

## Strategic Plan Mid-Year Review

January 2024

The following report, with attached appendices, summarizes the data collected during College Administrators (CA) meetings. The CA group was formed with the mandate of supporting the strategic plan's implementation, so their input is key to evaluating progress.

Thirteen of the strategic plans twenty-nine supporting strategies were selected for focus during FY 24. In their September meeting, CAs reported on the action step(s) they were taking in support of these selected strategies. In December, they were asked to report the level of completion of their action step(s) and to indicate which outcome their action step(s) impacted and what evidence they had for this.

A total of one-hundred and seven action step(s) were reported in December. Table 1 in Appendix A shows the number of action step(s) per supporting strategy. At least one action step was listed for each of the thirteen supporting strategies but there was a lot of variance; some supporting strategies had very few and others far more (range 1-17). CAs rated each of their reported action step(s) on their degree of completion (planning stage, early stages, some progress, complete). There was of course variability in this as well, though responses skewed towards significant progress (n = 32; 30%) and complete (n = 14; 13%) (see Table 2 and Figure 1 in Appendix A).

The following supporting strategies either did not have many action step(s) reported in support and/or did not have any action step(s) rated as significant progress or complete and so therefore should be a focus for the second half of the year:

- Implement a common technology to advise and counsel students along their entire academic pathway.
- Streamline the student registration process for all students.
- Engage with key county and regional civic, nonprofit, and faith-based organizations.

The Director of Planning and Policy reached out to those CAs who reported “some progress” in regard their action step to inquire about any barriers or needed resources to support progress. There has been a good response rate to these messages and specific recommendations will be forwarded to relevant leadership. Similarly, there was outreach to those who responded, “significant progress” or “complete” and were able to provide data when answering how they knew the impact. Examples of these success stories are included in Appendix C. The data provided in the CA’s responses will inform the leading indicators (i.e. the various other quantitative and qualitative data that illustrate progress before indicators may be able to).

In addition to reporting on their actions step(s), CAs were asked to rate, based on their knowledge, the current state of progress toward each of the twenty-two outcomes in the Strategic Plan on a scale of 1 (“just starting”) to 7 (“complete”). The charts in Appendix B show these ratings of completion (a box higher on the chart is more complete) and the level of agreement (smaller box means more agreement).

The highest rated were: (1) Academic excellence in all programs (mean = 4.61); (2) Affordable postsecondary education offerings (mean = 4.33); and (3) An effective learning environment for all students (mean = 4.17).

The lowest rated were: (1) Efficient registration process for all students (mean = 2.50); (2) Large pools of qualified candidates for job postings (mean = 2.58); and (3) Increased economic mobility through decreased gaps in earning potential among all students (mean = 3.00).

Those with the most agreement in regard the degree of progress were: (1) An effective learning environment for all students (Std Dev = 1.23); (2) Continuous enrollment growth, across demographic characteristics, to be the community's college (Std Dev = 1.28); and (3) Efficient registration process for all students (Std Dev = 1.28).

Those with the least agreement in regard the degree of progress were: (1) Affordable postsecondary education offerings (Std Dev = 1.68); (2) Competitive compensation packages for all employees (Std Dev = 1.65), and (3) Career development integrated into the student experience (Std Dev = 1.59).

It is important to note that "Affordable postsecondary education offerings" was rated high on level of completion but there was very little agreement in people's ratings and "Efficient registration process for all students" was rated low in level of completion and with a high level of agreement.

Finally, the specific operational definitions (ways of measuring) each indicator are in the final stages of being confirmed, baseline data is being collected, and target numbers will be established by the data trustees soon.

## Appendix A: Action Steps for Supporting Strategies

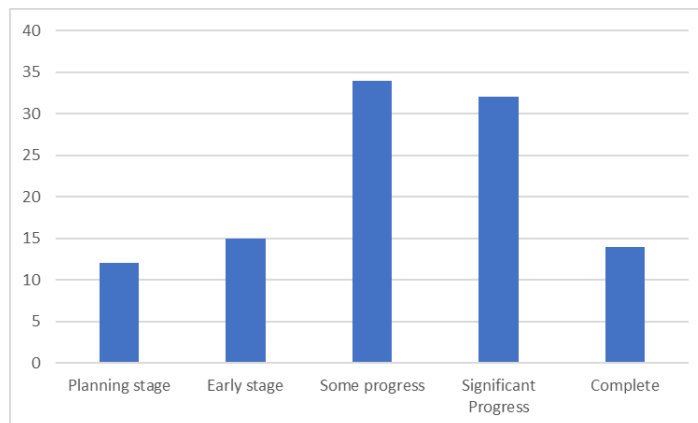
Table 1: Number of action steps aligned to each FY 24 supporting strategy

