

2009

# FY 2009 Strategic Planning Report

July 2008 – June 2009

In FY 2009, Montgomery College focused on three top academic and administrative outcomes. By and large, there has been significant achievement in all goal areas, and despite the challenges posed by the economic turmoil, the College demonstrated 92.9%\* satisfactory results. This report summarizes the planning process conducted in FY 2009, reviews the strategic goals, presents the Collegewide outcomes of FY 2009 strategies and results, and provides a listing of individual unit/campus' strategic outcomes, action plans, assessment targets, and results. This report provides a tool to assess the campus and unit effectiveness and a means to identify improvement opportunities.



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Oct 30, 2009.

(cover page) \* This percentage reflects the combined result of the 'Reached Target' and 'Getting There' categories among the valid assessments. This percentage calculation excludes the pending results and the invalid/incomplete assessments.

# Montgomery College Mission



## Changing Lives

We are in the business of changing lives.  
Students are the center of our universe.

We encourage continuous learning for  
our students, our faculty, our staff, and our community.

## Enriching Our Community

We are the community's college.  
We are the place for intellectual, cultural,  
social, and political dialogue.  
We serve a global community.

## Holding Ourselves Accountable

We are accountable for key results centered around learning.  
We will be known for academic excellence by every high school  
student and community member.  
We inspire intellectual development through  
a commitment to the arts and sciences.  
We lead in meeting economic and workforce development needs.

## We Will Tend to Our Internal Spirit

We are committed to high academic and performance  
standards and take pride in our collective achievements.

We are welcoming, compassionate,  
and service-oriented to our diverse communities.  
We operate in a creative, innovative, flexible,  
and responsive manner.

We practice collaboration, openness, honesty,  
and widely shared communications.  
Integrity, trust, and respect guide our actions.

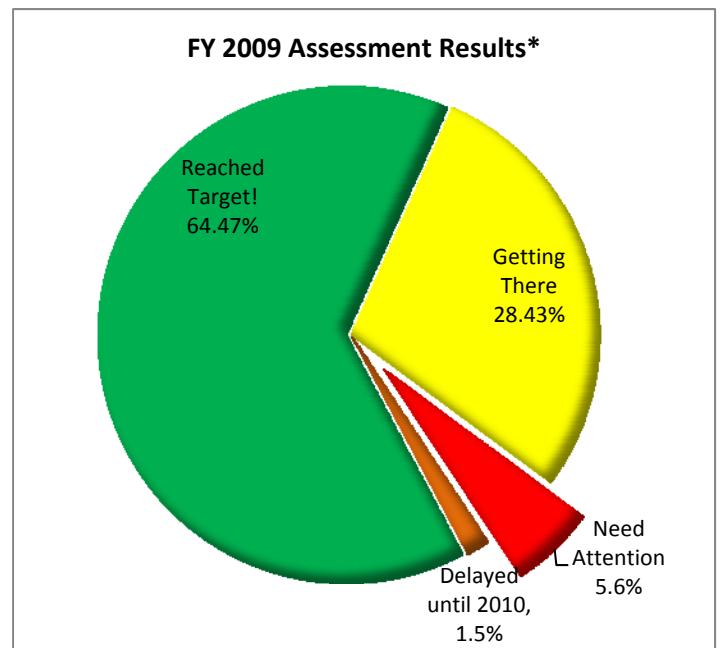
We value and respect academic vitality and excellence.  
Our spirit is renewed through enthusiasm, celebration,  
a sense of humor, and fun.



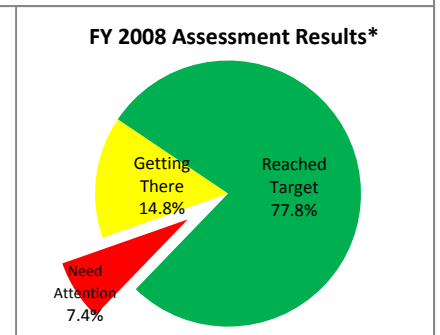
## Executive Summary for FY 2009 Strategic Planning

The 2009 Strategic Planning Report summarizes the planning process conducted in Fiscal Year 2009, reviews the collegewide strategic goals, highlights the outcomes of FY 2009 strategies and results, and provides a listing of individual unit/campus' strategic outcomes, action plans, assessment targets, and results.

In FY 2009, Montgomery College focused on the Top Three Academic and Administrative goals and outcomes which were determined during the March 2007 Collegewide Planning Retreat. There were 311 assessment targets developed to measure the college achievement towards these outcomes. Out of the 311 assessment targets, 197 (or 63%) were valid assessments with completed results and provided insights for future improvement. Among these 197 valid assessments, a combined 92.9% showed favorable achievement towards the FY 2009 strategic outcomes (or 64.5% assessment results reached their targets and 28.4% showed promising progress). FY 2009 achievement exceeds FY 2008 which had 92.6% favorable results (see the smaller chart). The analysis showed that the challenges facing the units/departments in implementing the action plans or deriving assessment results were mainly due to the lack of resource/funding, or the lack of the means to collect the data.



The College was the most effective in Goal IV, Quality of Life area achieving close to 70% favorable assessment results. The College focused the most on Goal I, Access and Retention, for having the highest number of action plans and assessment targets. Fiscal year 2009 concluded the 3-year planning cycle utilizing the set of collegewide goals and strategic actions established in July 2005.



The results of this collegewide report and the unit-specific section (in a separate document) can be used to reinforce the following practices:

- Strengthen accountability for our internal and external constituencies.
- Aim for result-driven strategic planning and decision-making processes.
- Leverage the assessment results to review the strategic direction, goal(s) and/or the mission.
- Assess the collegewide effort and effectiveness towards college mission and goals.
- Align resource allocation with goals, priorities, and College mission.
- Align unit/campus action plans with Performance Accountability Report (PAR) indicators.
- Evaluate the planning process of each unit/campus. Determine whether the action plans are effective, clear and viable. Determine whether the assessment targets were focused and achievable within the time limit. Determine whether the assessment targets and results present a truthful view of the unit's progress.
- Improve the development of action plans by unit/campus. Review the reasons why some assessments were incomplete and determine what is required to develop an achievable action plan or a good strategy.
- Apply the result to develop the FY 2011 strategic direction for each campus/unit.

Strategic goals are reviewed every three years and in Fall 2007, representatives from faculty, students, staff, and administrators participated in an environmental scanning exercise and developed a new set of mission-driven goals for the FY 2010 – FY 2012 planning cycle.

## Table of Contents

FY 2009 Strategic Planning Process & Timeline .....	7
FY 2009 Strategic Goals and Outcomes and Achievement Highlights .....	8
FY 2009 Strategic Planning Forms and Key Terms .....	10
Overview of FY 2009 Strategic Planning Results .....	11
Overview of FY 2009 Strategic Achievement for Units .....	14
Three-Year Strategic Achievement: From 2007 – 2009 .....	15
Goal I: Access and Retention .....	17
Goal II: Learning Environment .....	18
Goal III: Achievement .....	19
Goal IV: Quality of Life .....	19
Goal V: Capacity .....	20
Goal VI: Funding .....	20
FY 2010 Strategic Goals and Outcomes .....	21
Individual Unit/Campus Report .....	22
Resources .....	24
Contact .....	24



# 2009 Strategic Planning Report

## FY 2009 Strategic Planning Process

The strategic planning process at Montgomery College involves defining unit mission, core activities, and goals and strategic outcomes consistent with the College Mission Statement and College Goals and Objectives. The process assesses the outcomes of the unit's action plans and uses the results for resource allocation and to improve the efficiency and the effectiveness of a unit/campus.

At the Academic and Administrative Planning Retreats in March 2007, representatives from faculty, staff, and administrators met to collaborate and develop a shared, core vision for the FY 2009 planning cycle and a set of outcomes tied directly to the collegewide goals. The primary goal of these meetings was the creation of three common Academic planning outcomes and three Administrative planning outcomes that each campus and administrative unit plan would address. Each campus and administrative unit was also encouraged to select additional Collegewide goals that fit with their own internal planning priorities. Each campus/unit submitted one, single unified plan for the entire campus/unit. The planning process can be summarized in Figure 1.

