

MONTGOMERY COLLEGE 2025

2020–2025 STRATEGIC PLAN



EMPOWERING OUR STUDENTS | ENRICHING OUR COMMUNITY | HOLDING OURSELVES ACCOUNTABLE

MC

June 2019



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
Equity and Inclusion
Stewardship
Sustainability

MONTGOMERY COLLEGE 2025

APPROVED BY THE BOARD OF TRUSTEES, JUNE 17, 2019

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The role of higher education in our community and society is being transformed and we must be prepared not just to respond, but to lead.

Message from the Board Chair

The Honorable Michael J. Knapp

The mission of Montgomery College is to help students succeed. This seemingly straightforward goal is increasingly complex as students come to MC with more varied needs, goals, and different metrics for success.

In order to help students on their path to success we must understand who our students are, what they desire, what they need for success, and what they look to us to provide. As the most diverse community college in the continental United States, our students represent a wide spectrum of ethnic, gender, demographic, and socioeconomic characteristics. We must be prepared to welcome all of them, nurture them, and guide them on their paths.

The vision set forth in this document identifies the most important areas of growth for our students, our institution, and our community over the next five years. It would be easy to have an extensive list of seemingly important items, but the Board sought to identify those primary, foundational elements that must be in place to ensure a solid base for all activities to flourish. Without a focus on these core elements, there will always be another trend or item to measure which will complicate—or even hamper—our ability to make consequential progress.

The role of higher education in our community and society is being transformed and we must be prepared not just to respond, but to lead. As the place where our residents turn for training and education, we must ensure that we have the appropriate relationships throughout our community to know that we are providing what our students need. This requires candid, and at times, difficult conversations with our campus communities and our stakeholders to refine what we do and make timely changes when necessary.

It also requires that we continually reach out to seek the appropriate inputs, not merely hope that they find us.

As stewards of Montgomery County's higher education efforts, we recognize that we must ensure accountability for the public's trust and resources. To that end, there are specific items identified that can be measured through a scorecard that provides transparency for the College and the community. All stakeholders can see where progress is being achieved and where there is additional work to be done.

Access to education continues to be one of the most significant hurdles for us to address. We know that we must find innovative ways for our residents to obtain a high quality education at an affordable price, knowing that the cost will still be too much for some. We must find additional tools to assist in expanding access.

On behalf of the Board of Trustees, I want to thank

- our faculty and staff who have spent so much time and talent in bringing this plan forward;
- our community partners who provided their insights and perspectives to ensure the plan reflects their needs, values, and aspirations;
- our government officials who provide us the resources to meet the educational needs of our residents; and
- our students who trust that we will provide them with the tools to improve their lives.

Education can unlock the doors of opportunity for everyone in our community. But it must be relevant, timely, accessible and consequential. We hope that this plan provides the framework for Montgomery College's continued journey to empower all of our students to succeed.

As we embark on the next chapter of our work, the College will continue to integrate its already radically inclusive work in multiple areas of service to students.



Message from the President

Dr. DeRionne P. Pollard

As the College plans for its next chapter, a wealth of opportunities lay in its future. Higher education has become an asset which is viewed, increasingly, as a necessity rather than a luxury. There is a growing awareness nationally that higher education is not merely a private benefit but a public one. An educated populace nourishes a strong economy by creating jobs and drawing investors. It also propels innovation, using advances in technology to solve problems more effectively. At the same time, it deepens civic engagement and orients communities to their common values, envisioning success as a shared venture.

While support for the value of higher education is growing, so is an awareness of its complex needs. Montgomery College's strategic priorities must drive tactical planning and budgeting. Montgomery College has long been engaged in serving student needs with nuanced approaches—from culturally appropriate support to adequate financial resources—strategies that are recently winning support in wider circles. Since Montgomery County's diversity has outpaced that of most other communities, we understood early on that our students' success depended on a number of interdependent factors. As we embark on the next chapter of our work, the College will continue to integrate its already radically inclusive work into multiple areas of service to students.

At the same time that higher education is being recognized for its value, expectations for outcomes accountability are becoming more rigorous. Excellence, rigor, and equity are the cornerstones upon which this work must be premised.

Completion and even job-placement measures are becoming standard for judging institutional effectiveness. To meet these standards successfully, colleges will have to multiply their efforts in several areas: communicate even more thoroughly with businesses about the skills that are needed in the workforce; adapt their curricula strategically to meet these needs; use technology that improves learning to train more students more quickly; expand instruction to nontraditional college students, such as high schoolers and career-changers; and strengthen communication and teamwork, among other skills that employers regularly report lacking in recent graduates. The skills traditionally associated with the humanities and STEM, rather than being in competition for resources, will become even more complementary in the future.