	# steps listed	# complete / significant progress
<b>GOAL 1</b>		
Scale up outreach efforts in the community to raise awareness of the academic, cultural, and civic opportunities available at the College.	13	4 (30%) 5 (38%)
Leverage and expand partnerships with community-based organizations addressing mental health, food and housing insecurity for students and employees.	8	2 (25%) 3 (38%)
Expand collaborations with county students who are in elementary and middle school.	12	1 (10%) 3 (25%)
Develop East County expansion plan to meet the community's educational needs.	9	0 (n/a) 4 (44%)
Engage with key county and regional civic, nonprofit, and faith-based organizations.	3	0 (n/a) 2 (67%)
<b>GOAL 2</b>		
Develop and promote activities for students and employees that foster a sense of belonging for everyone.	12	2 (17%) 2 (17%)
Leverage innovative teaching and delivery models to ensure equitable access and success for all students and employees.	17	4 (24%) 4 (24%)
Make data-informed decisions based on engagement and satisfaction survey results to develop timely action plans, implement change, and evaluate progress.	4	1 (25%) 0 (n/a)
<b>GOAL 3</b>		
Streamline the student registration process for all students	3	0 (n/a) 0 (n/a)
Adhere to a strategically designed and inclusive enrollment management plan.	4	0 (n/a) 2 (50%)
Implement a common technology to advise and counsel students along their entire academic pathway.	1	0 (n/a) 0 (n/a)
Expand the use of data to effectively monitor student enrollment and the progression through their academic journey, including post-completion success.	8	0 (n/a) 1 (13%)
<b>GOAL 4</b>		
Identify employment needs and relevant skills that prepare students for the future and incorporate those skills into appropriate pathways.	13	0 (n/a) 5 (38%)

*Table 2: Rating of completion of action steps*

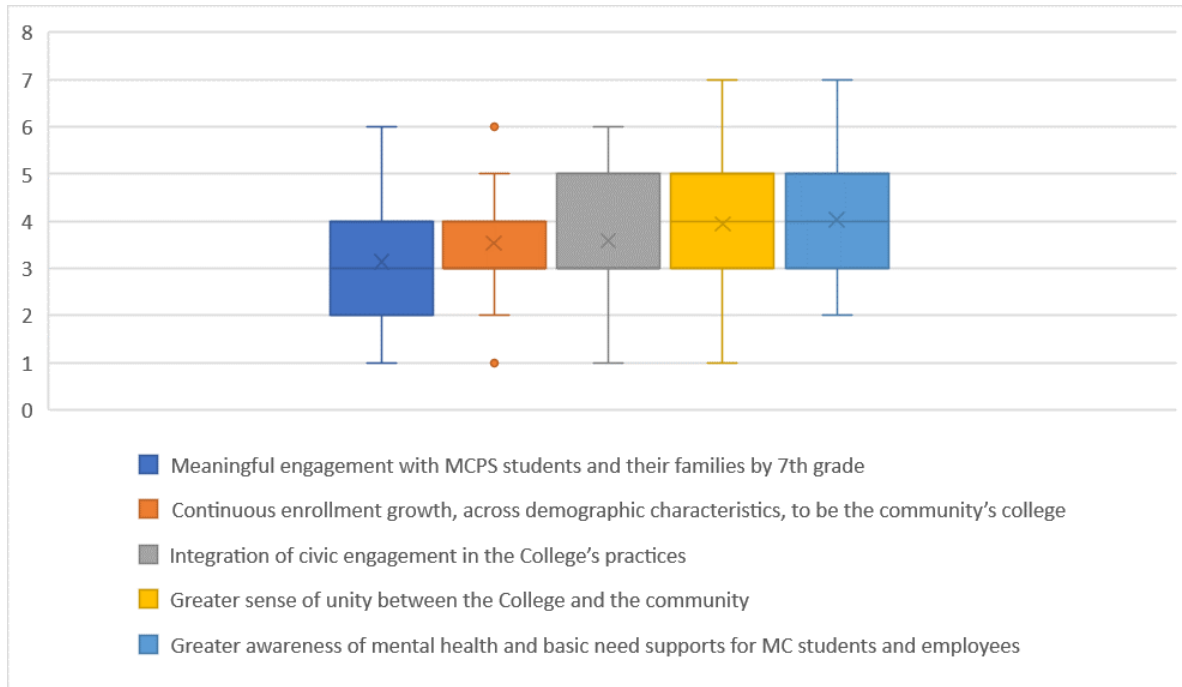
Rating	#
Planning stage	12
Early stages	15
Some progress	34
Significant progress	32
Complete	14

