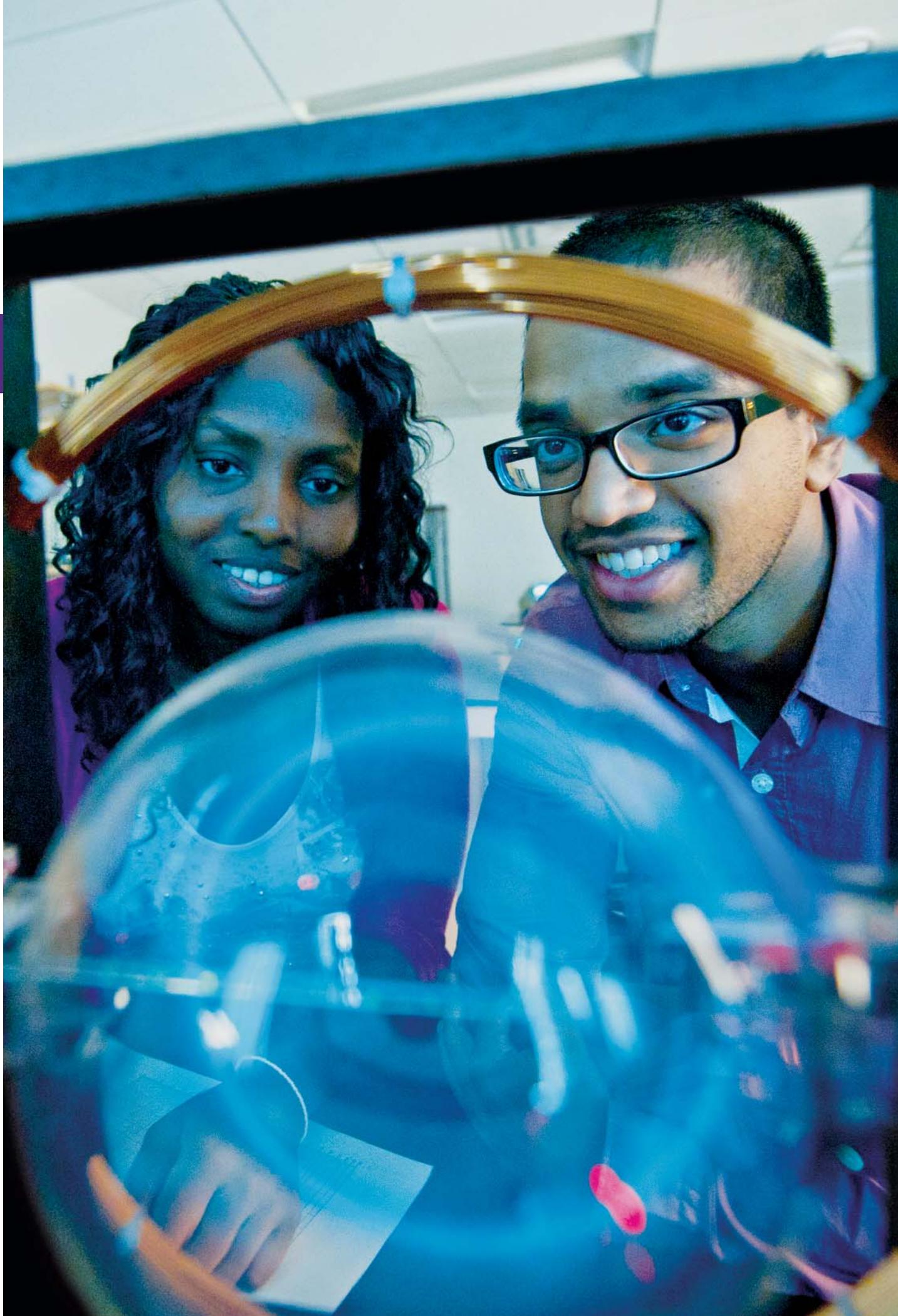
V. Assessment and Institutional Effectiveness

Montgomery College will enhance institutional effectiveness and sustainability through ongoing assessment and responsible stewardship.

These are urgent issues, and this is an urgent strategic plan. As such, *Montgomery College 2020* is different than plans that have come before. It looks to the future with the highest aspirations and expectations for the College's students and employees. It will be the first strategic plan approved by the Montgomery College Board of Trustees. Individuals from all levels of the institution will embrace the plan and rely on it as the lens through which to judge institutional budget, operations, and policy and procedure decisions. And it will be the lens through which the College holds itself accountable.

In the realization of this plan, the College will direct resource allocation priorities to achieving these goals. The College will follow a series of annual initiatives that will serve as a guide for moving forward on each goal. The College will articulate its plan each year and measure its progress by tracking key indicators for each goal.