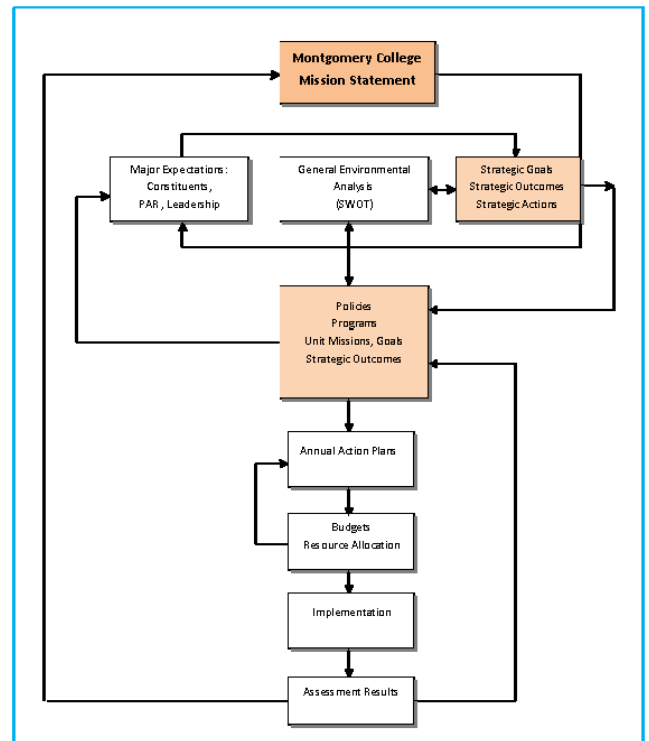
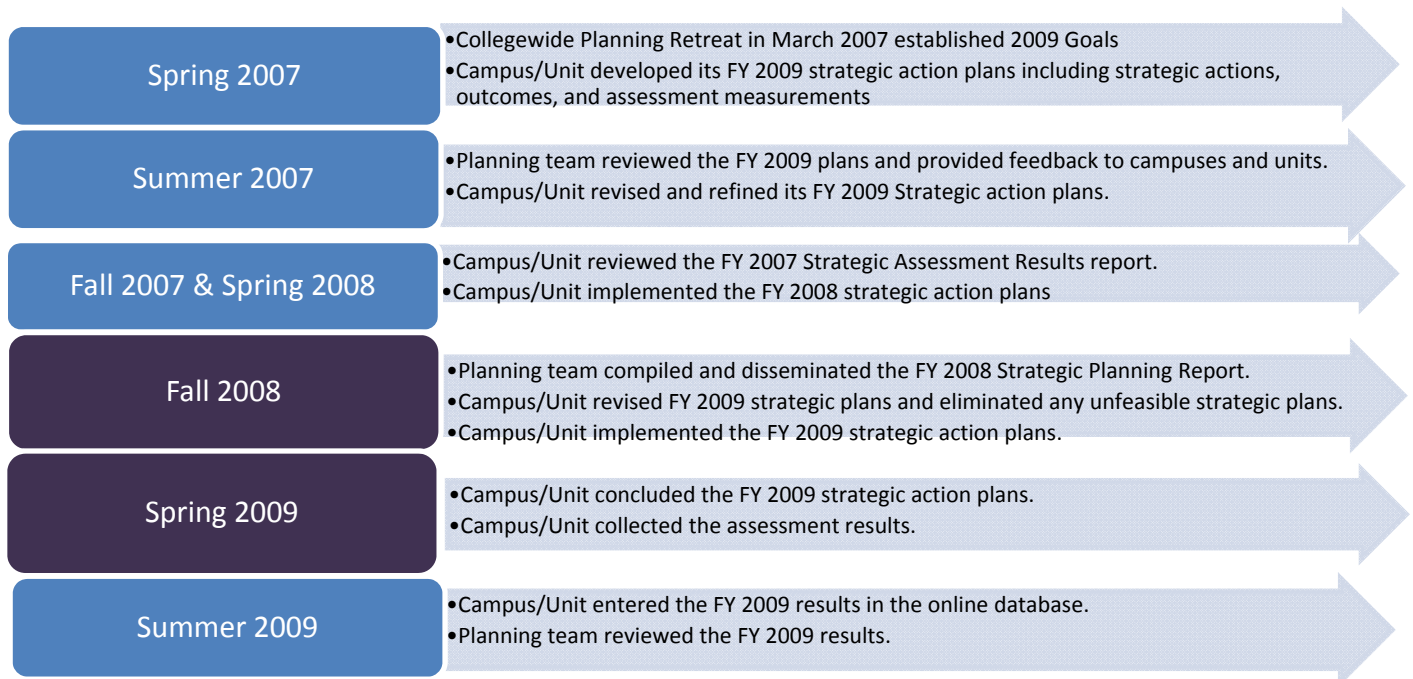


Figure 1. Planning Process in Montgomery College

The 2009 strategic planning process continued the strong focus on outcomes assessment. Outcomes-based and measurable tactical strategies (or actions plans) were developed and each strategy was measured by a set of self-identified assessment targets. In July 2009, at the end of the FY 2009 planning cycle, each campus/unit reported the assessment results. The FY 2009 strategic planning timeline is outlined in the following chart.

## FY 2009 Strategic Planning Timeline



## FY 2009 Strategic Goals, Outcomes and Achievement Highlights

<b>4</b>	<b>Four Common Strategic Goals</b>
<b>3</b>	<b>Top Three Common <i>Academic</i> Strategic Outcomes</b>
<b>3</b>	<b>Top Three Common <i>Administrative</i> Strategic Outcomes</b>

**Goal I (I-A): Offer academic and support programs that empower students to successfully attain their educational goals.**

Outcome: Offer academic and student support programs that provide students with multiple pathways to achieve their educational goals and facilitate further education or career entry.

### Achievement Highlights:

- Enrolled 26 students in the first semester of the new Polysomnography Certificate program.
- Increased participation in the Child Care Tuition Support Program.
- 100% pass rate in mathematics for TRIO students who received tutoring.
- Increase in Nursing, Surgical Technology, and Respiratory Therapy graduation rates.
- Increased enrollment Collegewide in Arts courses.
- Increase in the number of WDCE scholarships, offerings, and business/community training partnerships.
- Increase in the number of students served in Writing and Reading Centers/Language labs while decreasing wait time.
- Increase in enrollment and the number of Distance Learning and/or blended courses offered.
- Developed four new certificates for Building Trades Technology.
- Reduced the number of students closed out of mathematics courses.



**Goal II (II-A): Articulate a General Education program that advances critical thinking, effective communication, problem solving, ethical decision making, cross-cultural understanding, and fundamental technological expertise.**

Outcome: Integrate and assess educational programs that are current, advance critical and creative thinking, effective communications, problem solving, ethical decision making, cross-cultural understanding, and fundamental technological expertise.

### Achievement Highlights:

- Introduced a DNA lab in BI 203 with plans to expand use to BI 101.
- 20 students from each campus along with their faculty mentors participated in the Student Leadership Summits.
- Increased use of the CyberWATCH remote virtual lab by MC students and participating consortium members from other state institutions.
- All FY 2009 College Area Review discipline reports were completed.

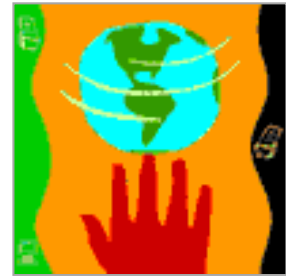


### **Goal III (III-A): Identify, share, and replicate effective faculty and instructional staff practices.**

Outcome: Identify, apply, share, and replicate effective instructional and student service practices that foster measureable achievement by students of diverse ethnicities, learning styles, and educational backgrounds.

#### Achievement Highlights:

- Increase in enrollment, modules, and number of courses in the Honors Program.
- Added sixteen new faculty workshops in instructional technology.
- Increased the number of Service Learning placements for students.
- Increased enrollment in the Ethnic Social Studies certificate program.



### **Goal IV (IV-D): Create physical, social, and working environments that facilitate varied aspects of learning.**

#### **Enhance Communication.**

Outcome: To promote clear and friendly interpersonal communication collegewide that informs all employees, both faculty and staff, creates a more collaborative and cooperative culture, and clarifies expectations and responsibilities of employees at all levels.

#### **Enhance Performance Accountability.**

Outcome: Develop and maintain unit processes to ensure honest and timely employee and management performance reviews and reporting of constituent satisfaction surveys.

#### **Improve Organizational Design.**

Outcome: Review and revise unit organizational design to provide appropriate leadership, management, flexible work options, and professional development to carry out organizational alignment and to close knowledge and skill gaps.

#### Achievement Highlights:

- Implemented the Collegewide tobacco-free policy in Fall 2008.
- Increased the number of Facilities work order ticket requests completed Collegewide.
- Conducted “Lessons Learned” sessions in Human Resources and Information Technology resulting in service enhancements and improved project communication.
- 100% of all Human Resources employees participated in “in-house” professional development training opportunities.
- Increase in overall student satisfaction from the previous year as demonstrated in the Fall Student Satisfaction Survey.
- Increase in telework participation and an associated increase in employee satisfaction from participants.
- Increase in the number of Career Planning and Personal Development Workshops conducted for College employees.



## FY 2009 Strategic Planning Forms and Key Terms

In FY 2009, each campus and administrative unit plan addressed the top three common Academic planning outcomes and three Administrative planning outcomes. Each campus and administrative unit was also encouraged to select additional Collegewide goals that fit with their own internal planning priorities. With the guidance of the planning forms (see the following sample), each campus or unit entered the strategic plan and its components into the online database.



### FY09 STRATEGIC PLANNING FORM

<b>Campus:</b>	Rockville	<b>VP/Provost:</b>	J. Ackerman
<b>College Wide Goal and Objective</b>			
<b>Goal I, Objective A</b>			
<b>Strategic Outcome (What, specifically, will you accomplish?)</b>			
Offer academic and student support programs that provide students with multiple pathways to achieve their educational goals and facilitate further education or career entry.			
<b>Proposed Tactical Strategies to Achieve the Objective (What, specifically, will you do?)</b>			
1.			
2.			
3.			
<b>Anticipated Resources Needed (Please list all resources individually)</b>			
Strategy Number	Type (New, Reallocated, None)	Category (Staffing, Equipment, ESH, IT, Facilities, Other, None)	Description (Brief description of resource needed)
<b>Assessment (how will you measure the "success" of your objective) and Indicators (the specific information that will be collected)</b>			
Method of Assessment (How will you measure?)	Target Result (What will change and by how much?)	Indicator (What are you measuring?)	Assessment Date (When will you measure?)