While the expectations for higher education are rising, so is the call for more of our populace to enroll. Forward looking leaders in Montgomery County, and across the nation, can see that well-educated, radically inclusive communities are more equitable, healthier, and safer. They improve job-readiness, increase work place satisfaction, and enable economic mobility. Such communities are also better able to provide a safety net for the vulnerable. As the County and the College attend carefully to equity and inclusion efforts, we should take pride in the ethic of care being nurtured in our communities. Social justice is a thread that runs through all of our planning. As a core principle of our planning, it will enable more people to improve their circumstances and position the next generation to contribute their talents even more thoroughly.



To achieve this vision of *Montgomery College 2025*, six goals will drive the College’s strategic planning for the next eight years:

I. Empower students to start smart and succeed

Student success is our mission. Grounded in excellence, rigor, and equity, our goal is to achieve seamless onboarding, timely completion, and transfer for all students by removing barriers and integrating inclusive classroom and student experiences with holistic support systems that are key to student success.

II. Enhance transformational teaching practices and learning environments

Interactions with students are the key to student success. Grounded in excellence, rigor, and equity, our goal is to expand access to successful strategies that provide all students with a strong foundation of knowledge, skills, cultural competency, and support that keeps them engaged and prepares them for completion, transfer, and careers.

III. Fuel the economy and drive economic mobility

Education and market-relevant skills are key to individual and county economic success. Grounded in excellence, rigor, and equity, our goal is to mobilize local and regional partnerships with local employers and our educational partners to effectively respond to labor market needs and expand economic opportunity for our students and all county residents and businesses.

IV. Build, engage, and strengthen community partnerships

Building and sustaining academic and broad-based community partnerships are key to advancing educational opportunities for all community members, especially for underserved and underengaged populations. Grounded in excellence, rigor, and equity, our goal is to deepen connections with broader diverse

communities through organized, strategic, and culturally responsive efforts.

V. Invest in our employees

Cultivating a Montgomery College workforce that is innovative, competitive, culturally competent, and relevant is key to institutional success. Grounded in excellence, rigor, and equity, our goal is create opportunities for all employees to grow professionally and to enhance and apply the intellectual capital, knowledge, and skills necessary to achieve our commitment retention and student success.

VI. Protect Affordability

We endeavor to use our resources prudently and transparently to address the needs of our communities and reflect the fiscal environment. Grounded in excellence, rigor, and equity, our goal is to align and allocate resources with institutional priorities that support student success and ensure equitable access and opportunity for all.



An educated populace nourishes a strong economy, creating jobs and drawing investors. It also propels innovation, using advances in technology to solve problems more effectively. At the same time it deepens civic engagement and orients communities to their common values, envisioning success as a shared venture.

The College has an opportunity to build on our existing foundation and aspirations and open the doors of opportunity for all. When we reflect on the skills our students will need, we can no longer ask short-term questions. We can't stagnate on the importance of academic planning or vacillate on questions about scheduling. We already know the answers. *Montgomery College 2025* actualizes the answers to these questions to propel the institution forward.

Background and Rationale

Higher education is undergoing an unprecedented period of disruption and change. The costs of education continue to rise in an era of diminishing public funding. Data demonstrate that the return on investment for a college education is high—outpacing most traditional investments—yet, for some, making that investment has become difficult and is viewed by many as an impossibility. An excellent, affordable, and accessible education must be available for all. *Montgomery College 2020*, developed in 2012, envisioned a Montgomery College that evolved with the world around it to respond to and meet those challenges by focusing on three Rs—re-designing educational experiences, reinventing institutional roles, and resetting the system. To this end, the College focused its energy around several key initiatives—such as the Academic Affairs Redesign, implementation of the ACES Program, the Common Student Experience, and the opening of two Community Engagement Centers—aimed at enhancing student success and meeting the needs of our students and community. The College's journey over the last several years has renewed our commitment to our mission and revitalized our dedication to social justice.

As tempting as it might be to simply refresh and continue the themes of *Montgomery College 2020*, the context and landscape of higher education has changed, the needs of students have evolved, the meaning of "work ready" is constantly being

redefined, and the definition of student success has advanced. There is much from the past that the College can and should build on, which is especially relevant as the College continues the important work that began with *Montgomery College 2020*. With this in mind, *Montgomery College 2025* is grounded in a proposed set of new imperatives—AIM:

- **Amplify** institutional practices that contribute to student success
- **Integrate** our systems and processes to ensure seamless, equitable experiences
- **Measure** our progress at every step to ensure relevance and responsiveness

Montgomery College 2025 focuses on sustaining momentum on initiatives that demonstrate success and can or should be brought to scale. The plan:

- strategically amplifies these successes and the lessons learned;
- aligns and integrates the activities and strategies of the Academic Master Plan, the Student Affairs Master Plan, Achieving the Dream initiatives, and the Middle States Self-Study suggestions and recommendations—filtered through the lenses of excellence, rigor, and equity; and
- focuses on developing a renewed culture of evidence in which transparency, continuous improvement, and empowerment through data has residence in all College activities.