The complete attention of every member of the institution must be focused on this bold plan, and the institution must display agility in meeting its challenges. The College's students and community are depending on it.



Background and Rationale

The community college world has changed. The context and landscape of higher education has changed, the needs of students have changed, and the knowledge and skills required to compete in a global economy have changed.

Community colleges must transform their purposes and practices to respond to and meet these changes. In *Reclaiming the American Dream: Community Colleges and the Nation's Future*, the American Association of Community Colleges' ¹ 21st-Century Commission on the Future of Community Colleges states that:

Community college leaders must ask themselves what legacy they want to leave for the next generation of community college students. Is it to be the community college of the 1970s? Or a new model ensuring that community colleges serve the students of today and tomorrow ever more effectively?

To reimagine the community college required for the 21st century, the commission challenges colleges to

create a new vision that is grounded in a set of imperatives called the "Three Rs":

- **redesign** students' educational experiences,
- **reinvent** institutional roles, and
- **reset** the system to create incentives for student and institutional success.

Montgomery College 2020 seeks to answer the call, and then create a better legacy for future generations.

The ability of Montgomery County and the region to compete in a global, knowledge-based economy depends on the educational attainment and workforce skills of its people. The challenge for Montgomery College: prepare the unprepared and guide students to completion. The numbers illustrate the difficult, but

¹ *Reclaiming the American Dream: Community Colleges and the Nation's Future*, by the American Association of Community Colleges' 21st-Century Commission on the Future of Community Colleges.



essential, work that lies ahead—in 2012, only 29 percent of all new Montgomery College students were ready for college-level work, and just 45 percent of the College’s students graduate or transfer within four years.

Addressing these gaps in demand, readiness, and achievement will require a renewed emphasis on increasing completion rates for all students. The College will achieve its completion goals by delivering developmental and credit courses designed to accelerate student progress; providing clear guidance and direction; aligning curricula with K–12 systems and four-year institutions to provide seamless pathways; and maintaining affordability and academic rigor.

The College must mobilize local and regional partnerships to efficiently and effectively respond to labor

market demands. Working with its partners, the College will expand and systematize its use of demographic, occupational, and industry databases to conduct occupational projections and targeted needs assessments that align curricula and support the county’s economic development plans. When redesigning students’ educational experiences, the College must be sensitive to the changing needs of students and the expanding population base. The county projects a 10-year increase in the population communities: African American by seven percent, Asian by 13 percent, and Hispanic by 20 percent. It is imperative that the College actively expand educational pathways to ensure the College reflects the diversity of the community it serves.

The College must reinvent institutional roles to provide a consistent, common student experience among all

The numbers illustrate the difficult, but essential, work that lies ahead—in 2012, only 29 percent of all new Montgomery College students were ready for college-level work, and just 45 percent of the College’s students graduate or transfer within four years.

three campuses and noncredit classes. Integrating student pathways and experiences will provide students with a foundation of support that improves persistence, retention, and completion rates for all students. The College will embrace new modes of course delivery in response to student demand for more flexibility. Examining patterns in enrollment by delivery method, time, and location can directly inform curriculum planning, scheduling, and delivery decisions as the College seeks to meet the needs of a diverse community of learners.

In addition, the College must actively connect with the broader community through an organized and strategic effort to reach underserved and underengaged populations. Achieving enhanced community engagement will require partnering and establishing relationships with diverse communities, building a stronger web

presence, growing media and public relations efforts, and soliciting dialogues. As one of its major initiatives, the College will create localized neighborhood centers that provide cultural programs and events that reach deeper into the community.

Montgomery College has a commitment and an obligation to maintain the highest standards of stewardship and accountability. This plan propels the College toward a one College structure that has already started transforming all areas of operations. New fiscal practices that provide for more strategic academic and administrative spending analyses will also improve institutional efficiency.

Going forward, the College will actualize the *Montgomery College 2020* plan through the integration of the five themes into the culture and fabric of the institution. Annual planning to launch each fiscal year’s initiatives will drive fully integrated budgeting and resource allocation at every level of the organization.

Montgomery College 2020 envisions a Montgomery College that changes with the world around it. By focusing on the Three Rs—redesigning educational experiences, reinventing institutional roles, and resetting the system—Montgomery College will achieve a fourth R: becoming the most relevant community college in America.





PERFORMANCE CANVAS

INDICATOR DEFINITIONS

The Performance Canvas contains the indicators that the College will use to track its progress in realizing the themes of *Montgomery College 2020*. The College will update it annually.

The “current performance” represents FY11 data. This Performance Canvas is adapted from work in *Performance: The Dynamic of Results in Post-secondary Organizations*.²

OBJECTIVE INDICATORS

Objective indicators are those based on numbers and value-added activities.