*Figure 1: Rating of completion of action steps*

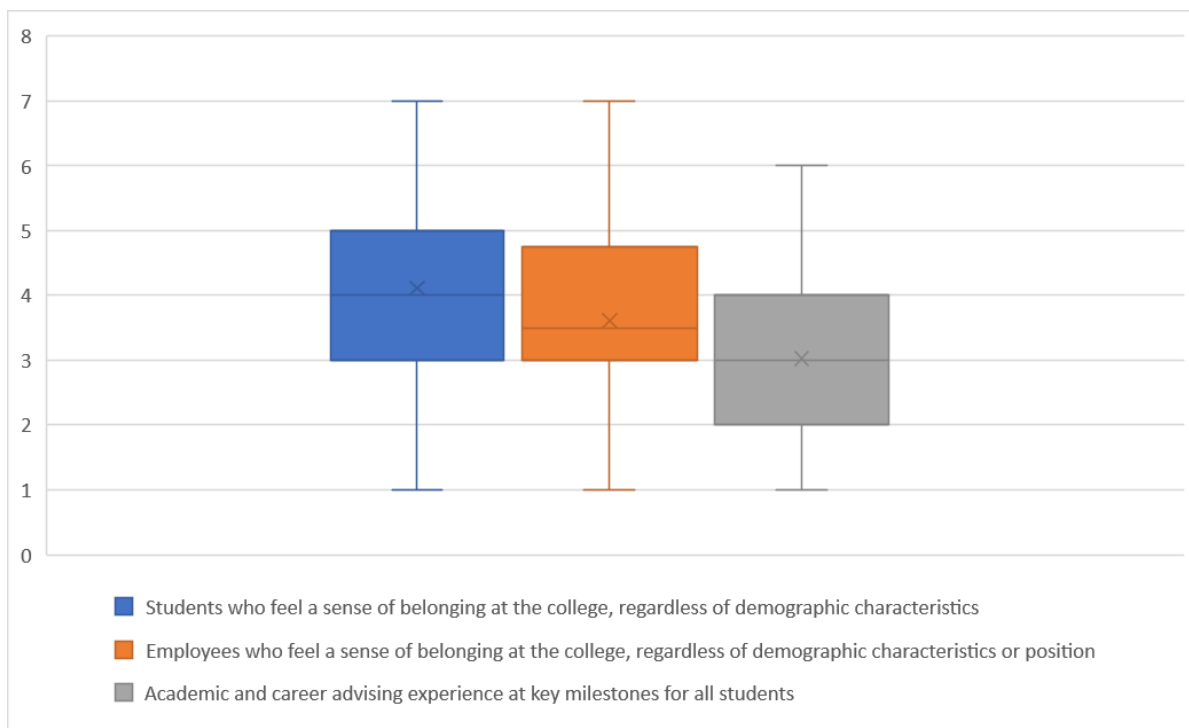


## Appendix B: Rating of Progress Toward Outcome

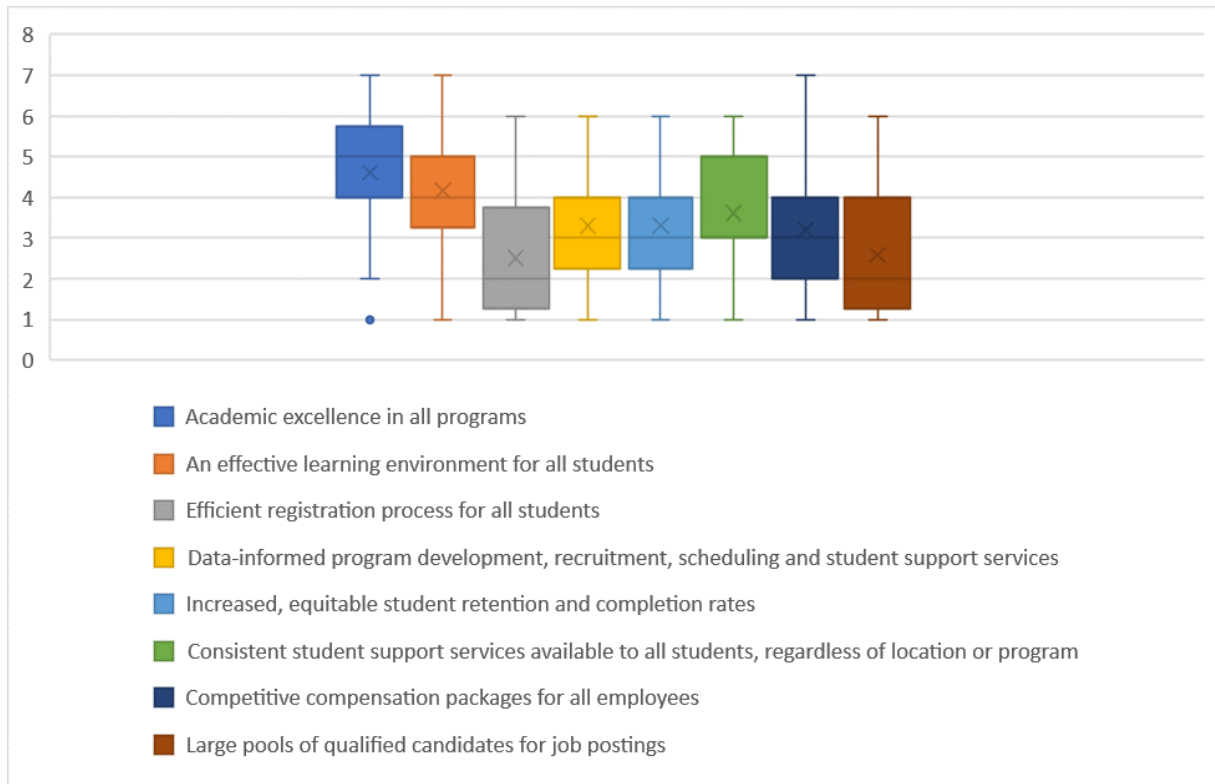