The College is facing new demands, and challenges are requiring a different institutional focus.

Montgomery College 2025 leverages the lessons learned from the implementation of *MC 2020* through these new imperatives, and sets a bolder vision to fully realize our mission.

Montgomery County, Maryland, is a county in transition. The population of the county has increased 20 percent since the 2000 census and is currently has 1,068,861 residents¹. That growth is largely attributable to net gains in migration and rates of birth among nonwhite populations. From 2000 to 2018, the Black population increased 21 percent, the Asian population increased 21 percent, and the Latino population increased 27 percent². The white population has seen a decrease of 4 percent over the same period. However, Montgomery County also has a bimodal distribution of residents: they are both older and more educated, and younger and less educated. These trends are expected to continue over the next decade. In order to maintain a robust economic and cultural landscape, and to support the College's commitment to social justice, it is paramount to foster a climate of educational access and attainment for all members of the community.

The College's work around closing the achievement gap and deep focus on student success, through

innovations such as the Student Success Score Card, initiatives to reduce the DFW Rates, and participation in the Achieving the Dream network, have resulted in better outcomes for our most vulnerable students. It is imperative that we continue to amplify this work and scale strategies and practices that have demonstrated success. It is equally vital that the College continues to honestly assess and remove barriers that prevent all learners from meeting their educational and career goals while supplementing this work by integrating innovative best practices such as defining and implementing guided pathways, stackable credentials, microcredentialling, equitable curricular and co-curricular student experiences, and doing more to reach learners where they live.

In addition to access and completion, we must amplify, integrate, and measure the work on enhancing learning environments that started with the Academic Master Plan, the Student Affairs Master Plan, Achieving the Dream, and the Middle States Self-Study in a more holistic way. We have addressed many challenges and vulnerabilities for students with extraordinary insight: food insecurity, poverty, immigration status, work schedules, lack of knowledge about college, absence of mentors, disconnection from community. The creative support systems and learning environments that the College has developed to shore up these vulnerabilities

¹American Community Survey, United States Census Bureau

²ibid

in students are working. We have mobile food markets and an expanding menu of online learning opportunities; we have emergency funding from the Montgomery College Foundation; we have financial aid counseling, DACA forums, tutoring, laptop loaners, and late night hours at the libraries. This mosaic of supports is striking for its creativity and passion.

The College has an opportunity to build on our existing foundation and aspirations to be a national model of educational excellence, further enhance student success and completion, and open the doors of opportunity for all. When we reflect on the skills and competencies our students need, we can no longer ask short-term questions. We can't stagnate on the question of whether advising should include rigorous academic planning. We know the answer. We can't vacillate on whether the College needs ambitious strategic enrollment management or if we need scheduling that allows students and faculty to be guaranteed courses for several years in a row. We know those answers too. *Montgomery College 2025* actualizes the answers to these questions to propel the institution forward.

Although the "Great Recession" officially ended almost 10 years ago, the experience highlighted a number of issues that served to inform *Montgomery College 2025*. Montgomery College exists within a region that is both robust and highly competitive and therefore does not allow for complacency³. By 2020, 65 percent of jobs in the nation will require a postsecondary education. Projections for the local region are all above the national projections⁴. In Maryland, this number is 69 percent; 76 percent in the District of Columbia; and in Virginia 67 percent. Our regional labor market is stronger in comparison to national employment prospects, and its proximity to Washington, DC has generated a diverse and highly educated workforce, which makes the area attractive to many high-tech industries, such as biotechnology and cybersecurity. But there is also a growing need for skilled trades workers, teachers, health care professionals, and other middle skills jobs.



Montgomery College is the key to growing a strong middle class and vibrant neighborhoods. Stronger linkages with current community needs not only provide an opportunity for all county residents to become Montgomery College students, but will also strengthen the College's position of assuring student success, radical inclusion, and long-term financial sustainability for the College.

³Montgomery County Comprehensive Economic Strategy, November 2016.

⁴Carnevale, Anthony; Smith, Nicole; Strohl, Jeff. 2016. *Recovery: Job Growth and Education Requirements Through 2020*, Georgetown Public Policy Institute.