<b>For EVP use only:</b>	EVP initials _____
Approved contingent on available funding <input type="checkbox"/>	Approved w/no funding <input type="checkbox"/> Re-submit with noted changes <input type="checkbox"/> Not approved <input type="checkbox"/>

### Key Terms:

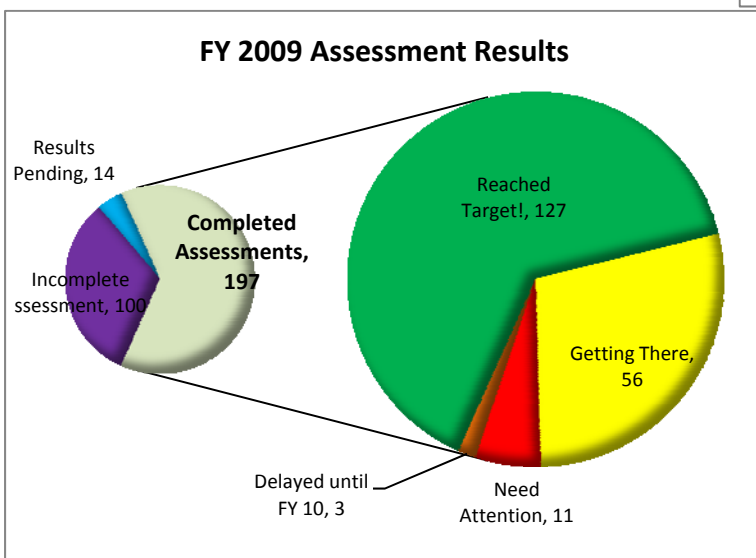
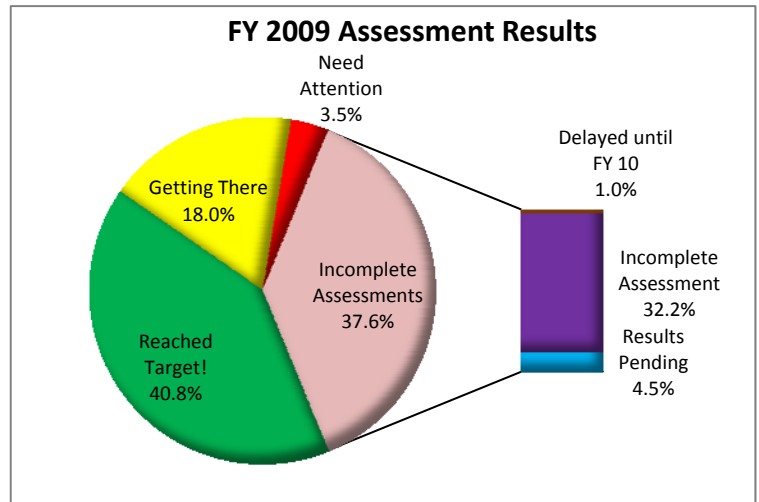
<b>Strategic Outcome:</b>	<b>What will we accomplish?</b> A description of the benefit gained by individuals/units directly targeted by a strategy. Outcomes may be short, intermediate, or long-term and may require a new set of activities or services to achieve.
<b>Tactical Strategy:</b>	<b>What will we do?</b> An activity or approach implemented to achieve a strategic outcome. (a.k.a. Action Plan in FY 2010)
<b>Method of Assessment:</b>	<b>How will we measure?</b> An instrument or specific process that will be carried out to collect measurement data, e.g. an annual survey, tracking student data for a specific course/program.
<b>Target:</b>	<b>What will be changed and by how much?</b> An estimated numerical level of success you eventually hope to achieve for the indicator/measure of your outcome, e.g. 10% increase in student satisfaction, \$1,000 reduction in total costs, 2 day reduction in response time, etc.
<b>Indicator:</b>	<b>What are we measuring?</b> Indicator is the specific information that will be collected to inform the unit/campus whether an outcome has been achieved. These measures are often quantitative, such as a number, or a percentage or percentage increase. For example, number of prospects served, % of students achieving the satisfactory level of performance, % increase of respondents satisfied compared to the previous year.

## Overview of FY 2009 Strategic Planning Results

In FY 2009, sixteen units and three campuses developed a total of seventy-one (71) action plans and three hundred and eleven (311) assessment targets, as compared to five hundred and seventy (570) assessment targets in FY 2008. To provide guidance for each unit/department to use the assessment results and outcomes for improvement purpose, the Office of Planning and Institutional Effectiveness categorized each assessment result into one of the following groups:

<b>GREEN</b>	Favorable outcomes and achievements. Assessment results reached targets. Strategies to be recognized, encouraged, or considered increasing support.
<b>YELLOW</b>	Acceptable outcomes and achievements. Assessment results were moving towards targets. Strategies to be continued, or considered increasing support.
<b>RED</b>	Marginal outcomes and achievements. Strategies to be reviewed, discontinued, or considered decreasing support.
<b>PURPLE</b>	Undetermined outcomes and achievements. Incomplete/Invalid assessments. Strategies to be modified, reviewed, completed, or assessed.
<b>BLUE</b>	Results pending.

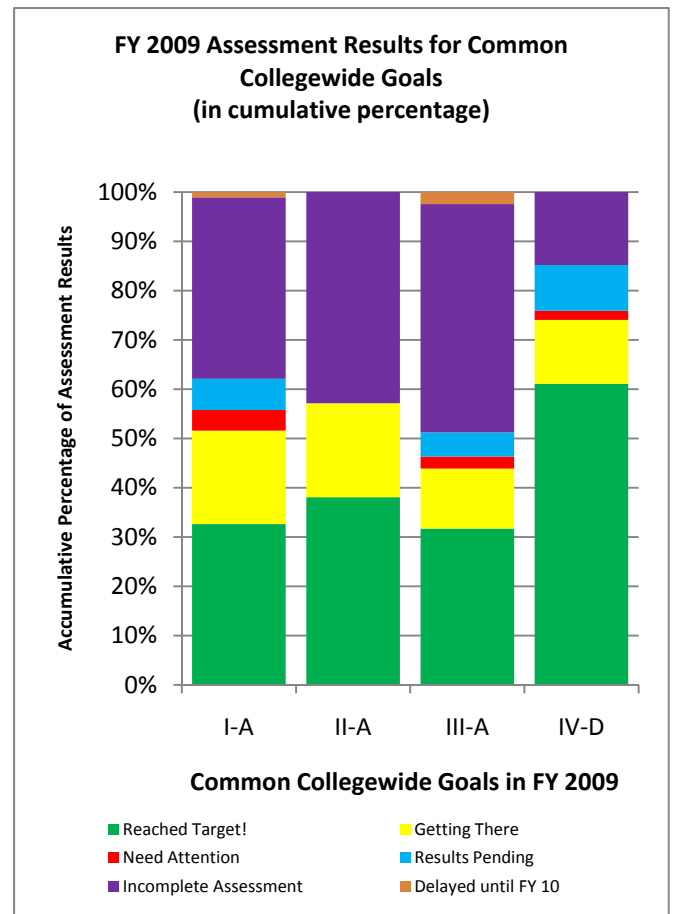
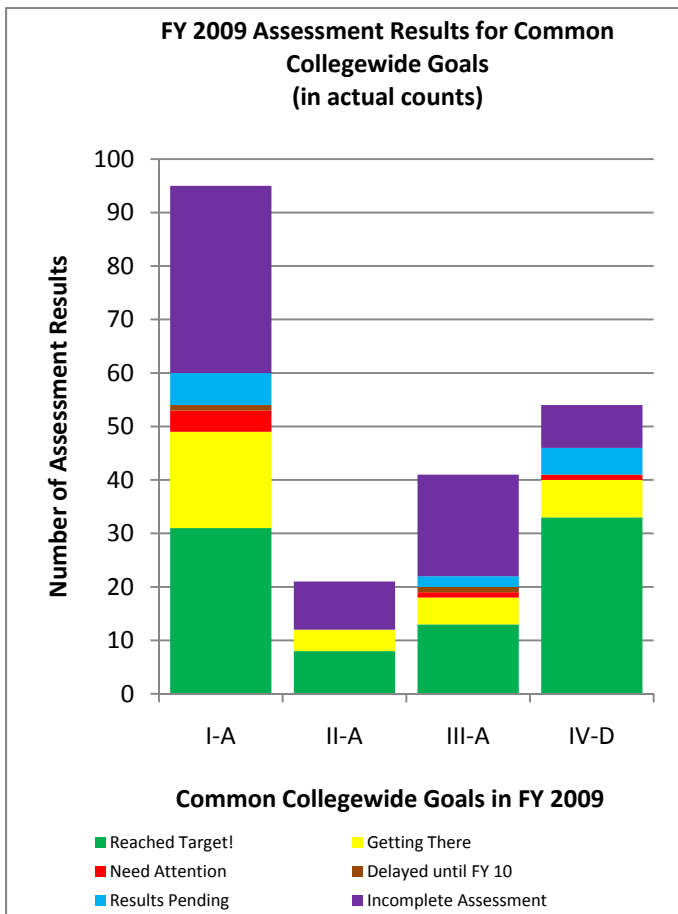
As shown in the pie chart on the right, 58.8% of FY 2009 assessment results either met the target (40.8%) or showed very promising progress (18.0%) towards the target. The analysis shows 1.0% of the targets will be delayed until the FY 2010 and 3.5% of assessment results required attention. There were 32.2% 'Incomplete/ Invalid' assessment results due to the lack of resources/ funding, or the lack of the means to collect the assessment data.