### *Goal 1: Enhance connections between Montgomery College and our community*



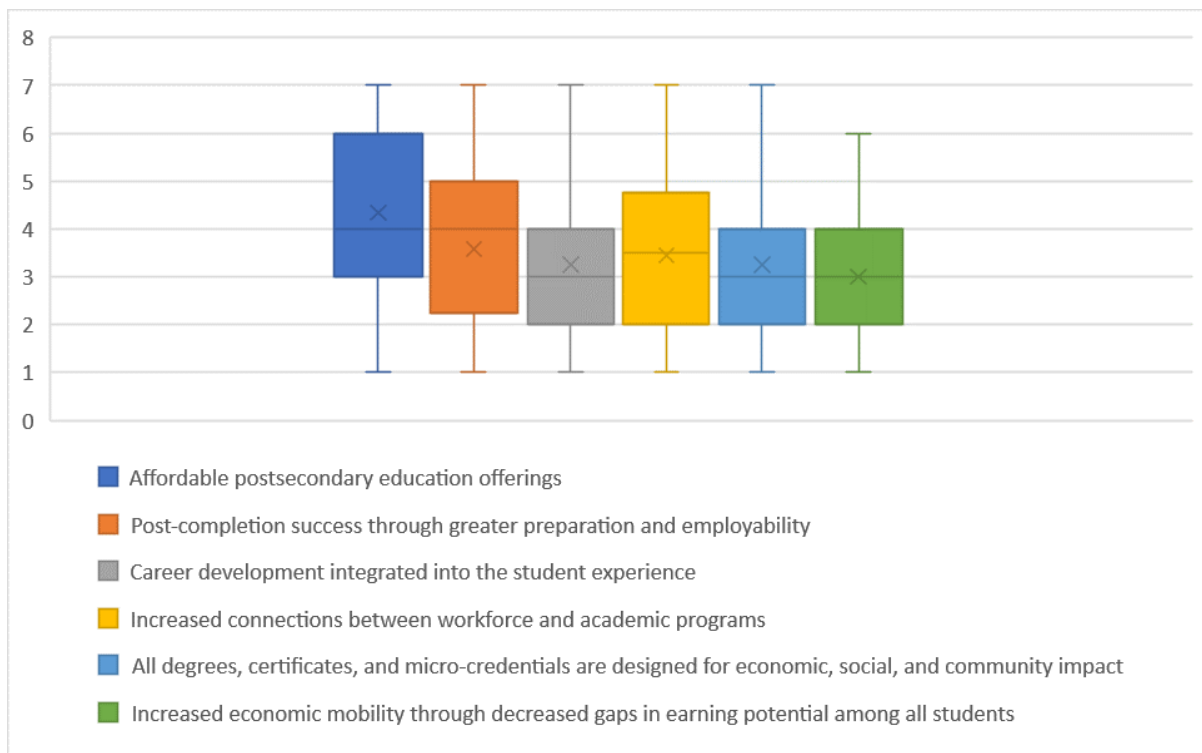
### *Goal 2: Cultivate a sense of belonging for everyone at the College*



