Opportunities - What are the opportunities available to the College in the next 10 years?

Despite the academic and workforce challenges, Montgomery College will be able to take advantage of many opportunities. Some opportunities will have a direct impact on our core mission while others will have an indirect impact.

I. Student Success - the opportunities available to MC to empower student success include:
1) Academic Support
2) Student advising,
3) Developmental education, and K-12 Alignment
4) Program alignment and advocacy
5) Teaching and Learning – in subject content and general competencies for faculty, students and students
6) Partnership and Articulation
7) Technology
8) *Broad workforce skills set requirement for today's workforce*
9) *Building and sustaining business partnerships and curriculum alignment*

II. Student Access and Community Enrichment - the opportunities available for student access and community enrichment include:
10) Academic Scheduling
11) Align Programs via External Partnerships and Outreach
12) Changing Student Demographics
13) Technology
14) *Industry and Business Partnerships*
15) *Align Programs with Workforce Needs*

III. Accountability and Agility - Faculty, Staff, Students, and Leadership - the opportunities that would allow MC to remain relevent include:
16) Responsive to Change – flexibility, creativity, entrepreneurship, professional development
17) Funding and Advocacy
18) Prioritization and Resource Allocation
19) Succession Plan and Professional Development
20) Leverage Technology
21) *Meeting the needs and leveraging links between faculty and workforce partners*
22) *Remain responsive and relevent*

A. Academic Support

1. Retention – why don't we have the formal predictors of success like high school has that will trigger or suggest interventions. Use new tools to collect data.
2. Retention & Completion
3. Transfer population—soup to nuts: completion, preparation for higher degree— need for MC and MD.
4. College-readiness—content areas and learning modalities—face-to-face; distance, etc.
5. What are the preventions – these will be less expensive than interventions – to prevent need for interventions and make for completion.
6. What type of contact with students could we use to intervene for at-risk students? We address those at high risk, but how about those in the middle range? College policy and practice not in place?
7. New types of non-traditional students coming, e.g., from "bachelor's granting institutions" to anticipate.
8. Hold students accountable for the level they're in, e.g. if you placed in EN101 you should be able to demonstrate you are prepared for EN101 in all of your courses

B. Student advising

1. Mandatory Advising
2. Students who don't have clear goals, just taking classes without direction.
3. Enable more students to take a do-able full-time load. Statistics show that even one full-time semester that a community college student takes has an enormous impact on their ability to complete. At LaGuardia Community college, which has a 15% completion rate, students who take just one full-time semester have a 33% completion rate.
4. ***Support completion agenda*** *by focusing greater emphasis on high impact programs: service learning, student & advisor relationships and first year experience.*
5. Address transfers by advising as to why the degree is important
6. Encourage getting the degree before leaving MC
7. Motivate the students economically to transfer credits back to get the AA
8. Preparing students more carefully for transitions to careers and four-year colleges
9. **Advising.** Students facing complicate sets of choices. Advisors to listen to students and bring their knowledge. *Concerned about how many students register online*

without any advising at all.   More than what class to register for, but career advice. Re-think delivery.

10. **Suggest online chats with counselors/advisors.**   Focus on model for **how we redesign courses** – no longer an individual effort! Focus on services college offers for faculty.
11. Construction of a better, more efficient, appropriate advising & counseling plan – these should be looked at separately
12. Anticipating career options and making students aware of them.
13. Create a way for MC counselors and faculty to "sell" the idea of AA completion to our students, especially when many AA degrees are not helpful to the students for obtaining a job.

C. Developmental education, and K-12 Alignment

1. Resources to address developmental instruction – Re-Design
2. Interventions – can use data in K-12 to predict which students will drop out. We have same problems in developmental students at MC. How do identify and intervene to increase completion?
3. In Dev Ed what are other options for students. RETENTION—a challenge that the College must respond to. Students need better understanding of what placement scores mean—more guidance from more sources. Their assessment profile for be related to their actual long-term goals. Maybe the same scores should mean the same to everyone. We must sell ourselves as high quality in general, not as where people can't go because they can't go elsewhere.
4. *Examine the trend of colleges and universities to raise the testing scores for developmental students for access to courses.*
5. Focus on developmental level courses for revision/realignment

D. Program alignment and advocacy

1. College should focus on reverse degree/credits; students start at MC and complete at a 4-year school and earn a degree the associate's degree at MC (transfer back degree). We have to reach out to students who can complete their associate's in a proactive way. This is part of our academic regs; there are limitations; we may need to revise regs, ascertain if they're relevant today.
2. Experiential learning/credit
3. Common expectations for student skills and performance in courses (levels of writing, computation, critical thinking)
4. Identify programs that will help fill existing positions…net new and replacement
5. Meet workforce needs while educating the whole person.

6. Curriculum design and approaches are not cookie cutter.
7. Focus on how students learn and provide opportunities for hybrid learning or mixes that allow students to transition to new learning modes.
8. Course scheduling – traditional on Fall and Spring Semester. Need to be more flexible, perhaps 8-weeks course.