That employers want a highly educated workforce is not a new trend—there’s been a premium in wages for the college-educated workforce since the early 1980s⁵. The region’s new jobs require a combination of decision-making, communications, analysis, and administration skills that are helped by postsecondary training. Fast-growing fields in health, science, technology, engineering, and mathematics require these advanced skills. Since the Great Recession ended in 2009, college-educated workers have captured most of the new jobs and enjoyed pay gains. Noncollege grads, by contrast, have faced dwindling job opportunities and an overall three percent decline in income⁶. “The post-Great Recession economy has divided the country along a fault line demarcated by college education,” said Anthony Carnevale, director of Georgetown University’s Center on Education and the Workforce.

Income disparities contribute to the decline of the middle class and disproportionately affect minority populations. To ensure a prosperous future for all

county residents, Montgomery College must be a beacon of “radical inclusion” and the educational engine that contributes to a thriving and equitable economy.

Though many middle-income jobs do not require a college degree, nearly all require some form of post-high school education and training. The solution is not simply to send more students to four-year colleges. Many young people either don’t want to spend more years in school or are not prepared to do so. Already, four in every 10 college students drop out before graduating—often with debt loads they will struggle to repay without degrees⁷. Rather, many high school graduates would benefit from a community college experience where they can obtain certificates and in-demand skills, especially involving technology, but at a fraction of the time and cost of a four-year degree. The ability of Montgomery County and the region to compete in an evolving, global, and connected economy depends on cultivating a skilled and agile workforce; and the economic mobility and prosperity of residents demands a deep commitment by the College to help them change their lives. Montgomery College has worked diligently to maintain a positive and mutually supportive relationship with external partners, including business and industry, Montgomery County Public Schools, and The Universities at Shady Grove (USG), a collaboration of nine baccalaureate degree-granting state institutions that offer career-oriented higher education.

Community Engagement Centers, a major initiative of *Montgomery College 2020*, allowed the College to extend its connection to local neighborhoods by providing cultural programs, events, and classes that reached deeper into the community. *Montgomery College 2025* amplifies this work through a renewed focus on actively connecting with the broader community through organized and strategic efforts to reach underserved and underengaged populations. The intent is to strengthen academic and career opportunities for learners—where they live—and for the communities the College serves and those whom

⁵ Fuller, J., Raman, M., et al. (2017). *Dismissed By Degrees*, Harvard Business School.

⁶ *ibid*

⁷ *Rethinking Higher Education*, United States Department of Education, December 2018.



we do not yet serve. Montgomery College aims to provide all residents with the intellectual tools and leadership they need to grow and thrive—with boldness, innovation, and compassion.

The College must also commit itself to good people stewardship by providing opportunities for all employees to grow professionally and to sustain a culture of civility and radical inclusivity. Many initiatives have been put into place since *Montgomery College 2020* to address these needs, including implementing a new classification and market-based compensation structure, establishing the President’s Advisory Committee on Equity and Inclusion, and developing the Code of Ethics and Employee Conduct. *Montgomery College 2025* amplifies and integrates much of this work through a reinvigorating focus on enhancing employee opportunities, articulating clear career paths, improving employee onboarding, aligning professional development with the plan’s goals, and implementing a succession plan for critical faculty, staff, and administrative positions.

Going forward, the College will actualize the *Montgomery College 2025* plan through deliberate measurement and meaningful assessment. Being outcomes-driven is no longer an aspiration. It is a necessity. It changes the game for us on a few different levels. In an era of reduced public funding, the College

has a moral and ethical obligation to use our resources in a way that reflects the fiscal environment in which we operate, aligns with the priorities outlined in the *Montgomery College 2025* plan, and supports student success and equitable access and opportunity for all without placing additional financial burdens on students. This means proactively and strategically managing affordability to determine what we should start to do, what we should sustain, and what we should stop doing, while finding new ways to combat the financial causes of student noncompletion.

To make the next courageous leap into the College’s future, *Montgomery College 2025* will amplify our aspirations and deepen our commitment to social justice, equity, and radical inclusion by responsibly, boldly, and compassionately responding to the educational needs and economic mobility of our students and community. As we prepare our students and workforce of today and those of tomorrow for the challenges they will face in a complex world, the strategic plan will position the College to embrace transformational opportunities that enhance teaching and learning, economic security, community and civic engagement, and stewardship, while removing barriers to access and success.

We owe this commitment to our students, our faculty, our staff, our communities, and to ourselves.