NUMBERS INDICATORS

- **Credit annual headcount enrollment**
The number of credit students enrolled in the fiscal year.
- **Credit fall headcount enrollment**
The number of credit students enrolled in the fall semester, which is a value often reported in higher education literature.



- **Fall-to-fall retention**

The percentage of current fall semester credit students who were enrolled in the previous fall semester.

- **Graduation rate**

The percentage of students who earned a degree or certificate within four years of initial enrollment.

- **Transfer rate**

The percentage of students who transferred to a four-year college or university within four years of initial enrollment.

- **Facilities utilization**

The collegewide classroom and lab seat occupancy rate for fall semester credit classes based on state standards.

- **Affordability**

The cost of a full-time credit student's tuition and fees as a percentage of comparable tuition and fees at the University of Maryland.

- **Public support**

The percentage of operating budget supported by public revenue.

VALUE ADDED INDICATORS

- **Student success**

The percentage of students who receive a grade of "C" or better in regular credit courses.

- **Students demonstrating skills specific to predetermined outcomes**

The percentage of students who meet course outcomes in reviewed general education courses.

- **Licensure and certification test pass rate**

The percentage of students who passed licensure or certification tests in nursing, physical therapy, and radiologic technology programs.

- **Career program success**

The percentage of career program graduates who obtained a position related to their curriculum.

- **Transfer student success**

The mean grade point average (GPA) of transfer students at four-year colleges or universities one year after transfer.

- **Professional development opportunities for faculty and staff**

The number of College employees who completed College professional development offerings, and who received funds from the College's Tuition Waiver and Educational Assistance Program.

- **Economic impact**

The economic impact of the College on Montgomery County, as measured by standard economic indicators.

²Performance: The Dynamic of Results in Postsecondary Organizations, by Richard Alfred, Kathryn Thirolf, Nathan Harris, and James Webb (Rowman & Littlefield, Inc., Lanham, Maryland, 2011).

PERFORMANCE CANVAS

INDICATOR DEFINITIONS

SUBJECTIVE INDICATORS

Subjective indicators represent rankings and ratings. These indicators contain numbers that reflect the institution's standing or position on a scale, where the institution strives for a favorable outcome

WINNING INDICATORS

- **Annual fall-to-fall enrollment growth**

The change in enrollment, expressed as a percentage, in the fall semester as compared to the previous fall semester in terms of number of students on the state's census day.

- **Percentage of high school students enrolling in MC**

The percentage of Montgomery County Public Schools (MCPS) students who enroll at Montgomery College in the fall semester following their graduation from MCPS.

- **Media articles featuring MC**

The number of times that Montgomery College is the topic of a substantial news story in print, on the web, television, radio, or other media during a fiscal year.

- **Athletic conference championships**

The number of conference championships achieved by officially sanctioned College sports teams.

- **Grant dollars raised**

The amount of grant money raised by the College in the fiscal year.

- **Foundation dollars raised**

The amount of money raised by the Montgomery College Foundation in the fiscal year.

- **Entrepreneurial dollars earned**

The amount of money earned through entrepreneurial efforts, including sponsorships, Auxiliary Services, and special programs in the fiscal year.

RANKING INDICATORS

- **National rank on associate degrees and certificates produced**

The ranking of the College according to the national comparison of student completion, using the Integrated Postsecondary Education Data System (IPEDS).

- **State rank by size of undergraduate enrollment**

The ranking of the College according to state comparison of credit student headcount enrollment in all higher education institutions.





MONTGOMERY COLLEGE

PERFORMANCE CANVAS

INDICATOR DEFINITIONS

COGNITIVE INDICATORS

Cognitive indicators reflect the feelings and beliefs about the College. These indicators reflect the value that individuals assign to the College based on the impressions they form through their interactions with the College and their interpretations of information about the College.

AWARDS AND RECOGNITION INDICATORS

- **Recognitions by foundations and government agencies**
The number of times in a fiscal year that the College is favorably recognized by a foundation (e.g., with a gift) or by a government agency (e.g., with a special award).
- **Granting agency selection**
The number of grants received by the College during a fiscal year.
- **Awards for academic excellence**
The number of external awards received by students for academic excellence during a fiscal year.
- **General recognitions for excellence**
The number of external awards unrelated to academic excellence received by students during a fiscal year.
- **Recognitions received by faculty and staff**
The number of external recognitions received by current faculty and staff during a fiscal year.
- **Employee philanthropy**
The number of College employees and retirees who donated to the Montgomery College Foundation during the fiscal year.

