FY22 PRIORITIES
PROGRESS REPORT

MC
MONTGOMERY COLLEGE

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At the Board of Trustees' September 2021 retreat, Interim President Dr. Charlene M. Dukes and the College's senior leadership presented a plan for Fiscal Year 2022 institutional goals. These goals represent key College initiatives and critical operating functions:

1. Return to campus

2. Enhance enrollment management

3. Advance the next level of student success efforts

4. Implement advising redesign

5. Prepare for presidential transition

6. Advance College's anti-racism roadmap

7. Launch Workday components with focus on change management and training

8. Advance East County presence and strategy

This report provides an update on the accomplishments for each priority as well as remaining work as of February 2022—important perspective as the College prepares to transition its leadership from Interim President Dukes to President Dr. Jermaine F. Williams on February 28, 2022.

In addition to progress on FY22 priorities, the College also developed and implemented the process for the Board of Trustees' approval and submission of the FY23 budget to the county executive and county council. The FY23 budget is accompanied by these priorities:
• Accelerating student access, affordability, and success
• Enrollment management
• East County presence
• Institutional sustainability
• Workforce alignment and development

The College's focus on these priorities deepens its collective ability to fulfill the mission to empower students to change their lives.

RETURN TO CAMPUS

BACKGROUND

At the start of Fiscal Year 2022, on July 1, 2021, the College was still in emergency remote work status. Employees were working from home and the vast majority of classes were held in remote or distance formats. The delta variant of the coronavirus had not yet reached the U.S. The College had established a Return to Campus Advisory Team (RTCAT) to provide advice to senior leaders and the president, who had planned a gradual return to campus. In that plan, employees would have returned in August and about a third of fall semester classes were scheduled on campus in face-to-face formats. All student support services were open on campus during this time, including libraries, tutoring services, advising/counseling, financial aid, and more. With the surge of the delta variant, the College established a vaccination requirement for employees and students and moved the return date for employees to November.

STATUS

Employees returned to working on campuses and College sites. Telework arrangements were phased in starting with one day per week maximum for employees in eligible positions in November and then up to three days per week in February. Face-to-face classes account for the majority of student enrollments in the spring semester. The early surge of the omicron variant made it even more important to ensure that all safety and health protocols were consistently communicated and followed by employees and students.

ACCOMPLISHMENTS

- Consulted regularly with county and state health authorities on planning, communication, and resource allocation.
- Worked closely with county and state health authorities on the establishment of mass vaccine and mass testing sites on the Germantown Campus.
- All three campuses hosted testing and vaccine sites.
- Utilized a comprehensive Return to Campus Advisory Team composed of faculty and staff, which met weekly to examine evolving science, local metrics, operational issues, health and safety strategies, and provide recommendations to the president about critical decisions.
- Established protocols for students and employees to safely return to on-campus classes and work, including required vaccination or testing due to medical or religious exemptions.
- Confirmed 99 percent of College employees were vaccinated or testing (with approved exceptions).
- Enforced student vaccination requirement for ongoing face-to-face classes in the spring semester and supported students to move to structured remote or distance learning classes if they were not vaccinated.

- Provided regularly updated online dashboard for COVID-19 infections in county and MC cases.
- Conducted comprehensive communications through email messages, social media, videos, posters, and electronic signage to students and employees explaining compliance with vaccination and face mask requirements including website pop-up messages, MC Alerts, social media, and collegewide digital signs.
- Communicated extensively with faculty and staff about expectations regarding return-to-campuses including in-class protocols related to infections in class, quarantines for exposure, masking, and planning for any emergency pivots to structured remote classes in the case of new variants or high transmission rates.
- Retained a vendor to verify the authenticity of student vaccination and testing documents in consultation with state's Health Information Exchange known as CRISP, the Chesapeake Regional Information System for Patients.
- Implemented a system for employee document verification using CRISP.
- Provided systems for students and employees to apply for exceptions to the vaccine mandate in cases of medical or religious beliefs, and to verify their regular COVID testing protocol.
- Initiated distribution of 20,000 KN95 masks on campuses.
- Conducted extensive air quality assessments in buildings and made recommendations for addition of UV light and upgrades to appropriate HVAC systems to limit coronavirus transmission.