Development of the MC2025 Strategic Plan

FY17 MILESTONES

- Board of Trustees' *Envisioning the Future*
- Middle States Self-Study
- Creation of Student Success Vision
- White Paper *Refining Strategic Planning at Montgomery College* report

FY18 MILESTONES

- Creation of the Integrated Institutional Planning Groups
- Board of Trustees Constituent Conversations
- "President's Focus" on Strategic Planning
- Middle States Reaccreditation
- Board of Trustees' MC2025 Charge Developed
- MC2025 Project Charter Established
- Board of Trustees MC2025 Strategic Vision

FY19 MILESTONES

- MC2025 Strategic Planning Kick Off Event
- MC2025 Strategic Planning Committee Established
- Board of Trustees Community Roundtable Discussions
- 22 Community Café Discussions and Campus/Community Forums (MC Campuses, Locations, Community Engagement Centers)
- Online Comment Forms Created
- Draft Goals Presented to Board of Trustees
- Business and Community Roundtable Breakfast Forum
- Multiple Montgomery College/PIC MC/Alumni Foundation Forums
- Final Plan Approved by Board of Trustees

Planning for MC2025 began in **FY17** with the Board of Trustees' *Envisioning the Future* report, a strengths, weaknesses, opportunities, and threats (SWOT) analysis that examined areas of critical importance to the College. Also, in FY17 Dr. Pollard requested a review and analysis of the College's current strategic planning and execution model with recommendations for enhancing the framework of institutional planning. This report, *Refining Strategic Planning at Montgomery College*, recommended the College implement a new strategic planning framework and to begin institutional planning with a *planning to plan* process.

In FY18, to implement the recommendations from the report, the Integrated Institutional Planning Affinity and Advisory Groups were created and charged to conduct an audit of all planning, budgeting, and data production cycles; identify opportunities for better integration and alignment; and recommend a project plan to develop the College's MC2025 Strategic Plan. During FY18, three additional documents were developed to guide the planning process—the Board of Trustees Strategic Planning Charge to the President; MC2025 Strategic Plan Project Charter; and Board of Trustees Strategic Plan Vision Statement. Along with the Board's *Envisioning the Future* report, these documents were critical institutional resources for developing the MC2025 strategic plan.

In FY19, the strategic planning committee was established. The essential charge and work of the committee was to utilize an inclusive process with input from a broad array of internal and external stakeholders; ensure the plan is data informed; develop a five-year plan with five to six focused strategic goals, with an emphasis on educational excellence, community engagement, and financial sustainability; and address what the College will do to incorporate social justice and innovation into its operations and planning activities.

The MC2025 strategic plan and its goals reflect the College's engagement with a broad array of internal and external stakeholders about the future of education, work, the county, the College, and partnerships. The strategic planning timeline and milestones—occurring over a three-year period—identify the evolution of MC2025.



GOAL I:

EMPOWER STUDENTS TO START SMART AND SUCCEED



Student success is our mission. Grounded in excellence, rigor, and equity, our goal is to ensure seamless onboarding, timely completion, and transfer for all students by removing barriers and integrating inclusive classroom and student experiences with holistic support systems that are key to student success.

VISION

Ensure seamless access, holistic support, successful completion, and equitable outcomes for all students.

OBJECTIVES

- Design and implement flexible and responsive scheduling, including a multiyear schedule, to decrease time to degree completion.
- Define, articulate, and implement a guided pathways approach for all programs, considering MCPS initiatives, credit-for-prior-learning, transfer and articulation, and noncredit to credit transition, to increase success and completion.
- Leverage the Strategic Enrollment Plan to optimize enrollment while ensuring equitable access and outcomes for all students.
- Enhance institutional capacity to implement a student success system to facilitate counseling and advising and monitor student progress.

OUTCOMES & INDICATORS

- **Identified, achieved, and sustained optimal enrollment**
 - Credit Enrollment
 - Noncredit Enrollment
 - Conversion Rates
 - Retention
- **Reduced time to completion**
 - Time to Completion
 - Credits to Completion
- **Enhanced scheduling efficiency**
 - Seat Utilization
 - Cancellation Rate
 - Multisemester Courses
- **Increased graduation/transfer rates**
 - Graduation Rate
 - Transfer Rate
 - Baccalaureate Attainment

GOAL II:

ENHANCE TRANSFORMATIONAL TEACHING PRACTICES AND LEARNING ENVIRONMENTS



Interactions with students are the key to student success. Grounded in excellence, rigor, and equity, our goal is to expand access to successful strategies that provide all students with a strong foundation of knowledge, professional and technical skills, cultural competency, and support that keeps them engaged and prepares them for completion, transfer, and/or careers.