VALUATION INDICATORS

- **Student satisfaction**
The percentage of surveyed students who said they would strongly or very strongly recommend Montgomery College to a family member or friend.
- **Student goal attainment**
The percentage of departing students who reported that they achieved their academic goal at Montgomery College
- **Community perceptions**
The percentage of surveyed community members who were not current students or employees who said they had a favorable or very favorable impression of Montgomery College.
- **Media tone**
The percentage of times that Montgomery College was depicted in a favorable manner in local, national, and international news articles.
- **Employee engagement**
The percentage of employees who reported in the Employee Engagement Survey that they believed their work supports the College's mission, and that their contributions were appreciated.
- **Employee and student involvement in the community**
The number of current employees and students who performed community volunteer work on behalf of Montgomery College.

PERFORMANCE CANVAS

MONTGOMERY COLLEGE

INDICATOR		PERFORMANCE BASE (FY11)	PERFORMANCE GOAL (FY20)	GAP	THEME	
OBJECTIVE	NUMBERS					
	Credit annual headcount enrollment		37,391	41,130	3,739	II
	Credit fall headcount enrollment		26,996	29,696	2,700	II
	Noncredit headcount enrollment		23,624	25,986	2,362	II
	Fall-to-fall credit retention		75%	85%	10%	II
	Graduation rate		14%	20%	6%	II
	Transfer rate		52.9%	60%	7.1%	II
	Facilities utilization	Classrooms	69.9%	62.2%	(7.7%)	V
		Labs	72.2%	60%	(12.2%)	
	Affordability		56.7%	55%	1.7%	II
	Public support		61.7%	66.7%	5%	V
	VALUE ADDED					
	Student success		75%	80%	5%	I
	Students demonstrating skills specific to predetermined outcomes		●			I
	Licensure and certification test pass rate	Nursing	95.2%	100%	4.8%	I
		Physical therapy	83%	90%	7%	
		Radiologic Technology	94%	100%	6%	
Career program success		87%	90%	3%	I	
Transfer student success		2.73	2.8	.07	I	
Professional development opportunities for faculty and staff		4,328	4,760	432	V	
Economic impact		●			III	
SUBJECTIVE	WINNING					
	Annual fall-to-fall enrollment growth		3.8%	5%	1.2%	II
	Percentage of high school students enrolling in MC		25.8%	27%	1.2%	II

INDICATOR		PERFORMANCE BASE (FY11)	PERFORMANCE GOAL	GAP	THEME	
SUBJECTIVE (continued)	WINNING (continued)					
	Media articles featuring MC	●			IV	
	Athletic conference championships	3		N/A	II	
	Grant dollars raised	\$9.1 million	\$15 million	\$6 million	IV	
	Foundation dollars raised	\$3.58 million	\$25–30 million between 2013 and 2020	\$22–27 million	IV	
	Entrepreneurial dollars earned	\$50,000	\$250,000	\$200,000	IV	
	RANKINGS					
	National rank on associate degrees and certificates produced	68th	Top 50		I	
State rank by size of undergraduate enrollment	1st	1st		II		
COGNITIVE	AWARDS AND RECOGNITIONS					
	Recognitions by foundations and government agencies	●			IV	
	Granting agency selection	30	40	10	IV	
	Awards for academic excellence	●			I	
	General recognitions for excellence	●			IV	
	Recognitions received by faculty and staff	●			I	
	Employee philanthropy	240	325	85	IV	
	VALUATION					
	Student satisfaction	●			II	
	Student goal attainment	●			II	
	Community perceptions	●			IV	
	Media tone	●			IV	
	Employee engagement	Mission	94%	100%	6%	V
		Appreciated	45%	100%	55%	
Employee and student involvement in the community	●			V		

● Baseline values to be measured as the plan proceeds. No base value to report in the initial year.

THEME I:

EDUCATIONAL EXCELLENCE

Montgomery College will be a national leader for the quality and relevancy of its academic programs.

PREFERRED FUTURE

- By 2020, Montgomery College will have enhanced its national reputation for excellence by serving as a model for other community colleges and offering academic programs that reflect the needs of both students and the community.
- By 2020, academic affairs at Montgomery College will have a renewed leadership structure that affirms the one College model and supports faculty, staff, and student achievement, innovation, and scholarship. The College will institute practices and develop curricula that emphasize defined educational pathways to degrees and certificates.

PROPOSED STRATEGIES

- Strengthen academic renewal through the use of assessment.
- Strengthen relevance of all curricula, especially in the science, technology, engineering, and mathematics (STEM) disciplines.
- Develop a new academic master plan that responds to the economic and workforce development needs of the community.
- Implement curricular changes to meet the needs of the 21st century college.
- Provide a continuum of curricula and programs to meet the needs of learners of all ages, including children, youth, and seniors.
- Strengthen partnership programs to align K–12, community college, and university offerings for improved college readiness and student completion.



THEME II:

ACCESS, AFFORDABILITY, AND SUCCESS

Montgomery College will provide affordable access for its communities and ensure student success and completion.