### Goal 3: Enhance educational and organizational effectiveness



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



## Appendix C: Highlighting Success Stories<sup>11</sup>

### GOAL 1. Develop East County expansion plan to meet the community's educational needs.

*Action step:* Prepare Raptor Central for division cross-functional services for credit and noncredit students.

*Evidence of impact:* Planning is complete on design and training documents for ECEC Raptor Central. Committee with SA and WDCE reps collaborated on schedule, services, faculty and staff to serve ECEC, and office space for project work.

*Outcomes impacted:* Consistent student support services available to all students, regardless of location or program.

### GOAL 1. Expand collaborations with county students who are in elementary and middle school.

*Action step:* Montgomery Can Code summer 2023 camps.

*Evidence of impact:* 800 MCPS 6th and 7th graders attended camps.

*Outcomes impacted:* Meaningful engagement with MCPS students and their families by 7th grade.

*Action step:* Develop online resources for MCPS parents/teachers of K-7 students to develop college going culture.

*Evidence of impact:* Draft framework for online resources has been developed. Now in process of refining information so it can be forwarded to OACE for inclusion on the website.

*Outcomes impacted:* Meaningful engagement with MCPS students and their families by 7th grade.

*Action step:* Build on the National Q12 (Quantum) Education (K-12) Initiative to infuse Quantum concepts in the Science and Technology Curriculum in 6th grade.

*Evidence of impact:* MC SET area faculty and Dean have been engaging in the regular monthly meetings of the National Quantum Initiative Collaboration. Met with MCPS curriculum leaders and showcased current modules developed at MCPS STEM outreach events to interact with families as well. Currently working on a new National Science Foundation to create an Advanced Technological Education (ATE) Center at MC for Quantum Technical to Education to enhance post-completion success through greater preparation and employability.

*Outcomes impacted:* Meaningful engagement with MCPS students and their families by 7th grade; Greater sense of unity between the College and the community; An effective learning environment for all students; Post-completion success through greater preparation and employability.

### GOAL 1. Leverage and expand partnerships with community-based organizations addressing mental health, food and housing insecurity for students and employees.

*Action step:* Mental Health Fairs on the Rockville Campus partnering with other county and community organizations involved in mental health and wellness.

*Evidence of impact:* Over 700 students and employees were served and visited the Mental Health Fair.

*Outcomes impacted:* Meaningful engagement with MCPS students and their families by 7th grade.

*Action step:* Hire Mental Health Coordinator.

*Evidence of impact:* The new Mental Health Coordinator has engaged with students and employees to raise awareness about mental health via programming.

*Outcomes impacted:* Greater awareness of mental health and basic need supports for MC students and employees.

GOAL 1. Scale up outreach efforts in the community to raise awareness of the academic, cultural, and civic opportunities available at the College.

*Action step:* Document all the outreach events we attend each year to identify gaps.

*Evidence of impact:* Spreadsheet with list of outreach events for FY23 and those to date for FY24.

*Outcomes impacted:* Continuous enrollment growth, across demographic characteristics, to be the community's college; Greater sense of unity between the College and the community.

*Action step:* Harvest Fest WDCE Community Day October 28

*Evidence of impact:* Approximately 500 community members attended.

*Outcomes impacted:* Continuous enrollment growth, across demographic characteristics, to be the community's college.

*Action step:* National Apprenticeship Week

*Evidence of impact:* Student, employer, and community partner anecdotal evidence.

*Outcomes impacted:* Continuous enrollment growth, across demographic characteristics, to be the community's college.

*Action step:* Convened monthly MC Votes meeting

*Evidence of impact:* We were approved for ballot boxes for each campus and were awarded a MD Corps member to work with MC Votes

*Outcomes impacted:* Integration of civic engagement in the College's practices

*Action step:* Engage with key organizations: Continue to develop grant proposal applications in partnership with organizations in County to address needs of special populations

*Evidence of impact:* Submitted and was awarded USCIS/DHS Citizenship grant in partnership with Catholic Charities

*Outcomes impacted:* Greater sense of unity between the College and the community.