VISION

Implement optimal and inclusive learning and teaching environments so that all students feel welcomed and empowered to succeed.

OBJECTIVES

- Identify and remove barriers to student participation in and faculty and staff implementation of transformational teaching and learning practices.
- Expand and enhance wraparound academic support for distance education to create a “virtual campus.”
- Implement equitable co-curricular student experiences to support completion.
- Enhance institutional capacity for and use of student success data analytics to improve the student experiences.

OUTCOMES & INDICATORS

- **Improved student satisfaction**
 - SENSE Survey Results
 - CCSSE Results
- **Increased participation in transformational learning opportunities**
 - OERs/Z courses
 - Credit for Prior Learning Rates
 - Embedded Student Supports
 - Integrative Learning Outcomes
- **Increased distance learning offerings and improved student experiences**
 - Online Enrollment
 - Online Success Rates
- **Improved student learning outcomes**
 - DFW Rates
 - General Education Competencies
 - Program Outcomes Assessment

GOAL III:

FUEL THE ECONOMY AND DRIVE ECONOMIC MOBILITY



Education and market-relevant skills are key to individual and county economic success. Grounded in excellence, rigor, and equity, our goal is to mobilize local and regional partnerships with local employers and educational partners to effectively respond to labor market needs and expand economic opportunity for our students and all county residents and businesses.

VISION

The needs of all local employers are met and learners of all ages are prepared to compete in the economy.

OBJECTIVES

- Formalize clear curricular pathways that integrate career transfer, skilled trades, and technical education into program advising.
- Sustain innovative partnerships and outreach initiatives with business and industry to expand opportunities for local businesses to work with the College.
- Partner with business and industry to develop stackable credentials and recognized microcredentials that cut across industry sectors and emerging skills, and respond to labor market needs.
- Collaborate with business and industry to develop a robust program of experiential and community learning opportunities, including internships, mentorships, real-world projects, and experimental joint learning spaces.
- Develop and implement a marketing and branding plan to enhance awareness of all College programs and emerging labor market needs.

OUTCOMES & INDICATORS

- **Enhanced business and industry partnerships**
 - Contract Training Offerings
 - Employer Satisfaction
 - PIC MC Capacity
 - Credential Prep Success
- **Increased student experiential and community learning opportunities**
 - Internships
 - Mentorships
 - Service Learning Opportunities
 - Graduate Questionnaire
- **Enhanced clear curricular pathways that reflect labor market needs**
 - Curriculum Alignment
 - Microcredentials Developed
 - Advisory Committee Memberships
- **Improved employment outcomes for learners**
 - Career Program Success
 - Graduate Employment
 - Licensure Pass Rates
- **Positive impact on the local economy**
 - Economic Impact
 - Local and Regional Business Clients

GOAL IV:

BUILD, ENGAGE, AND STRENGTHEN COMMUNITY PARTNERSHIPS



Building and sustaining academic and broad-based community partnerships are key to advancing educational opportunities for all community members, especially for underserved and under-engaged populations. Grounded in excellence, rigor, and equity, our goal is to deepen connections with broader and diverse communities through organized, strategic, and culturally responsive efforts.

VISION

Reach across barriers to strengthen the educational, cultural, and social justice needs of the county.

OBJECTIVES

- Identify and address community college perceptions and marketing gaps to better promote academic, career, and life-long learning opportunities, especially for underserved and underengaged populations.
- Engage in strategic and ongoing dialogues with students and communities to address emerging educational and training needs and public policy issues that intersect multiple communities.
- Expand dual enrollment, Early College, Middle College, career and technical education (CTE), and summer learning experiences to emphasize educational opportunities of underserved and under-engaged communities.
- Increase community-engaged teaching and learning opportunities in partnership with local, national, and global partners.
- Explore the feasibility of expanded “pop-up” Community Engagement Centers as well as offering credit-bearing classes.

OUTCOMES & INDICATORS

- **Enhanced Community Engagement Center offerings**
 - Enrollment in Courses
 - Center Visits
- **Increased participation in early learning opportunities, such as dual enrollment, Middle College, Early College, CTE, and summer programs**
 - Dual Enrollment
 - Early/Middle College Enrollment
 - Career and Technical Education
 - Summer Program Enrollment
- **Increased Montgomery County Public Schools (MCPS) and non-MCPS to Montgomery College enrollment**
 - Percentage of MCPS Grads
 - Percentage of non-MCPS Grads
- **Increased College-sponsored forums and community events**
 - Community Forums/Events

GOAL V:

INVEST IN OUR EMPLOYEES



Cultivating a Montgomery College workforce that is innovative, competitive, culturally competent, and relevant is key to institutional success. Grounded in excellence, rigor, and equity, our goal is create opportunities for all employees to grow professionally and to enhance and apply the intellectual capital, knowledge, and skills necessary to achieve our commitment to retention and student success.