PREFERRED FUTURE

- By 2020, Montgomery College will provide students with a successful experience, from the first connection through to the completion of students' desired goals. Faculty and staff will welcome students from diverse backgrounds, support student success, and focus outreach efforts on helping Montgomery County communities understand how students can attend college and access appropriate supportive resources, especially financial aid. The College will educate students and family members about College expectations and financial options.
- By 2020, Montgomery College students will be representative of the Montgomery County population with its significant international diversity. Students will be integrated into the ethnic fabric of campus life as College faculty, staff, and administrators empower them to change their lives and enrich our communities with excellent, consistent, and accessible advising, counseling, and support services.

PROPOSED STRATEGIES

- Cultivate, implement, and assess student access strategies, initiatives, and resources to ensure Montgomery County residents are provided the opportunity to complete a college education.
- Remain dedicated to helping Montgomery College residents pursue their educational dreams through affordable means.
- Develop, implement, and assess student success strategies, initiatives, and resources that will elevate educational achievement.
- Develop, implement, and assess a comprehensive systematic approach to assist students in obtaining college credentials and transfer opportunities.



THEME III:

ECONOMIC DEVELOPMENT

Montgomery College will promote and support economic development by ensuring that rigorous and relevant regional and national workplace competencies are reflected in programs and curricula.