Out of the total 311 assessment targets, 197 (or 63%) were valid assessments with completed results and provided insights for future improvement. When evaluating only these 197 assessments, 64.47% assessment results reached their targets and 28.43% showed promising progress. In other words, a combined 92.90% of completed assessments showed favorable achievement towards the FY 2009 strategic outcomes.

Units and campuses were required to develop tactical strategies and assessment targets for the Top Three Academic and Administrative outcomes within the four common collegewide goals, listed on pages 7 and 8.

The following are two graphical representations of the valid assessment results focused solely on the four FY 2009 Common Goals:



The four common goals and six common outcomes in FY 2009 were derived from the founding set of six Collegewide goals developed in 2005. These six goals were the foundation for the FY 2007 – 2009 strategic planning processes. They were:

**Goal I Access and Retention:**

Maximize access, retention, and success in a learning-centered culture.

**Goal II Learning Environment:**

Refine an outcomes-based educational environment that fosters intentional learning in attaining goals.

**Goal III Achievement:**

Develop and replicate institutional models that promote achievement for all students and professional growth for faculty and staff.

**Goal IV Quality of Life:**

Create physical, social, and working environments that facilitate varied aspects of learning.

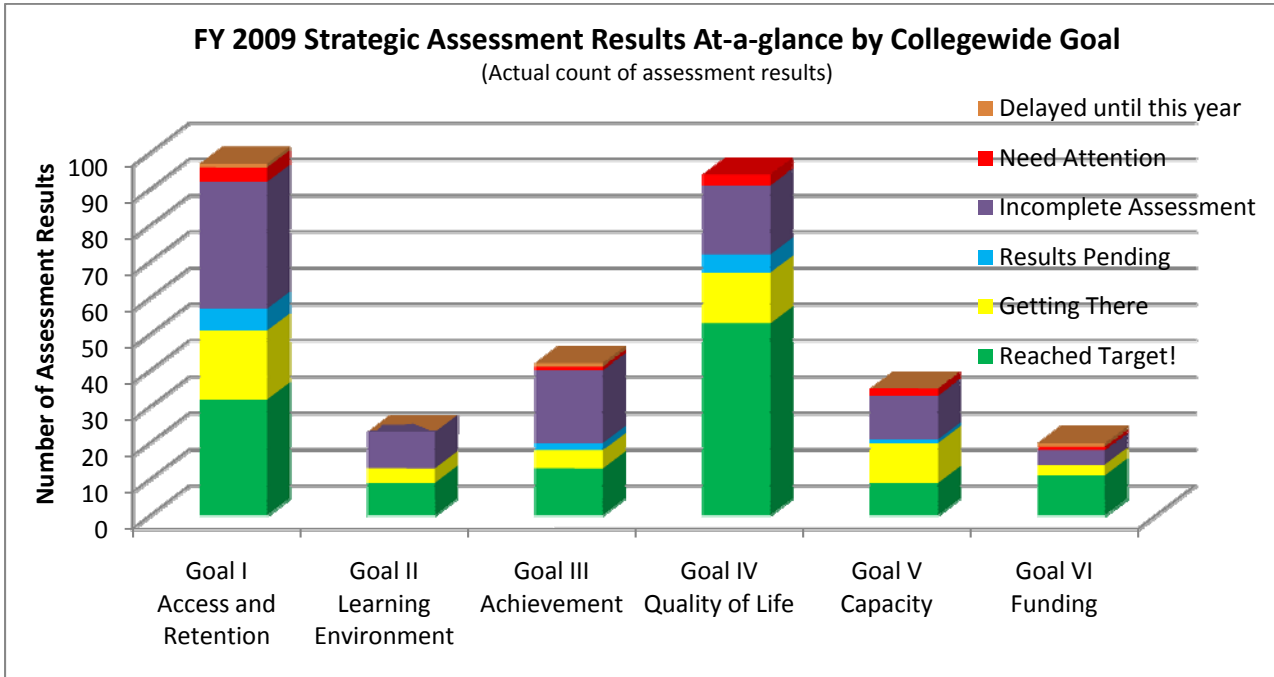
**Goal V Capacity:**

Increase capacity to support growing student enrollment.

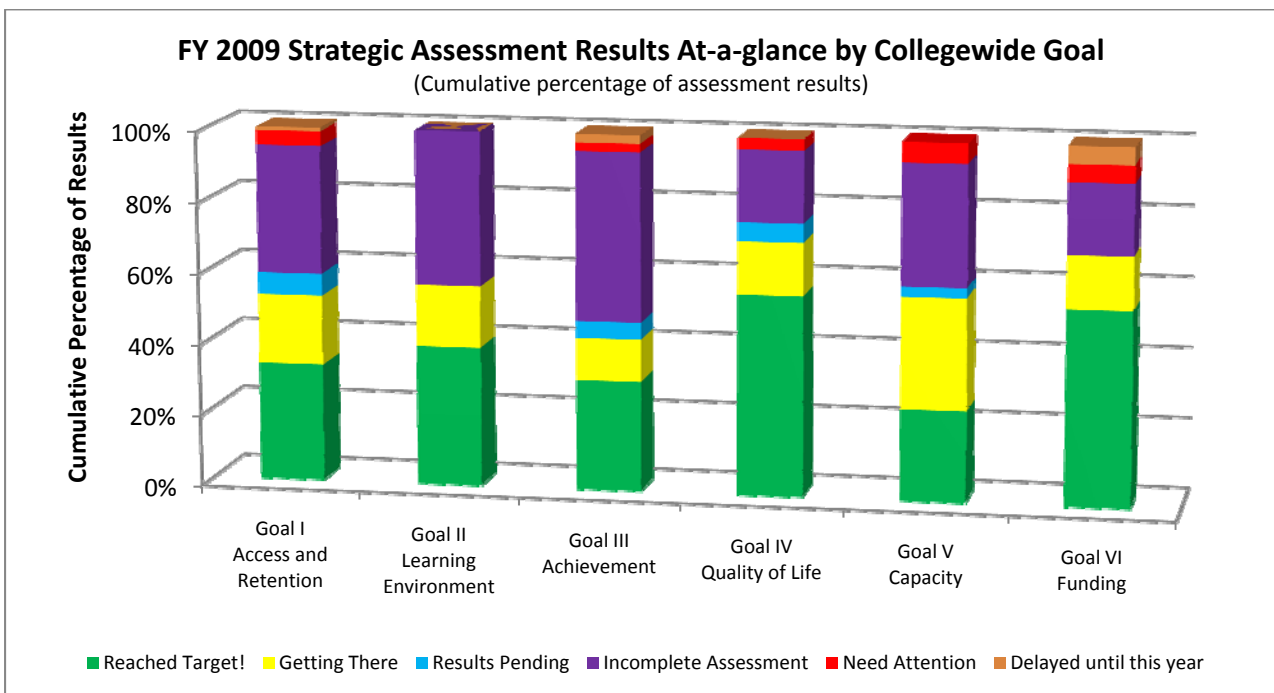
**Goal VI Funding:**

Increase financial efficiencies, reallocate resources, and seek additional funding sources to support the Learning College goals.

The chart below shows the FY 2009 assessment results by goal in terms of actual count of assessment results.



The following chart shows the FY 2009 assessment results by goal in terms of the cumulative percentage.