REMAINING WORK

- Establish processes for employees (and eventually students) to report booster shots in keeping with the CDC's guidelines for what constitutes "fully vaccinated" status.
- Make decisions about student vaccine requirements for summer and fall semesters.
- Balance the need for recruitment and enrollment with vaccine hesitation, supply chain delays, and complexities of implementing vaccine verification, particularly as it relates to students.
- Plan early for the challenges that accompany the beginning of the semester when students come to campuses with questions about how to fulfill the vaccine requirements.
- Assess and adjust, as needed, communications strategies for reaching students with health requirement information.
- Plan for other expenses related to pandemic, which are now supported by Higher Education Emergency Relief Funds (HEERF), including personal protective equipment, HVAC, communications, contracts with third-party vendors who are managing the administration of records related to vaccine, booster, and testing.

2 ENHANCE ENROLLMENT MANAGEMENT

BACKGROUND

The College has experienced enrollment declines during the pandemic, as have many colleges across the state and the country. This trend was observed prior to the pandemic, but has been exacerbated by challenges that students face, such as housing and food insecurity, family care responsibilities, and the priority of earning income over earning a degree. To address enrollment management, the College had engaged with experts at the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to develop an enrollment management philosophy and strategy. As this work became more urgent during the pandemic, the College re-doubled its efforts. Enrollment management has been a topic at every leadership meeting and, during peak enrollment periods, a focus of daily meetings.

STATUS

The College is growing in its enrollment management sophistication and will focus on enrollment through the development of specific plans and strategies to increase its service to residents of Montgomery College.

ACCOMPLISHMENTS

- Engaged in daily reviews of enrollment progress and responded to evolving issues in the run-up to the spring 2022 semester.
- Applied an "all-hands-on-deck" call to action resulting in strategic outreach efforts through thousands of phone calls to students to assist them with enrollment and vaccination questions or concerns.
- Sent direct mail campaigns to county residents with messages about financial aid, ACES, Early College, dual enrollment, and general academics.
- Contracted with a vendor that conducted special outreach to students who had applied to MC, but never registered, resulting in more than 400 additional students who accounted for an additional three percent in enrollment.
- Expanded College advertisements to additional social media platforms as well as boosting digital ads to high schools.

REMAINING WORK

- Appoint an Enrollment Management Taskforce.
- Finalize and implement enrollment management plan with a focus on increased outreach, targeted analytics, quantitative and qualitative research, and recommending enhanced technologies to support students from point of contact to the acquisition of degrees, credentials, and licensures.
- Create an internal infrastructure for strategic enrollment management to include identified need for human capital and operational resources.
- Use more targeted analytics to contact students and offer assistance at strategic points in the application, enrollment, and registration processes.
- Conduct increased outreach to students who have begun exploring the College's website but have not enrolled.
- Clarify challenges to enrollment through quantitative and qualitative research among students.

3 ADVANCE THE NEXT LEVEL OF STUDENT SUCCESS EFFORTS

BACKGROUND

The College has been deeply engaged in student success efforts for several years. The collective efforts of faculty, staff, and administrators have combined to reduce and eliminate equity gaps among student populations. In 2018, the Board of Trustees adopted student success goals for the 2018 first-time-ever-in-college (FTEIC) cohort of students which have been diligently advanced. Measurements will be made at the end of the 2021–2022 academic year, setting the direction for the next phase of the College's student success goals.

STATUS

The College anticipates meeting the graduation goal set by the Board in 2018 and is examining data to prepare refreshed goals for student success in areas that include not only graduation and transfer, but also time to degree, cost of degree, and reduction of credit loss after transfer. The subsequent goal is to establish graduation goals at the academic program level.

ACCOMPLISHMENTS

• Actively adapted class scheduling to evolving student demands.