VISION

Cultivate a College culture of innovation and excellence that supports student success, employee engagement, growth, equity, and career development.

OBJECTIVES

- Develop staff, faculty, and administrators by supporting professional development and clearly articulated career paths.
- Improve internal opportunities for employee leadership and growth by using temporary assignments and internships.
- Leverage employee feedback to develop and implement targeted needs-based training and ongoing dialogues in multiple modalities around civility, ethics, and equity and inclusion.
- Improve employee onboarding, engagement, incentives, and performance evaluation.
- Implement a strategic talent management plan, including succession planning, to ensure career development and growth and to anticipate the operational needs of the College.
- Develop and sustain a coherent, shared labor philosophy between management and the collective bargaining units.

OUTCOMES & INDICATORS

- Improved employee satisfaction and perceptions
 - Employee Engagement Survey
 - Ethics Survey
 - Equity and Inclusion Survey
- Enhanced professional development opportunities and participation
 - Development Opportunities
 - Course Enrollment
 - Professional Development Ratings
- Enhanced employee career pathways
 - Pathways Created
 - Promotions from Within
- Enhanced employee onboarding and support
 - Onboarding
 - Performance Evaluation
 - Market-Rate Compensation

GOAL VI:

PROTECT AFFORDABILITY



Using our resources prudently and transparently to address the needs of the community and reflect the fiscal environment in which we operate is key to institutional accountability. Grounded in excellence, rigor, and equity, our goal is to align and allocate resources with institutional priorities that support learner success and ensure equitable access and opportunity for all.

VISION

Institutional resources and operations are sustainable and support success.

OBJECTIVES

- Commit to limiting tuition as a percentage of revenues of no more than 30 percent to ensure broader access and opportunity
- Examine and modify College service levels and student financial support systems to support student success and meet financial realities.
- Identify new operational funding streams through innovative entrepreneurial activities.
- Enhance targeted fundraising and sustainable grants to support student success.
- Increase the number and amount of scholarships available to both credit and noncredit students.
- Maximize operational efficiencies through leveraging existing institutional resources and community partnerships in support of student success.

OUTCOMES & INDICATORS

- **Maximized student affordability**
 - Tuition Rates
 - Persistence Rates
- **Increased scholarships and student financial support**
 - Credit Scholarships
 - Noncredit Scholarships
 - Financial Aid
- **Enhanced alternative revenue streams**
 - Foundation Dollars
 - Grant Dollars
 - Entrepreneurial Dollars
- **Improved institutional sustainability**
 - Financial Ratios
 - Credit/Bill Hours