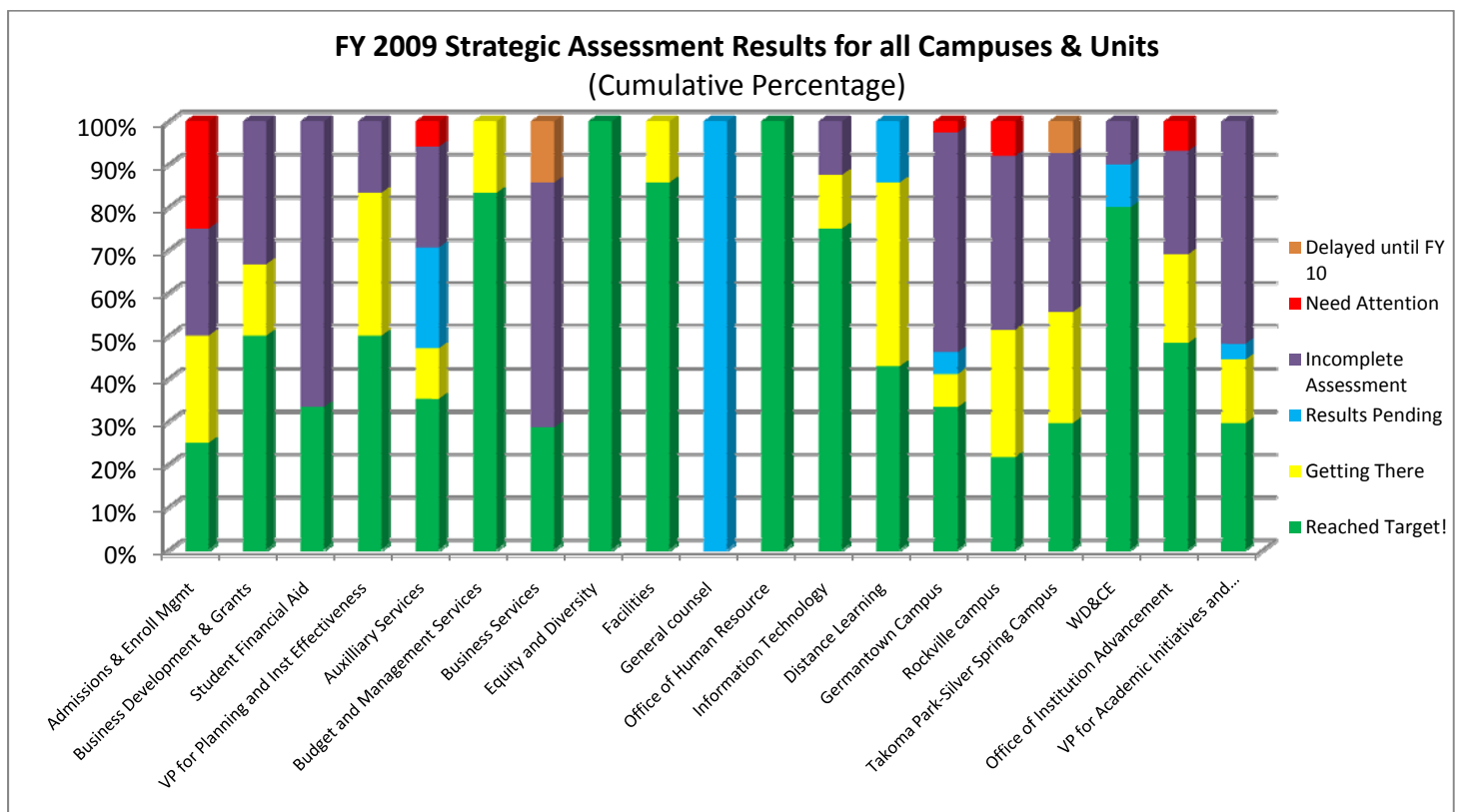


Several observations could be drawn from the above two charts:

- The College was the most effective in Goal IV, Quality of Life area with over 60% of favorable assessment results.
- The College focused the most on Goal I, Access and Retention, and Goal IV, Quality of Life for having the highest number of action plans and assessments for these two goals.
- All six goals had fewer than 10% of assessments that required attention.
- Each goal had a significant percentage of 'Incomplete/Invalid Assessments' that requires the review and refinement of both the action plans and the assessment measurements. The lack of financial resources to implement the strategies was the major challenge.

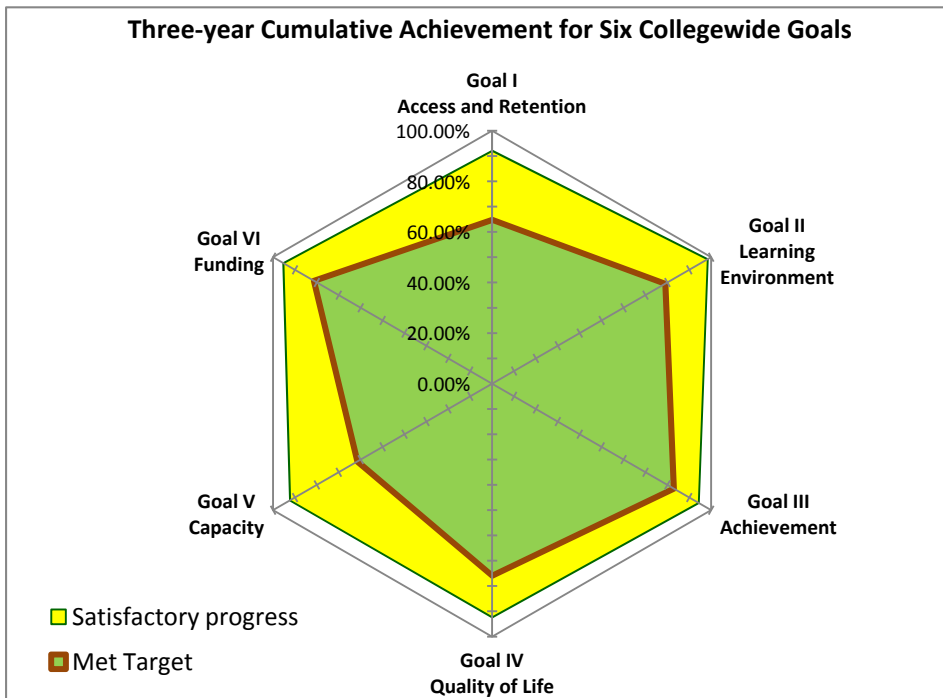
### FY 2009 Strategic Achievement for Units

Sixteen units and three campuses participated in the FY 2009 Strategic Planning process. The following chart provides an at-a-glance overview of the assessment results provided by units/campuses. Each column represents a unique unit/campus and stacks the percentage of the assessment results in various colored categories with a total cumulative percentage of 100%.



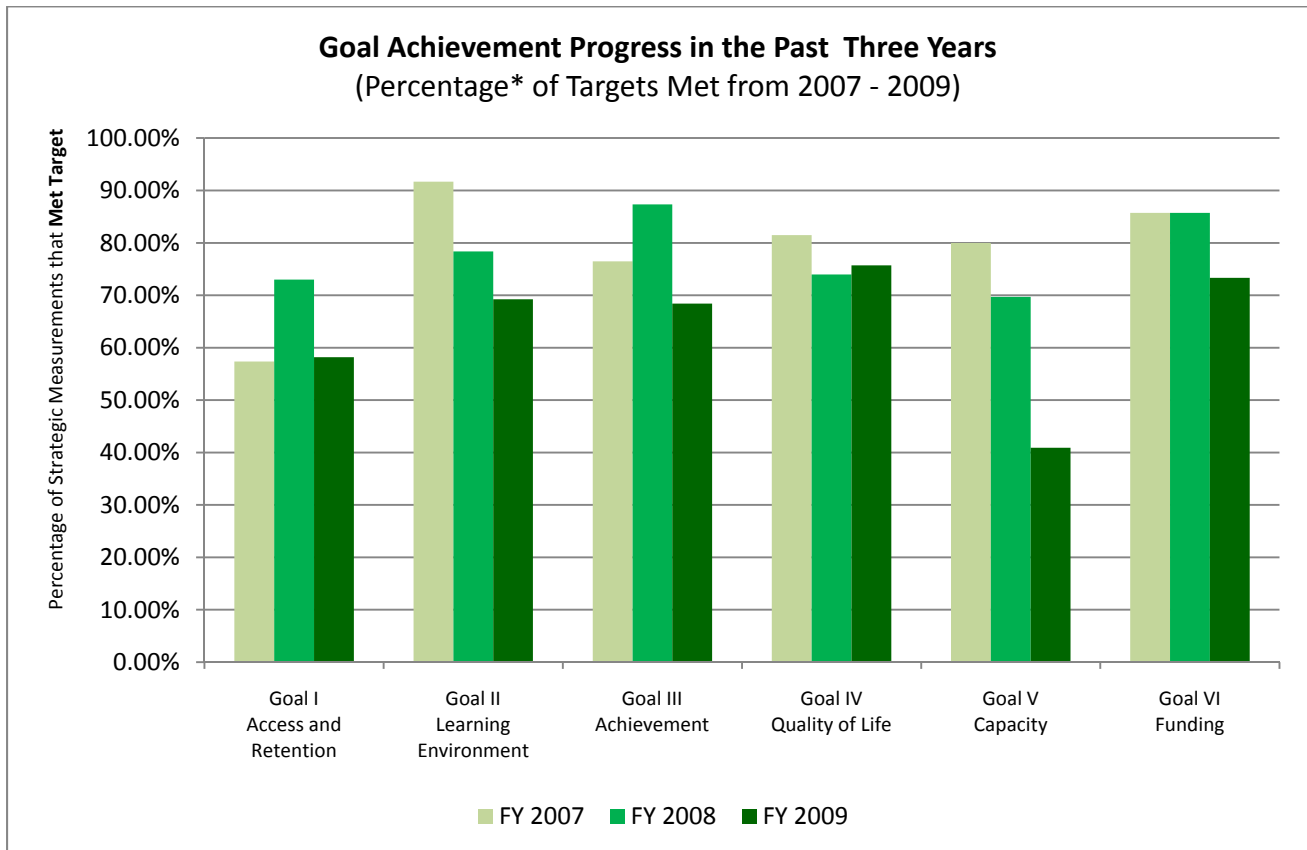
The above graph shows the Budget Office, the Office of Equity and Diversity, the Facilities department, Distance Learning, the Office of Human Resources, the Office of Information Technology, Workforce Development and Continuing Education, and the Office of the Vice President for Planning and Institutional Effectiveness achieved more than 70% of their strategic action plans and assessment targets in FY 2009 (the combined zones of Green and Yellow).