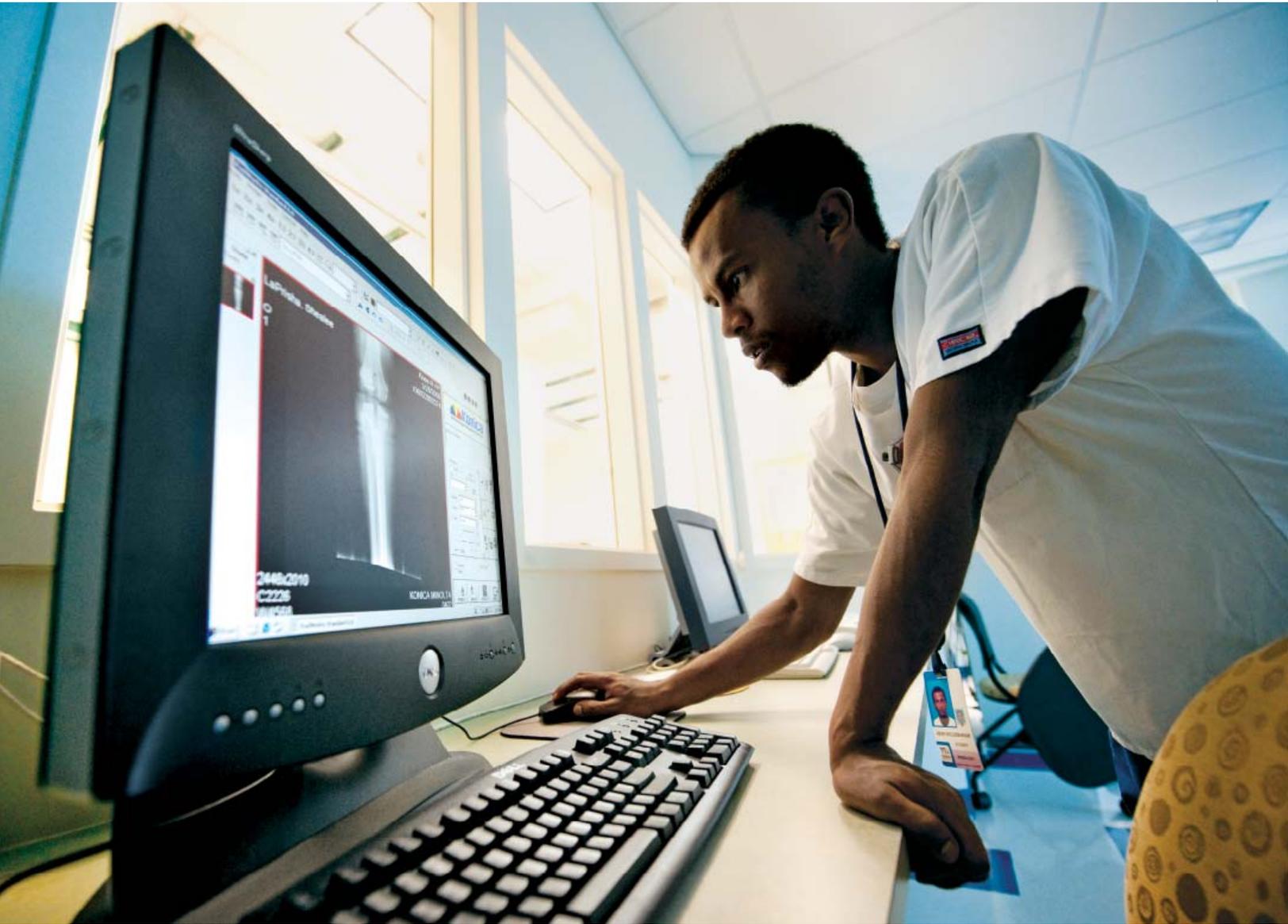
PREFERRED FUTURE

- By 2020, Montgomery College will strengthen the use of labor market data and industry standards in program development, and will increase collaborations with business, government, trade, and community organizations for mutually beneficial career-training programs.
- By 2020, Montgomery College will identify and promote the use of key career pathway system models recognizing the continuum of learning required to be competitive in the global economy. Program offerings will reflect guidance from part-time faculty practitioners and program advisory groups, as well as industry standards from trade associations and professional organizations to ensure relevancy in the rapidly changing workplace.

PROPOSED STRATEGIES

- Infuse labor market data and career options in program reviews, curricular proposals, and new course development.
- Conduct regular and systematic environmental scans and assess potential gaps in programs or services.

- Work closely with workforce investment boards and chambers to identify key trends, important data, and collaborative possibilities.
- Increase the availability of user-friendly labor market data for community members and promote this resource in career planning.
- Reference industry-recognized credentials or standards from which instructional programs learning objectives are drawn.
- Raise the visibility of contract training options for local business, governmental, and community-based organizations as a means to leverage College services to meet local workforce training and education needs.
- Increase the availability of career pathway models and career assessments on the College website and promote their use in career planning.
- Include a “best for business” as well as “careers here” user-friendly interface opportunity for significant market segments.
- Align all workforce development offerings to ensure that the College meets the labor market needs of the community we serve.



THEME IV:

COMMUNITY ENGAGEMENT

Montgomery College will foster community building, civic responsibility, and intercultural understanding, and serve as the place for neutral public dialog to advance social justice and enrich the life of the community.

PREFERRED FUTURE

- By 2020, Montgomery College will evolve Montgomery County into a “College Town” with Montgomery College at its central core.
- By 2020, Montgomery College will create two neighborhood community engagement centers through public-private partnerships.

PROPOSED STRATEGIES

- Create a Community Engagement Roundtable/ Advisory Committee with 25–30 community and civic leaders representing the diverse county population.
- Establish community relations and engagement office and hire staff by 2015.
- Develop a three-year plan for ways to make Montgomery County into a “College Town.”

- Upgrade website to all languages used on MCPS website for consistency of service to members of the community.
- Host at least two annual collegewide events to facilitate intercultural understanding and/or neutral public dialogues on issues of importance and to bring the community to the College.
- Find partners for funding and sustainability of two community engagement centers, including county agencies, philanthropists, corporations, and nonprofits.
- Create widespread community participation through intellectual engagement and family-centered activities.
- Create greater community partnerships to participate in issue- and group-based civic and community programs and service projects.



THEME V:

ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

Montgomery College will ensure institutional effectiveness and sustainability through ongoing assessment and responsible stewardship.

PREFERRED FUTURE

- By 2020, Montgomery College's regular assessment of academic programs and administrative units will provide strategic intelligence for institutionalized data-driven decision making. College budgets will align with the College's strategic plan and annual initiatives.
- By 2020, Montgomery College's human resources efforts and programs will support strategic succession planning needs. A mature and dynamic governance system will exist for students, staff, faculty, and administrators to engage in collaborative and respectful dialogue.

PROPOSED STRATEGIES

- Strengthen the implementation of the learning outcomes assessment process.
- Align performance reviews with the 2012 renewed classification and compensation study.
- Develop, assess, and refine a process to manage the College's human talent.
- Use data from the cost-to-education project to improve program offerings and maximize efficiencies.
- Maintain accreditation through direct academic and administrative outcomes assessment.
- Review, assess, and update governance systems as planned.
- Enhance College capacity for entrepreneurial activities that advance mission of the College, and diversify its resource base and portfolio.





FY13 STRATEGIC INITIATIVES

ROADMAP FOR MC 2020—YEAR 1

THEME I: EDUCATIONAL EXCELLENCE

FY13 INITIATIVE 1

Develop academic affairs.

STRATEGIC ACTION

Develop the organizational structure of academic affairs and academic programming to more proactively and effectively respond to accountability expectations.

Convene two collaborative task groups to recommend an organizational structure for academic affairs and an implementation plan. The senior vice president will review the group's work and make appropriate recommendations to the president. Campus forums and other means of gaining broad feedback from institutional stakeholders will inform the work of the task group.

FY13 INITIATIVE 2

Support the Completion Agenda.

STRATEGIC ACTION

Fully incorporate completion recommendations from the Academic Assembly's 2011 Student Completion Agenda Task Force.