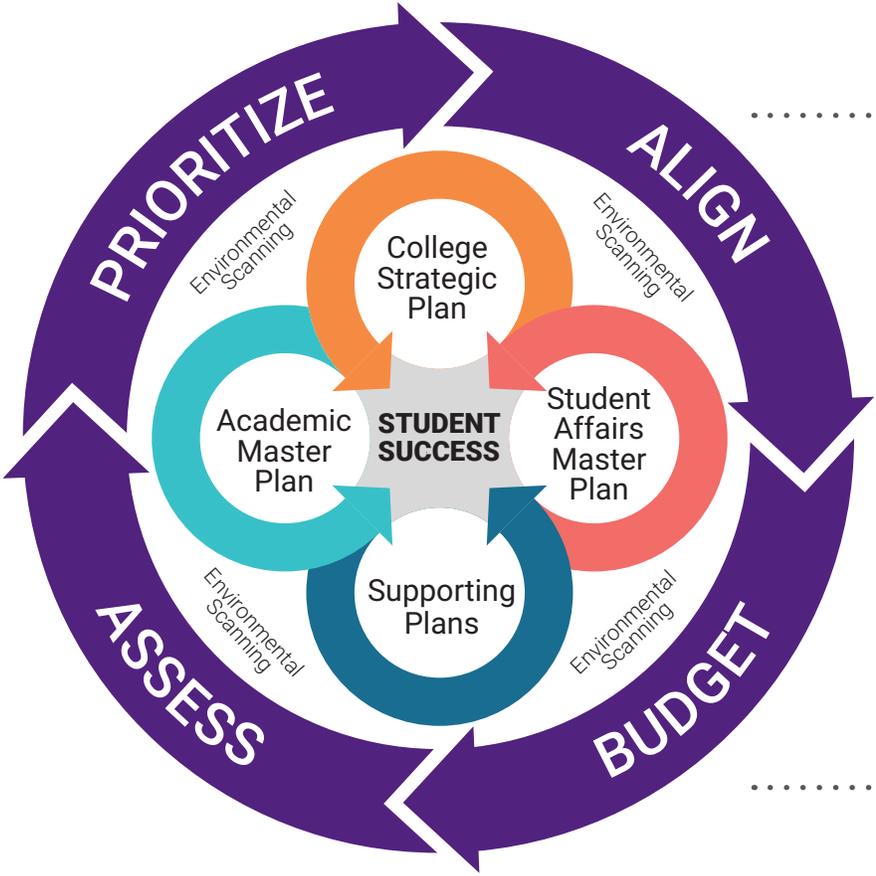
MC2025 SCORE CARD

GOALS	OUTCOMES	INDICATORS			
GOAL 1	Optimal Enrollment	Credit Enrollment	Noncredit Enrollment	Conversion Rates	Retention
	Time and Credits to Completion	Time to Completion	Credits to Completion		
	Scheduling Efficiency	Seat Utilization	Cancellation Rate	Multi-Semester Courses	
	Graduation & Transfer Rates	Graduation Rate	Transfer Rate	Baccalaureate Attainment	
GOAL 2	Student Satisfaction	SENSE Survey Results	CCSSE Results		
	Transformational Opportunities	OERs/Z courses	Credit for Prior Learning Rates	Embedded Student Supports	Integrative Learning Outcomes
	Distance Education	Online Enrollment	Online Success Rates		
	Student Learning Outcomes	DFW Rates	General Education Competencies	Program Outcomes Assessment	
GOAL 3	Enhanced Partnerships	Contract Training Offerings	Employer Satisfaction	PIC MC Capacity	Credential Prep Success
	Experiential and Community Learning	Internships	Mentorships	Service Learning Opportunities	Graduate Questionnaire
	Responsive Curriculum	Curriculum Alignment	Microcredentials Developed	Advisory Committee Memberships	
	Employment Outcomes	Career Program Success	Graduate Employment	Licensure Pass Rates	
	Economic Outcomes	Economic Impact	Local and Regional Business Clients		
GOAL 4	Community Engagement Centers	Enrollment in Courses	Center Visits		
	Early Learning Opportunities	Dual Enrollment	Early/Middle College Enrollment	Career and Technical Education	Summer Program Enrollment
	MCPS to MC Enrollment	Percentage of MCPS Grads	Percentage of non-MCPS Grads		
	College-Sponsored Events	Community Forums/Events			
GOAL 5	Employee Satisfaction and Perceptions	Employee Engagement Survey	Ethics Survey	Equity and Inclusion Survey	
	Professional Development	Development Opportunities	Course Enrollment	Professional Development Ratings	
	Career Pathways	Pathways Created	Promotions from Within		
	Employee Support	Onboarding	Performance Evaluation	Market-Rate Compensation	
GOAL 6	Affordability	Tuition Rates	Persistence Rates		
	Financial Support	Credit Scholarships	Noncredit Scholarships	Financial Aid	
	Revenue Streams	Foundation Dollars	Grant Dollars	Entrepreneurial Dollars	
	Institutional Sustainability	Financial Ratios	Credit/Bill Hours		

MC Integrated Strategic Planning Framework

Student success is the heart of all planning at Montgomery College and all planning activities are filtered through the lens of Achieving the Dream, which emphasizes equity and success for all students. The three guiding plans of Montgomery College are the College’s Strategic Plan, the Academic Master Plan, and the Student Affairs Master Plan. The College’s Strategic Plan is the focal point for setting institutional planning and budgeting priorities. The goals and initiatives of the Academic Master Plan and the Student Affairs Master Plan are aligned with the College’s Strategic Plan and inform tactical planning in each division. In addition, there are several supporting

plans aligned with the three guiding plans to provide the specific frameworks to implement institutional priorities. All planning activities at the College follow a four-step process: Prioritize, Align, Budget, and Assess. All priorities are established through the College Strategic Plan, the Academic Master Plan, and the Student Affairs Master Plan. All other activities and supporting plans are aligned with these institutional priorities and budgets are developed that reflect the established priorities. Finally, all activities are assessed on a continuing and routine basis to ensure successful achievement of institutional priorities and to set new priorities based on the data.



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SUPPORTING PLANS

- People**
- Equity and Inclusion Plan
 - Professional Development Plan
 - Community Engagement Plan
- Fiscal**
- Budget
 - Entrepreneurial Plan
 - Advancement Plan
- Technology**
- Information Technology Plan
- Physical**
- Facilities Master Plan
-



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