## Three-Year Strategic Achievement: From 2007 - 2009



During the FY 2007-FY 2009 planning cycles, a set of six Collegewide goals served as the foundation for all campus and administrative unit strategic plans. Each goal is supported by strategic actions and a total of thirty-one strategic actions were determined. The FY 2009 strategic plan marks the last planning cycle that will utilize this set of Collegewide goals. The chart on the left shows the cumulative achievement of the six goals over the past three years. Goal III met 82.9% of their targets over the past three years, while Goal II showed 98.4% satisfactory progress (results either 'Met Target or 'Getting There').

The following chart shows the achievement of each goal in terms of percentage of 'Targets Met' from 2007 to 2009.

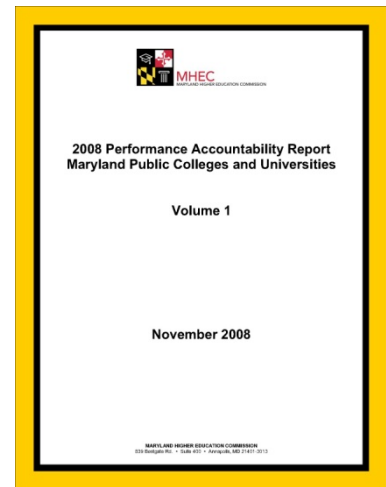


## Strategic Goals and MHEC Performance Accountability Indicators

Maryland law requires the governing boards of public colleges and universities to submit annual performance accountability reports (PAR) to the Maryland Higher Education Commission (MHEC). The Commission, in turn, reviews these reports and presents them with its assessment to the Governor and the General Assembly. Both public two- and four-year campuses are responsible for reporting on key indicators and for providing benchmarks to gauge whether they are making progress toward meeting their goals.

The community colleges, which revised their reporting approach in 2006, use 32 standard, “mission/mandate” driven performance measures. These indicators are categorized as follows: student characteristics (descriptive only); accessibility and affordability; quality and effectiveness; diversity; economic growth and vitality and workforce development; community outreach and impact; and effective use of public funding. Furthermore, the community colleges’ performance on certain indicators is directly related to goals and action recommendations in the *State Plan for Postsecondary Education*, namely quality and effectiveness, access and affordability, diversity, a student-centered learning system, and economic growth and vitality. These areas include credit enrollment growth, participation in on-line courses, degree progress of students, transfer preparation, and workforce development.

The annual MHEC report contained the institutional analysis on all of the required elements including a detailed discussion of how all community colleges had performed in the various “mission/mandate” driven categories and how their institution had contributed to the implementation of the *State Plan*.

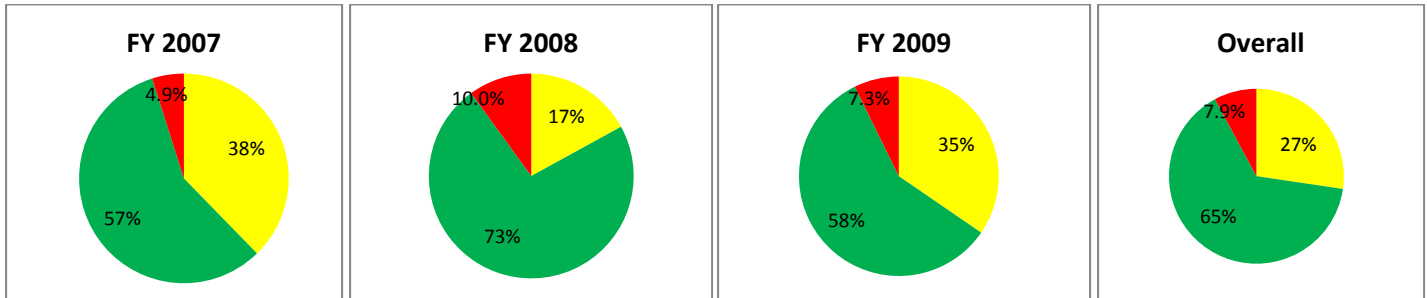


Under the accountability of the MHEC PAR requirement, representatives from faculty, administrators and staff had identified and mapped a set of Key Performance Indicators for each of the 2005 Collegewide Goals and Objectives at the October 2006 Collegewide Planning meeting. The next section lists the strategic actions for each goal with their associated Performance Accountability Report (or PAR) indicators, and examines the progress of each goal over the past three years. The four goals focused in FY 2009 are highlighted in **bold\***.

\*\*For more information on the Maryland Higher Education Commission (MHEC) 2009 Performance Accountability Report (PAR), please inquire the Office of Institutional Research and Analysis. Also, the entire listing of the Key Performance Indicators identified and developed at the October 2006 planning meeting is accessible on the FY 2009 Planning web site.

## Goal I: Access and Retention

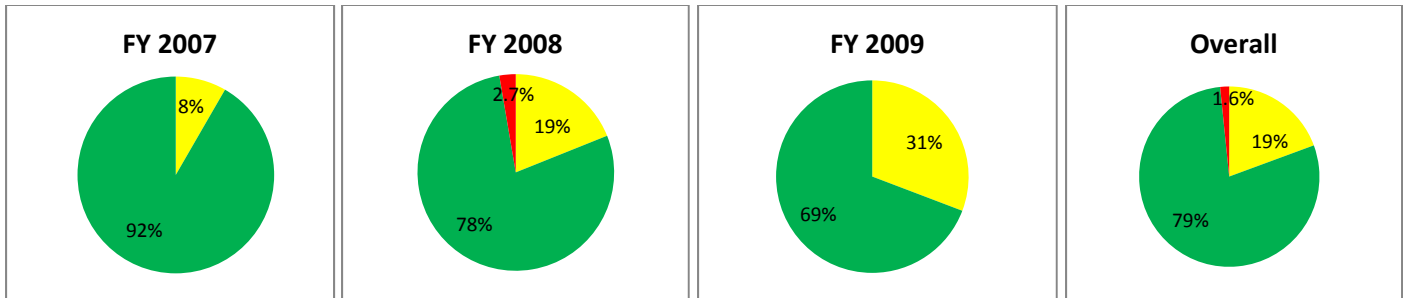
Maximize access, retention, and success in a learning-centered culture.



Goal#	Strategic Action	PAR indicators**																																										
I-A*	Offer academic and support programs that empower students to successfully attain their educational goals.	<p><b>Quality and Effectiveness:</b></p> <ul style="list-style-type: none"> <li>Student Satisfaction, Progress and Achievement:</li> <li>Student satisfaction with educational goal achievement (see below)</li> </ul> <table border="1"> <thead> <tr> <th>Graduate satisfaction with educational goal achievement</th> <th>Alumni Survey 1998</th> <th>Alumni Survey 2000</th> <th>Alumni Survey 2002</th> <th>Alumni Survey 2005</th> <th>Benchmark Survey 2010-2011</th> </tr> </thead> <tbody> <tr> <td></td> <td>97%</td> <td>99%</td> <td>97%</td> <td>93%</td> <td><b>92%</b></td> </tr> </tbody> </table> <p><b>Economic Growth and Vitality, Workforce Development:</b></p> <ul style="list-style-type: none"> <li>Occupational program Associate degrees and credit certificates</li> <li>Licensure/certification exam pass rates</li> </ul> <table border="1"> <thead> <tr> <th>Degrees awarded/ Pass Rate</th> <th>FY 2005</th> <th>FY 2006</th> <th>FY 2007</th> <th>FY 2008</th> <th>Benchmark Survey 2010-2011</th> </tr> </thead> <tbody> <tr> <td>Engineering Technology</td> <td>83</td> <td>64</td> <td>116</td> <td>133</td> <td><b>91</b></td> </tr> <tr> <td>Public Service</td> <td>86</td> <td>127</td> <td>116</td> <td>92</td> <td><b>80</b></td> </tr> <tr> <td>Radiologic Tech</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td><b>90%</b></td> </tr> <tr> <td>Physical Therapy</td> <td>75%</td> <td>100%</td> <td>77%</td> <td>100%</td> <td><b>90%</b></td> </tr> </tbody> </table>	Graduate satisfaction with educational goal achievement	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Alumni Survey 2005	Benchmark Survey 2010-2011		97%	99%	97%	93%	<b>92%</b>	Degrees awarded/ Pass Rate	FY 2005	FY 2006	FY 2007	FY 2008	Benchmark Survey 2010-2011	Engineering Technology	83	64	116	133	<b>91</b>	Public Service	86	127	116	92	<b>80</b>	Radiologic Tech	100%	100%	100%	100%	<b>90%</b>	Physical Therapy	75%	100%	77%	100%	<b>90%</b>
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Physical Therapy	75%	100%	77%	100%	<b>90%</b>																																							
I-B	Identify and maintain multiple pathways of access to higher education and to alternate instructional delivery.	<p>Accessibility and Affordability</p> <p>Community Outreach and Impact</p> <p>Enrollment in noncredit basic skill and literacy courses</p>																																										
I-C	Increase outreach and on-site support to Montgomery County Public Schools.																																											
I-D	Provide a comprehensive Collegewide student orientation experience to prepare all first-time students to successfully navigate in a postsecondary environment.																																											
I-E	Develop and market specific programs for adults to gain new competencies, additional credentials, or engage in intellectual and creative experiences.	<p><b>Economic Growth and Vitality, Workforce Development:</b></p> <ul style="list-style-type: none"> <li>Enrollment in contract training courses</li> <li>Percent of career program graduates employed FT in a related field</li> <li>Student satisfaction with job preparation</li> </ul> <p><b>Community Outreach and Impact:</b></p> <ul style="list-style-type: none"> <li>Enrollment in noncredit community service and lifelong learning courses</li> <li>Enrollment in noncredit workforce development courses</li> </ul>																																										
I-F	Deliver services and training for local employers to upgrade the competencies of the workforce through professional development and training.	<p><b>Economic Growth and Vitality, Workforce Development:</b></p> <ul style="list-style-type: none"> <li>Employer satisfaction</li> <li>Enrollment in Continuing professional education leading to government or industry-required certification or licensure</li> <li>Number of business organizations provided training and services under contract.</li> </ul>																																										