GOAL 2. Develop and promote activities for students and employees that foster a sense of belonging for everyone.

*Action step:* Governance Awareness Activities

*Evidence of impact:* We had over 150 employees engage in conversation and dialogue collectively throughout the College with this activity.

*Outcomes impacted:* Employees who feel a sense of belonging at the college, regardless of demographic characteristics or position.



*Action step:* Increase personalized outreach calls (Raptor Central) to new students welcoming them to College and assisting with next steps in enrollment

*Evidence of impact:* This program has been fully implemented and is ongoing. To date, over 2800 welcome calls have been made with a 36% answer rate. Calls are focused on creating a sense of belonging for new students by welcoming them personally to MC and urging them to complete the next step towards enrollment by claiming their MyMC account. 65% of students who were reached have already claimed their accounts whereas only 52% of those who were left a voicemail or had a bad number on file have claimed their accounts.

*Outcomes impacted:* Continuous enrollment growth, across demographic characteristics, to be the community's college; Students who feel a sense of belonging at the college, regardless of demographic characteristics.

GOAL 2. Leverage innovative teaching and delivery models to ensure equitable access and success for all students and employees.

*Action step:* Refresh our Online Teaching training to incorporate new pedagogical approaches

*Evidence of impact:* Redesigned training is completed and currently being offered.

*Outcomes impacted:* Employees who feel a sense of belonging at the college, regardless of demographic characteristics or position; An effective learning environment for all students; Data-informed program development, recruitment, scheduling and student support services; Academic excellence in all programs.

*Action step:* Increase the number of Z / OER courses by 2%

*Evidence of impact:* Z/OER course sections increased by 9.6% Fall 2022 to Fall 2023.

*Outcomes impacted:* Students who feel a sense of belonging at the college, regardless of demographic characteristics; Employees who feel a sense of belonging at the college, regardless of demographic characteristics or position; An effective learning environment for all students; Data-informed program development, recruitment, scheduling and student support services; Academic excellence in all programs.

*Action step:* Refresh online teaching training to incorporate new pedagogies

*Evidence of impact:* Academic excellence in all programs

*Outcomes impacted:* Redesigned training is completed and currently being offered.

*Action step:* Expand credit and non-credit online opportunities in the online modality

*Evidence of impact:* 1. Several new non-credit online offerings and/or certificates are ready. A Project Management course will be offered through a statewide seatbank in Spring 2024 and a Cannabis Training program will be offered with fully online and remote delivery in Fall 2024. 2. The number of credit degrees and/or certificates has increased by 8.8% thus far. It is expected that before FY 24 is completed, the 10% goal will be realized.

*Outcomes impacted:* An effective learning environment for all students; All degrees, certificates, and micro-credentials are designed for economic, social, and community impact; Increased, equitable

student retention and completion rates; Academic excellence in all programs; Increased connections between workforce and academic programs.

GOAL 2. Make data-informed decisions based on engagement and satisfaction survey results to develop timely action plans, implement change, and evaluate progress.

*Action step:* Administration and analysis of student satisfaction survey

*Evidence of impact:* Students who feel a sense of belonging at the college, regardless of demographic characteristics; An effective learning environment for all students; Academic excellence in all programs; Data-informed program development, recruitment, scheduling and student support services;

*Outcomes impacted:* Data on the student satisfaction survey revealed that nearly three-quarters of respondents report they "feel a sense of belonging" at Montgomery College; 91% would recommend MC to friends and family; 85% reported the quality of education at MC met or exceeded expectations.

GOAL 4. Identify employment needs and relevant skills that prepare students for the future and incorporate those skills into appropriate pathways.

*Action step:* Deliver the Community Informed Policing (CIP) Training (Cohort #2) – January 2024

*Evidence of impact:* MCPD has renewed its agreement for MC to deliver training to officers who have graduated from the academy but have not yet completed field training. This is a partnership between the credit and noncredit sides of the College, demonstrating connection between workforce and academic programs.

*Outcomes impacted:* Integration of civic engagement in the College's practices; Greater sense of unity between the College and the community; Greater awareness of mental health and basic need supports for MC students and employees; Increased connections between workforce and academic programs; All degrees, certificates, and micro-credentials are designed for economic, social, and community impact.

<sup>[1]</sup> Taken from action steps rated as significant progress or complete. Those which have very specific and tangible action steps (vs. broad goals) selected for inclusion.