• Continued to track IPEDS data, which indicated a six percentage-point improvement in graduation rates.

• Celebrated disaggregated IPEDS data on racial/ethnic graduation increases.

• Launched the Virtual Campus and hired a dean.

• Expanded Early College and Middle College opportunities for dual enrollment students.

• Incorporated remaining academic initiatives from the 2016 Academic Master Plan into *Montgomery College 2025*, the College's strategic plan.

• Offered biotech bootcamps in partnership with industry.

REMAINING WORK

• Set graduation goals at academic program levels encouraging direct engagement with students in programs.

• Respond to pandemic challenges with diverse instructional modalities.

• Develop strategies for impacting transfer and baccalaureate degree attainment, as well as metrics for recording student attainment of these goals.

• Develop experiential learning opportunities for each major academic program.

• Build on the bootcamp model and expand similar opportunities for IT and health care fields.

4 IMPLEMENT ADVISING REDESIGN

BACKGROUND

Comprehensive advising supports the mission of the College by empowering students to develop, implement, and reassess their educational plans, providing systematic, student-centered support for personal, academic, and career goals. Comprehensive advising is a collaborative process between the Academic Affairs and Student Affairs divisions and assists students in establishing goals, minimizing barriers, and encouraging self-sufficiency. Advising fosters a holistic approach to student success with an emphasis on completion of programs that result in credentials, credit transfer, and/or career attainment.

Former President DeRionne Pollard convened the Advising Redesign Taskforce (ART) to take a comprehensive, systems view of advising at Montgomery College. The group was charged with developing a model of advising that is student-centric, collaborative, equitable, and holistic. The ART submitted recommendations to Dr. Pollard in June 2021 and Dr. Dukes took charge of them upon her arrival. Dr. Dukes has convened meetings of leaders and stakeholders during her tenure to hear feedback regarding the recommendations.

STATUS

The preparation for advising redesign has been accomplished. The recommendations have been accepted by the Interim President, and an implementation team will be announced. The redesign will be fully implemented by fall 2023.

ACCOMPLISHMENTS

- Developed academic planning benchmarks and programmatic success benchmarks through the Office of Counseling and Advising and individual academic programs.
- Developed rich informational resources readily available for students on the newly designed College website.
- Fostered collaborative partnerships between Counseling and Advising and program advising in General Studies.
- Implemented academic planning initiatives.
- Developed program advising plans including advising guides, identified and prepared program advisors, and developed welcome sessions and other student-oriented events.
- Developed a variety of opportunities for student connection to programs and promoted student success, including welcome sessions, open houses, and a variety of workshops.
- Implemented advising days and advising weeks.

REMAINING WORK

- Convene the counseling faculty and academic program advisors to discuss the process for implementing recommendations.
- Initiate implementation of the ART recommendations in fall 2022 with full implementation of a redesigned advising process by fall 2023.

5 PREPARE FOR PRESIDENTIAL TRANSITION

BACKGROUND

While the Board of Trustees conducted the presidential search this year, Interim President Charlene Dukes led the efforts to prepare for presidential transition. This included guidance to senior leaders and administrators by an expert in presidential transitions, the production of briefing resources, and preparations for the arrival of the new president, Dr. Jermaine F. Williams. In addition, Dr. Williams visited the College on several occasions, attended Board of Trustees meetings, and participated in other leadership meetings prior to his start date.

STATUS

The College is ready for Dr. Jermaine F. Williams to begin his tenure as the tenth president of Montgomery College.

ACCOMPLISHMENTS

• Initiated All Administrator meetings to begin discussing transition, including change management, challenges and opportunities, and the production of a briefing document to support Dr. Williams' understanding of and introduction to the College.

• Met with the Executive Committee of the Board of Trustees to discuss the components of the transition plan.

• Welcomed Dr. Williams with a special event on the day of the Board of Trustees' announcement of his appointment.

• Featured Dr. Williams in an interview with Dr. Dukes as part of the College's Spring Opening Meeting, which was livestreamed and recorded.