## Goal II: Learning Environment

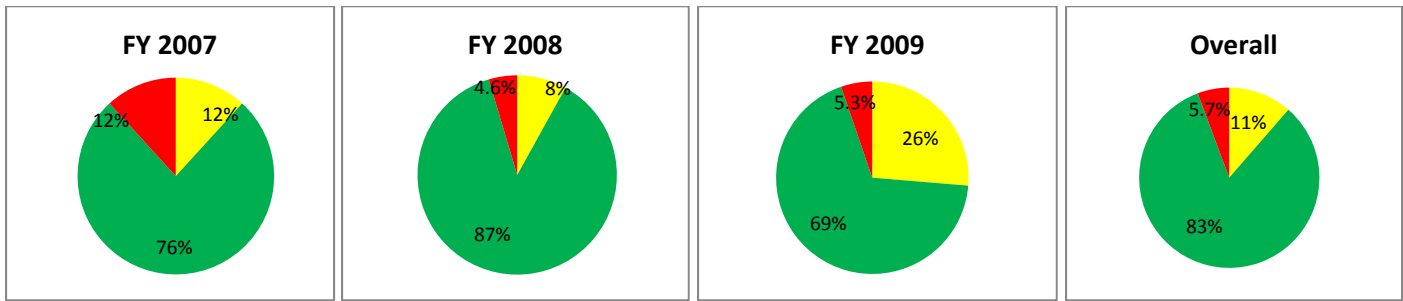
Refine an outcomes-based educational environment that fosters intentional learning in attaining goals.



Goal#	Strategic Action	PAR indicators**
II-A*	Articulate a General Education program that advances critical thinking, effective communication, problem solving, ethical decision making, cross-cultural understanding and fundamental technological expertise.	
II-B	Further develop and integrate interrelated content, concepts, and competencies as articulated in the General Education program into courses, disciplines and programs that prepare students for further education or career entry.	
II-C	Review, revise, create and apply assessment measures that evaluate the contributions of courses, programs and units in fulfilling learning objectives.	
II-D	Identify and initiate actions to improve course and program articulation and ease student transition to four-year institutions.	<b>Quality and Effectiveness:</b> Student Satisfaction, Progress and Achievement: Graduation-transfer rate after four years Performance at transfer institutions Student satisfaction with transfer preparation
II-E	Use Academic Area Review results and related data to guide decision making, strengthen curriculum and make changes in courses, programs and services, including expansion, relocation, and elimination.	
II-F	Expand the engagement of College and community representatives in addressing issues of public policy and economic/social justice and in promoting scientific, artistic and cultural initiatives.	

### Goal III: Achievement

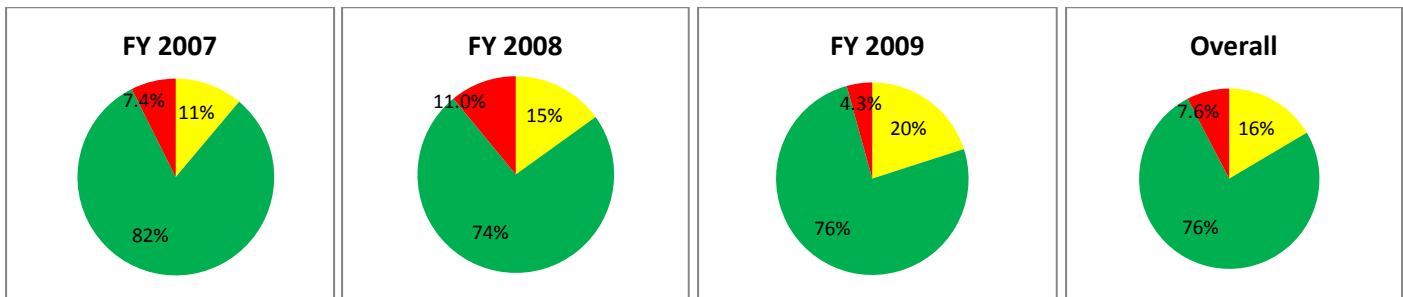
Develop and replicate institutional models that promote achievement for all students and professional growth for faculty and staff.



Goal#	Strategic Action	PAR indicators**
III-A*	Identify, share, and replicate effective faculty and instructional staff practices.	
III-B	Apply identified “best practices” to foster the high achievement of students of diverse ethnicities, learning styles, and educational backgrounds.	<b>Diversity:</b> Minority student enrollment Successful-persister rate after four years
III-C	Analyze elements of successful academic and student development programs and adapt them for wider use.	
III-D	Support and enhance the development of learning communities and service learning programs.	
III-E	Provide a comprehensive approach in implementing faculty and staff professional development and succession planning.	

### Goal IV: Quality of Life

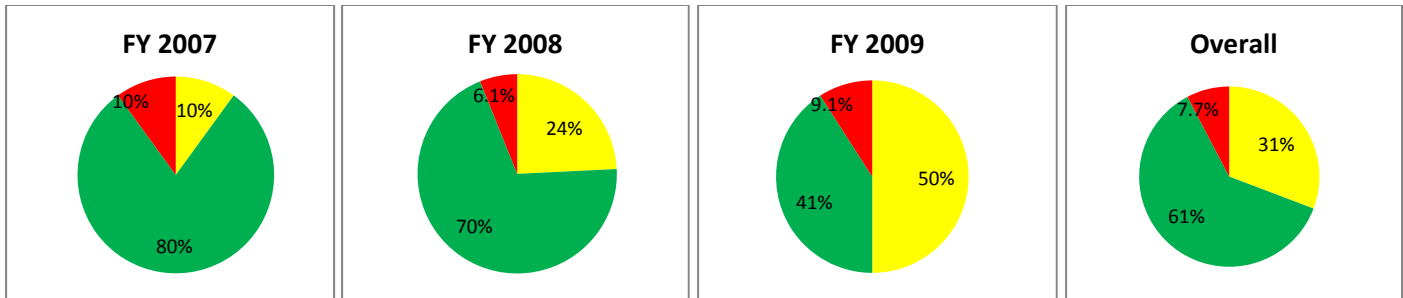
Create physical, social, and working environments that facilitate varied aspects of learning.



Goal#	Strategic Action	PAR indicators**
IV-A	Plan, build, and maintain facilities to accommodate student, faculty, staff, instructional, laboratory, and special event needs.	
IV-B	Develop campus environments that promote intellectual, cultural and social interaction among students, faculty, staff, and community members.	
IV-C	Provide state-of-the-market information technology resources that facilitate communication and support our learning organization.	
IV-D*	<b>Enhance communication. Enhance performance Accountability. Improve organizational design.</b> [Original strategy was: Engage all administrative and support service units in fostering continuous improvement, adaptive and flexible work environments, creative and entrepreneurial approaches to problem solving, and outcomes assessment.]	

## Goal V: Capacity

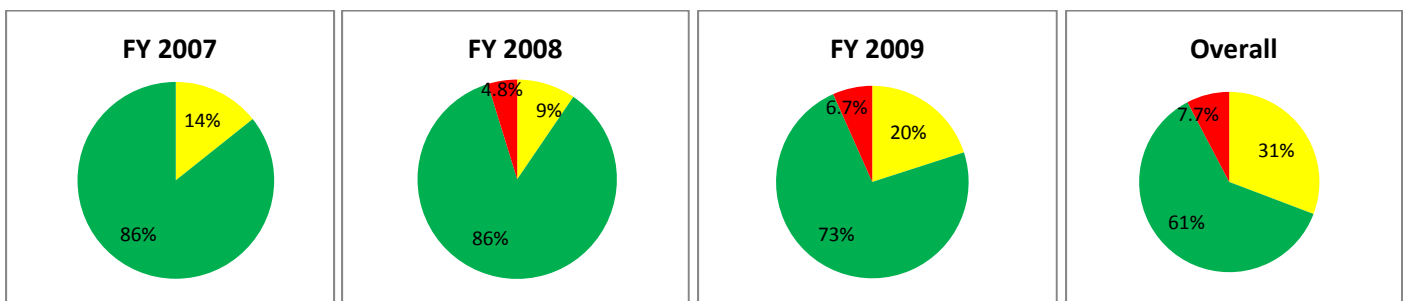
Increase capacity to support growing student enrollment.