Develop an operational plan and cohesive college-wide strategy that incorporate the Student Completion Agenda Task Force report with the recommendations for academic renewal, in an effort to improve graduation rates for students.

FY13 INITIATIVE 3

Create new modes, times, and means of delivering courses that maximize space and accessibility.

STRATEGIC ACTION 1

Strengthen collegewide STEM curricula through the innovative revision of the chemistry discipline.

Refine work on the redesign of the first semester general chemistry course, CH101, and expand the use of active teaching and learning in other chemistry courses such as organic chemistry, CH203, CH204, and either CH102 or CH099 in order to increase the success rate in chemistry classes.

STRATEGIC ACTION 2

Strengthen collegewide STEM curricula through the implementation of the Collegewide Area Review (CAR) recommendations for biology.

The CAR workgroup for biology established an implementation plan to bring the discipline closer to national mandates for biology undergraduate education as articulated in *Vision and Change in Undergraduate Biology Education: A Call to Action*.³

STRATEGIC ACTION 3

Strengthen developmental English curriculum.

Undertake a collegewide pilot to provide an accelerated pathway through college-level English for students who test college ready in reading but at the highest developmental English level, EN002 (Accuplacer Reading scores ≥ 79 ; Sentence Skills scores between 80 and 89). Students who meet these criteria submit a writing sample during the pilot to determine whether they can be placed into one of the designated sections of EN101A.

STRATEGIC ACTION 4

Refine developmental mathematics course redesign.

Continue to improve the redesigned developmental math course, Mathematics Prep (MA094), in order to improve the course completion rate.

STRATEGIC ACTION 5

Review the outcomes of the general studies curriculum.

Develop and institute a method for the annual review of the curriculum's transfer and completion outcomes.

³ *Vision and Change in Undergraduate Biology Education: A Call to Action*, edited by Carol A. Brewer and Diane Smith (American Association for the Advancement of Science, 2011).

THEME II: ACCESS, AFFORDABILITY, AND SUCCESS

FY13 INITIATIVE 1

Expand access to Montgomery College and programs.

STRATEGIC ACTION

Cultivate, implement, and assess student access strategies, initiatives, and resources that ensure Montgomery County residents are provided the opportunity to complete a college education.

Increase outreach opportunities in Montgomery County communities that have limited numbers of residents attending college. Develop a consistent protocol to provide families fluent in languages other than English the opportunity to acquire College information in the family's primary language. Cross-train appropriate Montgomery College employees to inform students about requirements needed in the enrollment process. Develop, secure resources, and use technology, signage, and brochures to better direct students and provide them with current information. Develop, implement, and secure resources for welcome centers, a comprehensive new student orientation, and partnerships with MCPS and county private schools. Improve functionality of the Montgomery College website. Develop simple, success-driven enrollment policies and processes, along with more flexible course scheduling. Expand partnerships with public transportation entities in order to provide viable avenues for student transportation to and from campuses.

FY13 INITIATIVE 2

Improve tuition affordability for students.

STRATEGIC ACTION

Remain dedicated to helping Montgomery College residents pursue their educational dreams through affordable means.

Increase the number of students completing a FAFSA. Expand the number of scholarships offered to students. Increase the number of students awarded scholarships. Develop and implement partnerships that can defray the costs of student attendance.



FY13 INITIATIVE 3

Increase student success at Montgomery College.

STRATEGIC ACTION

Develop, implement, and assess student success strategies, initiatives, and resources that will elevate educational achievement.

Develop and implement a developmental advising model that will work year-round. Explore the need for evening and weekend childcare. Develop, implement, and secure resources for collegewide services and centers for veterans, international-multicultural students, nontraditional-aged students, and student-parent populations. Develop a more welcoming environment that is aesthetically pleasing and conducive to supporting student satisfaction and success. Develop, implement, and secure resources to encourage meaningful student engagement opportunities and reduce the educational achievement gap for Hispanic/Latino and African American students, especially males. Develop and implement assessment strategies that will help students improve assessment testing preparation and recognizing academic deficiencies. Develop, implement, and secure resources for collegewide adaptation of First Year Experience programming, and explore a multidisciplinary first-year curriculum that will reinforce skills needed for students to succeed in college. Expand student success services collegewide, like tutoring, service learning, and learning centers. Expand student success services for student athletes to ensure they have the opportunity to perform with both academic and physical excellence.



FY13 INITIATIVE 4

Expand College credentials and transfer opportunities.

STRATEGIC ACTION

Develop, implement, and assess a comprehensive systematic approach to assist students in obtaining college credentials and transfer opportunities.