• Completed briefing materials on a broad range of College information and issues for Dr. Williams.

• Received guidance from Dr. Williams on the final components of the transition plan, including a Presidential Transition Advisory Committee, timeline, and process.

REMAINING WORK

• Continue the development of a comprehensive communications and internal/external community engagement plan for Dr. Williams for his arrival at MC.

• Continue to develop strategies to introduce Dr. Williams to elected officials and facilitate the launch of advocacy work, as articulated in the transition plan.

• Hold events to welcome Dr. Williams and his family to the Montgomery College community.

6 ADVANCE COLLEGE'S ANTIRACISM ROADMAP

BACKGROUND

With the Board of Trustees' leadership, Montgomery College committed to become an antiracist institution in 2020 and has worked diligently to that end. Spearheaded by the Chief Equity and Inclusion Officer (CEIO) and the President's Advisory Committee on Equity and Inclusion (PACEI), this effort has included educational opportunities for senior leaders, employees, community members, and students through book discussions, guest speakers, dialogue forums, Let's Talk! sessions, and other events.

STATUS

The effort is on track and aligns with the antiracism direction initiated by the Board of Trustees.

ACCOMPLISHMENTS

- Developed Antiracism Addendum for the College's Equity and Inclusion Roadmap.
- Held a dialogue session for Dr. Dukes to meet with PACEI and reviewed the annual report.
- Conducted meetings of the CEIO with each of the governance councils and student senates on each campus to share goals and partner on steps to achieve the objectives outlined in the Antiracism Addendum to the Equity and Inclusion Roadmap.
- Developed an Antiracist and Social Justice micro-credential for MC employees and students.
- Conducted monthly meetings of the Senior Administrative Leadership Team using the *How to be An Antiracist Journal* for reflection and discovery.
- Collaborated with the Office of Advancement and Community Engagement on community-wide dialogue and programming around antiracism.

REMAINING WORK

- Complete information meetings with participatory governance councils this spring.
- Complete Social Justice and Antiracism micro-credential curriculum design for badges.
- Develop framework for assessing policy and procedures through an antiracist lens.
- Review the resource needs for successful implementation, measurement, and success of the antiracism, equity, and inclusion work.
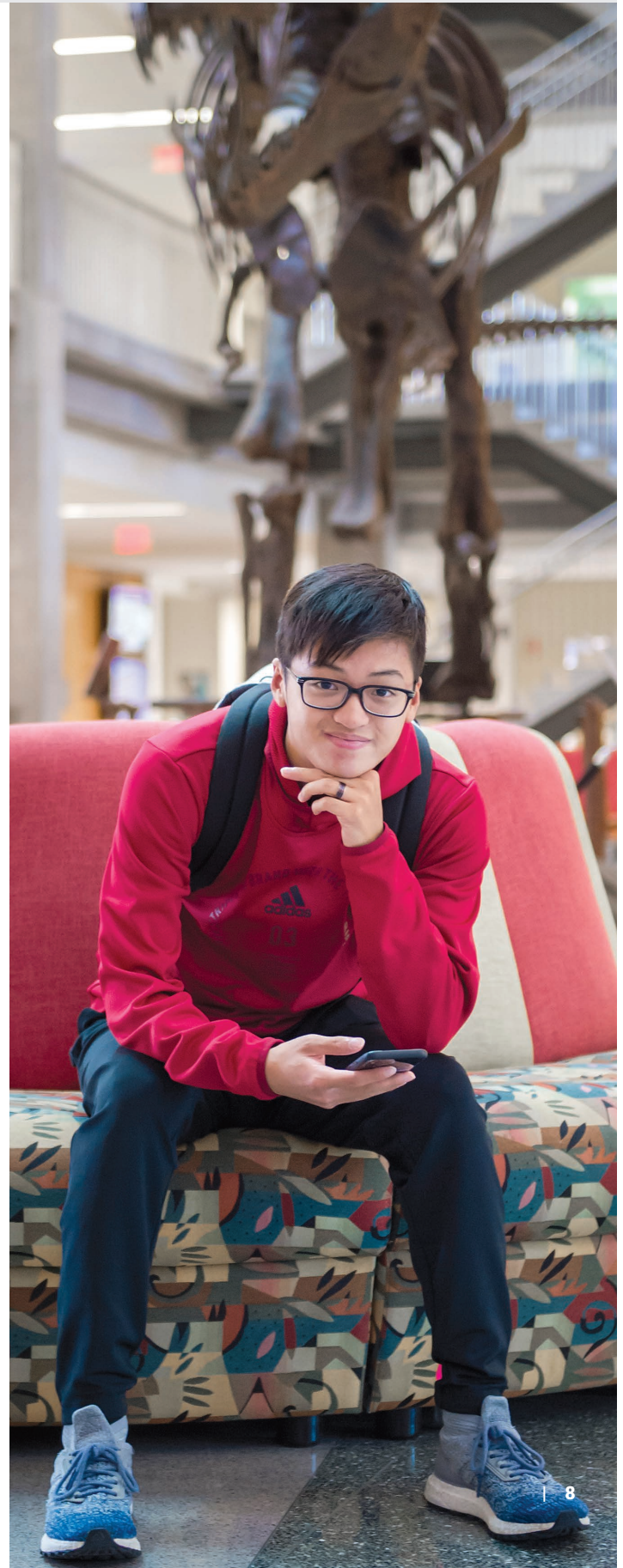
LAUNCH WORKDAY COMPONENTS WITH FOCUS ON CHANGE MANAGEMENT AND TRAINING