Goal#	Strategic Action	PAR indicators**
V-A	Enlarge instructional delivery through alternate time and methods to ensure use of all available space and time schedules, especially Fridays and weekends.	
V-B	Explore the feasibility of a three-semester system, expanded distance learning and other options to accommodate student needs.	
V-C	Expand recruitment and retention of high-quality, diverse faculty and staff.	<b>Diversity:</b> Percent minorities of full-time faculty, administrators and staff
V-D	Investigate options for additional off-campus sites, acquisition of contiguous property or development of a fourth campus.	
V-E	Increase partnerships with the business, educational, civic, and governmental sectors to support education in Montgomery County.	

## Goal VI: Funding

Increase financial efficiencies, reallocate resources, and seek additional funding sources to support the Learning College goals.



Goal#	Strategic Action	PAR indicators**
VI-A	Use planning and budgeting processes to guide decisions that promote student learning and opportunity within a fiscally responsible context.	Effective Use of Public Funding
VI-B	Ensure that the College's public relations, fund raising and advocacy efforts reflect a consistent theme and message about our goals and objectives to a broad range of decision makers.	

Goal#	Strategic Action	PAR indicators**
VI-C	Maximize public funding by aggressively pursuing federal appropriations that match College priorities.	
VI-D	Plan and implement a unified, multi-year, one-College private fundraising campaign.	
VI-E	Redirect savings from existing operations toward developing the learning college.	

### FY 2010 Strategic Goals and Outcomes

The FY 2009 strategic plan marks the last planning cycle that utilized the Collegewide Goals developed in 2005. In Fall 2007, faculty, students, staff, and administrators were engaged in an environment scanning exercise and developed three new mission-oriented goals and outcomes that will be used during the FY 2010 – FY 2012 planning cycle. The next page displays the strategic direction chart that was initiated at the Collegewide Retreat in August 2007, ‘MC: 2010 and Beyond’ and later completed its development at the March 2008 Collegewide Planning Retreat.



# Montgomery College: 2010 and Beyond

## FY 2010 - 2012 Strategy Map

### FY 2010 Action Plan

What do we want to focus our resources on FY 2010.



Expand early intervention programs to meet the needs of our existing and future students with mandatory advising and collecting and analyzing relevant data to define obstacles to student success and determine solutions.	Unit Specific	Enhance opportunities, such as Service Learning and internships, to help our students connect with the community and/or workforce, and to strengthen internal/external collaboration and partnerships.	Identify and evaluate existing collaborations and partnerships; determine potential unfilled collaboration and partnership needs; define a communication strategy and process to assure awareness; leverage these collaborations and partnerships in support of College mission, and assess their effectiveness.	Communicate assessment information broadly, and use results to identify best practices for improving resource allocation, instruction, and program delivery.	Establish, implement, and communicate a continuous improvement model to assure decision making is based upon best practices, current relevant data, and an assessment of outcomes.
<b>Academic Action:</b>	<b>Administrative Action:</b>	<b>Academic Action:</b>	<b>Administrative Action:</b>	<b>Academic Action:</b>	<b>Administrative Action:</b>
Expand early intervention and academic support services to students.	Unit Specific	Enhance opportunities for students within the community.	Review and extend our current internal and external collaborations and partnerships.	Identify, implement, and assess best practices to promote continuous learning throughout the College.	Identify, implement, and assess best practices to promote continuous learning throughout the College.

**GOAL I**

**GOAL II**

**GOAL III**

### Collegewide Strategy

How do we want to get there.



Adapt academic programs, administrative processes, and College services to respond to the needs of all students.

Collaborate internally and externally to implement and support College priorities and initiatives, especially those related to communication, social responsibility, and economic development.

Advance and support a consistent atmosphere of improvement, accountability, and recognition.

### FY 2010—2012 Strategic Goals and Outcomes

Where do we want to go and what do we expect to achieve when we get there.



<b>GOAL I: Maximize access, retention, and student success</b>	<b>GOAL II: Strengthen and enhance internal and external collaboration and partnerships</b>	<b>GOAL III: Promote excellence, accountability, and continuous learning</b>
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**Strategic Outcome:** The College's resources will accommodate the diverse needs of students in their pursuit of educational and career goals.

**Strategic Outcome:** The educational, economic, social, and cultural needs of the College's internal and external communities will be addressed.

**Strategic Outcome:** All areas and employees of the College will facilitate innovation, implement best practices, and foster improvement utilizing assessment and continuous learning.

**Maximize Access  
Student Success and Retention  
General Education  
Resources and Capacity**

**Social Responsibility  
Workforce Development  
Enhance Internal & External Communication  
Internal & External Partnerships**

**Institutional Assessment & Effectiveness  
Institutional Accountability  
Excellence and Continuous Learning**

### Our Mission

Why we exist.

<b>Changing Lives</b> We are in the business of changing lives. Students are the center of our universe. We encourage continuous learning for our students, our faculty, our staff, and our community.	<b>Enriching Our Community</b> We are the community's college. We are the place for intellectual, cultural, social, and political dialogue. We serve a global community.	<b>Holding Ourselves Accountable</b> We are accountable for key results centered around learning. We will be known for academic excellence by every high school student and community member. We inspire intellectual development through a commitment to the arts and sciences. We lead in meeting economic and Work Force development needs.
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## Resources:

[Collegewide Goals for FY 2009](http://www.montgomerycollege.edu/planning/College_Goals_and_Objectives.pdf) [http://www.montgomerycollege.edu/planning/College\_Goals\_and\_Objectives.pdf]

[FY 2009 Budget Highlights](http://www.montgomerycollege.edu/Departments/budget/documents/FY_2009_Final_Operating_Budget_Book.pdf) [http://www.montgomerycollege.edu/Departments/budget/documents/FY\_2009\_Final\_Operating\_Budget\_Book.pdf]

[FY 2009 Enrollment Projection](http://www.mcinfonet.org/OIRA/ORIA%20Web/OIRA%20Other%20Files/Budget/Enrollment_Projections.pdf) [http://www.mcinfonet.org/OIRA/ORIA%20Web/OIRA%20Other%20Files/Budget/Enrollment\_Projections.pdf]

[Fall 2009 Student Profile](http://www.mcinfonet.org/OIRA/ORIA%20Web/OIRA%20Other%20Files/Student%20Data/2007%20Profile.pdf) [http://www.mcinfonet.org/OIRA/ORIA%20Web/OIRA%20Other%20Files/Student%20Data/2007%20Profile.pdf]

[2009 Performance Accountability Report \(PAR\)](#) (please contact the Office of Institutional Research and Analysis)

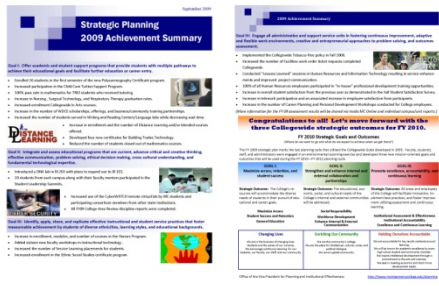
[FY 2009 Strategic Planning Information web site](http://www.montgomerycollege.edu/planning/fy09strategicplanning.htm) [http://www.montgomerycollege.edu/planning/fy09strategicplanning.htm]

[FY 2009 Strategic Plan Highlights and Initiatives Handout](#)

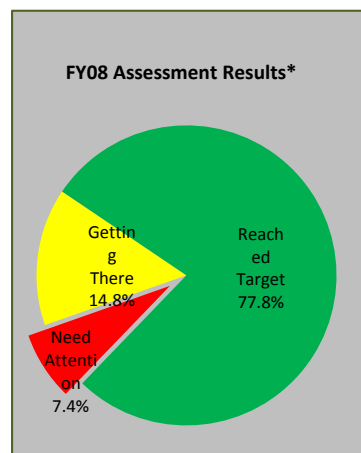
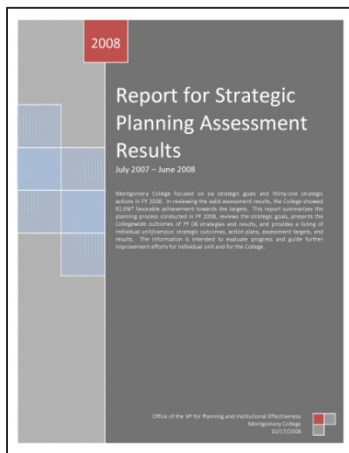
[http://www.montgomerycollege.edu/planning/FY09\_Strategic\_Plan\_Highlights\_and\_Initiatives.pdf]

[FY 2009 Strategic Achievement Summary](#) (Document distributed in InsideMC Online in Sept 2009)

[http://insidemc.montgomerycollege.edu/showStory.php?id=12313]



[FY 2008 Strategic Planning Annual Report](http://www.montgomerycollege.edu/planning/Report_for_FY_2008_Strategic_Assessment_Results.pdf) [http://www.montgomerycollege.edu/planning/Report\_for\_FY\_2008\_Strategic\_Assessment\_Results.pdf]



[2009 Maryland State Plan for Postsecondary Education](http://www.mhec.maryland.gov/highered/2004Plan/JUNE_2009_FinalEdited.pdf) [http://www.mhec.maryland.gov/highered/2004Plan/JUNE\_2009\_FinalEdited.pdf]

## Contact

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<http://www.montgomerycollege.edu/planning>

<http://webdb.montgomerycollege.edu/cwsp>

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