Develop a comprehensive developmental advising program to help students develop their own education plan. Develop and implement an annual process to review the outcomes of all Montgomery College program curricula. Develop and implement a collegewide approach to faculty cadre advising. Develop, implement, and secure resources for a computerized student profile that is integrated into the student's academic work. Improve the Banner degree audit system for a more user-friendly process. Develop, implement, and secure resources for technology that will assist academic advising, enrollment, financial aid, and other student services areas to promote completion at Montgomery College. Expand student internship opportunities and assistance that prepare students for job search efforts. Develop and implement an academic alert system to assist students in monitoring their academic progress and allow for greater intervention for those students whose grades are fluctuating or are not progressing.

FY13 INITIATIVE 5

Engage in the MC-MCPS-USG partnership to establish the Achieving Collegiate Excellence and Success (ACES) program.

STRATEGIC ACTION

Implement Achieving Collegiate Excellence and Success partnership.

Implement phase one of the Achieving Collegiate Excellence and Success partnership with MCPS and the Universities at Shady Grove (USG). The ACES program will increase college readiness and improve academic success for MCPS graduates from underengaged groups and/or from families with limited financial resources. Montgomery College staff will recruit approximately 400 MCPS students to participate in the program during their senior year in high school.

THEME III: ECONOMIC DEVELOPMENT

FY13 INITIATIVE

Identify workforce needs.

STRATEGIC ACTION 1

Use labor market data programs by Economic Modeling Specialists, Inc. (EMSI) to conduct environmental scans.

Disseminate scan results to ensure all curriculum actions reflect the use of labor market data and all College Area Review program reviews include a labor market analysis. Identify alignment and other potential gaps, and develop plans to address variances.

STRATEGIC ACTION 2

Subscribe to Career Coach to increase the utilization of labor market data.

Subscribe to an extended EMSI product, Career Coach, which connects employment and economic data sources to increase the utilization of labor market data at the program level by students, faculty, and staff. College program offerings will be linked to the data and made available at no charge on the College's website for internal and external use.

STRATEGIC ACTION 3

Infuse career pathway thinking.

Clearly link courses and programs, along with occupational cluster career pathways or educational continuum and communicate results. Occupational clusters will indicate developed career pathway models and be available in print and on the web.



THEME IV: COMMUNITY ENGAGEMENT

FY13 INITIATIVE 1

Develop cultural outreach and engagement events that bring the community to the College.

STRATEGIC ACTION 1

Begin plans to create an Office of Community Relations and Engagement.

Develop strategic, organized community engagement plans; engage underserved communities and underengaged communities; and initiate major community engagement initiatives such as community engagement centers in neighborhoods.

STRATEGIC ACTION 2

Develop and implement a web-based community engagement directory for the College.

Provide a one-stop, online repository for all community engagement resources and programs.

STRATEGIC ACTION 3

Create, implement, and maintain a collegewide community engagement calendar.

Create a collegewide community engagement calendar to increase awareness of and participation in community engagement events.

STRATEGIC ACTION 4

Develop a community engagement online newsletter.

Develop a newsletter to publicize the College's community events, in addition to obtaining ideas and feedback from participants, students, faculty, partners, and event speakers.

FY13 INITIATIVE 2

Develop collaborations for hosting broad-based discussions on local and national policy issues.

STRATEGIC ACTION 1

Develop cultural outreach and engagement events.

Increase the number and quality of events that bring more people to the College for cultural edification and exposure.

STRATEGIC ACTION 2

Develop faculty engagement to increase the tie-in of academic components with community engagement.

Encourage faculty to engage students through using/creating more active and collaborative learning opportunities that involve community engagement inside and outside of classrooms.



THEME V: ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

FY13 INITIATIVE

Develop a one College model that aligns data, systems, and institutional planning.

<p>STRATEGIC ACTION 1 Devise a cost analysis system.</p>	<p>Gather financial data through an accounting structure and new chart of accounts to meet reporting needs, support programmatic decision making, and enable transparent stewardship of the College's assets.</p>
<p>STRATEGIC ACTION 2 Identify, capture, and communicate student success measures.</p>	<p>Provide the College community with information and data from the <i>Montgomery College 2020</i> Performance Canvas and additional indicators, with regard to collegewide student achievement, general education competencies, curriculum, disciplines, and programs, in order to assist with resource allocation, improved processes, and effective planning.</p>
<p>STRATEGIC ACTION 3 Align the multi-year budget plan with strategic planning.</p>	<p>Implement a one College, data-driven planning process that connects and measures adherence to the institutional mission, goals, strategic initiatives, and budgeting.</p>
<p>STRATEGIC ACTION 4 Establish a collegewide Office of Assessment.</p>	<p>Coordinate collegewide assessment activities, related to the Academic Assessment Plan, through the Office of Assessment.</p>
<p>STRATEGIC ACTION 5 Establish a tracking mechanism for the strategic plan.</p>	<p>Develop systems to track and evaluate the <i>Montgomery College 2020</i> Performance Canvas indicators.</p>



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