BACKGROUND

The implementation of the Workday enterprise risk management system at Montgomery College has been the primary focus of numerous employees for several years. The College completed the transition to Workday on January 3, 2022. The implementation of Workday enables the College to simplify and improve its administrative and business processes and services. The implementation facilitates employees getting their work done more efficiently. Workday permits authorized users to better manage and securely access human resources, procurement, business services, and financial information from any device (desktop, tablet, or smartphone) at any time. Workday provides intuitive self-service tools, empowering employees to manage essential processes while eliminating numerous manual and paper processes.

STATUS

Workday has been launched and is currently in use by College employees for conducting College business. Employees are mastering the system quickly as the College troubleshoots issues to full utilization of the system.

ACCOMPLISHMENTS

- Streamlined the requisition process for supplies and services.
- Gave employees tools to easily track the processing of requisitions, purchase orders, and payments.
- Created an extensive Workday training program for employees including job aid documentation and videos.
- Launched MC Learns, which combines professional development, peer learning, and required training into a single, intuitive application.
- Expedited leave request and tracking process.

REMAINING WORK

- Strengthen employee facility with Workday capabilities.
- Manage post-implementation issues as they arise.
- Prepare for Workday's scheduled semi-annual version release.
- Prepare to implement the budget planning module.
- Provide helpful tips, job aids, and FAQs in English and Spanish on the project website.
- Offer virtual office hour sessions for employees who need assistance.

8 ADVANCE EAST COUNTY PRESENCE AND STRATEGY

BACKGROUND

A county-funded Expansion Feasibility Study in 2021 demonstrated the need for higher educational facilities in the East County: a larger growth in population than national trends, a highly diverse community, a 20 percent disparity in income and consumer spending in comparison to the rest of Montgomery County, and a high cost of living index. Montgomery County leadership identified a need for increased services in the East County area and asked the College to consider expanding services there to meet the needs of the increasingly diverse population. The College began working toward implementing a strategic expansion into the East County this fiscal year with an immediate focus on standing up an education center.
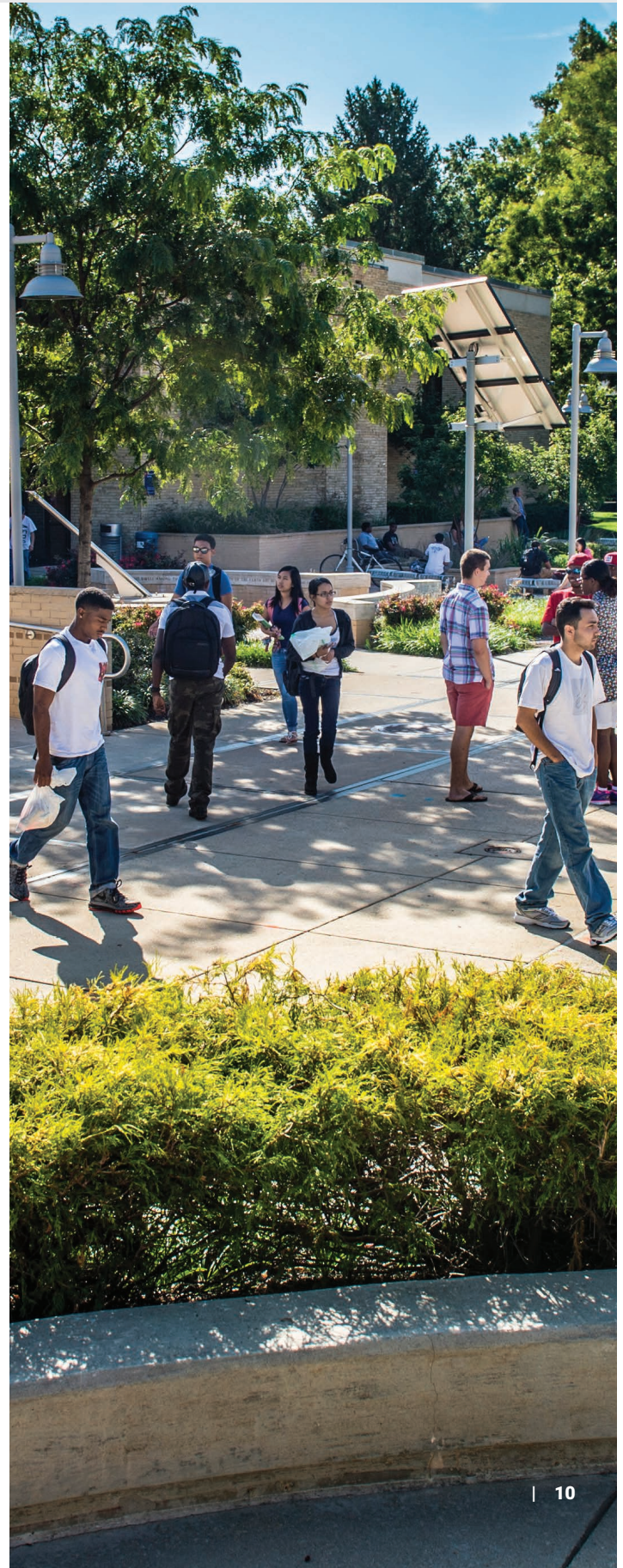
STATUS

The College has advanced the work of an East County presence and is on track to identify and open a center.

ACCOMPLISHMENTS

- Requested a county commitment for $3.9 million appropriation for East County Education Center in FY23 budget proposal.
- Secured FY24 capital funding in the County's Executive's Recommended FY23-28 Capital Improvements Program (CIP) to begin the process to plan a fourth campus in the East County (the College testified at the County Council's recent CIP hearings).
- Established an East County Implementation Team (senior College leaders, including experts in academics, student services, facilities, budget, planning, and legal).
- Developed academic program framework to meet East County needs.
- Developed preliminary space needs analysis and preliminary budget estimates for upfront costs.
- Issued RFP and signed contract with a real estate broker to assist the College in identifying a space for an education center.

REMAINING WORK

- Secure space for the Education Center and prepare July 1 implementation plan.
- Develop enrollment management plan for East County, within the context of the institutional plan.
- Develop marketing and outreach plan for East County.
- Solidify the programmatic offerings and operational requirements.
- Determine the area of responsibility and accountability for the project and a collaborative process for action and execution.