E. Teaching and Learning – in subject content and general competencies for faculty, students and students

1. Use active learning. Although it is not for everyone, encourage those faculties that want to embrace it, to do so. Provide professional development and incentives. Have a long term plan for the next "ten" years to help move the institution there.
2. Mindset of taking semester-based courses that are consuming vs. competency-based learning – the competency-based course fits better.
3. Social-based learning can happen over the telephone, on weekends, once a month. classroom 9 hours a week is not achievable by most adults. In the new math model students are multi-tasking
4. Both classroom environment and technology are the two major components of effective learning (NCAT)
5. Pleased that not all in presentations about STEM; worry that there is so much micro-focus ("we need to make sure kids know html"). Critical thinking skills are needed to enable further preparation for whatever comes.
6. What's going on today – freedom movements – that you don't learn in a STEM laboratory.
7. You can get to critical thinking better face-to-face than online. There is so much more information (tone, facial expression, body language) that is not part of online communication. Also emphasis within a subject is communicated in face-to-face classes.
8. Worry that with emphasis on employment preparation we don't begin tracking, that Gen Ed values are maintained.
9. Should we be offering "survival" academic skills (basic reading, writing and mathematics) with workforce skills.
10. Review the appropriate role for Place based learning in the educational continuum – creating spaces where students can go to learn & providing instruction at times and places that are effective for the students.
11. Teaching students how to think and learn, in addition to teaching content
12. Potential growth area in career changes – focus on careers and retooling skills
13. Retooling/upskilling
14. Identify role of competency based learning versus butt in the seat instruction

15. Need to be able to effectively assess competencies
16. Active learning environment – adapt our facilities (smaller classrooms, library) for active learning environment

F. Partnership and Articulation

1. Dual enrollment with high school with more online first level courses – broad options
2. Students really are shocked when they get their dev/accuplacer scores in College—MCPS really doesn't let students know where they are. Tests are not aligned with learning. Need to get MCPS and MC faculty together, need to think about how to give students more realistic sense of where they are, where they need to be to graduate at college level. AGAIN: a focus on advising at all levels!!!!

G. Technology

1. But with computer-based learning, what happens to the need for social-based learning that happens in a classroom.
2. Improve College website so that it provides easy access to the departments, people, programs that are "closest" to the students, not at the bottom of the page in small print. Create a functional search engine. Create obvious and direct links to all student services support and academic departments so that response can be quick and efficient. Ensure that all College web pages are consistent.
3. Grow virtual instruction/online/hybrid education recognizing access issues for students
4. Hybrid classes offer benefits of convenience and personal face-to-face.
5. Dealing in the college with people age 18-22 as equals rather than in the classroom. Young people are savvy, electronic, adept at electronic communication. Are we the dinosaurs? Students don't use email anymore, eg, to trade information.
6. Maybe there should be a free college texting system – or some communication system that permits access that students use.

H. *Broad Workforce Skills Set requirement*

1. How can the skills and courses needed be better communicated and promoted specifically among the developmental population of students?
2. Cross-cultural education and exposure for every student.
3. There needs to be opportunities for students to assess themselves and become more self aware
4. Expand First Year Experience and Writing Across the Disciplines to include the business community's emphasis on formal communication both written and oral. This is a good place to stress this early on.

5. Continue with Speech requirement in Gen Ed
6. Promote and expand business communication and writing courses and their transferability
7. Integrate communications and business soft skills across disciplines
8. Infuse/incorporate in curriculum activities teaming skills, and life skills that will help them in the workplace. Role based learning – students try different roles throughout the semester.
9. Quarter terms coming? Are we being honest with ourselves? Students need time to learn, to absorb, to think…etc.
10. Common experiences and skills across disciplines (gen ed competencies?).
11. How do you teach and assess the skills of communication, teamwork, and innovation when these can't be captured by standard testing?
12. Finding ways to articulate and teach workplace skills with content-base courses. (ie writing, speaking, team work, creative problem solving in an accounting course)
13. Create life skills and work skills training in both the academic and WDCE courses/programs
14. Make sure that students can utilize these skills and have had the opportunity to not only develop, but to practice them.
15. Development and refinement basic academic skills—written and oral communication, critical thinking, problem-solving, teamwork—interpersonal skills; appropriate social skills
16. The College is doing a lot of the right things from a student's perspective, but maybe do more. Ex: encourage teamwork in classroom, public speaking, writing assignments.
17. Helping students learn norms of industry, work ethics
18. Need to incorporate the competencies in content teaching
19. General education when well implemented includes some of the skills that are needed

I. *Partnership and Curriculum Alignment*
1. Something that would help with completion---accelerated programs, weekend only classes, more classes and services are needed for our students during evening hours
2. Inform students of the careers that are available (e.g., construction industry uses technological more now)
3. May need to accelerate programs
4. How do we serve students who need to move in a different direction than they had planned – those who want an academic program but need workforce training or something else; consider how colleges might begin to offer bachelor's degrees; review management of DL offerings – greater emphasis on common course offerings; more partnering with industry and nonprofits

5. Make sure our majors are those that people will find career opportunities.

II.　Student Access and Community Enrichment- the opportunities available for student access and community enrichment include:

J. Academic scheduling
1. Alternative scheduling for both capacity needs and convenient offerings for students.
2. Consider MC schedule for year round options. Three semester system?Our traditional length semesters and too few 12-month employees who provide instruction and advising

K. External Partnerships and Outreach
1. Get unemployed involved in volunteer activities, maybe at MC, to build their confidence and help them get engaged so that they will consider retraining and additional education
2. Continue to strengthen relationship with MCPS
3. Community colleges reaching down to 12th grade – help redesign 12th grade for partnership, encouragement, advising. Focus on retention. Contacting students by cell phone or email.
4. Better outreach to the Community to explain what we do & our value\
5. Partnership with public schools – middle school, high school
6. Explore partnership & growing partnership with USG
7. Parents are the best educators of children – work with parents (middle school, high school) – targeted outreach (Foundation can help with sponsorship)
8. Getting students to Shady Grove
9. Plan how MC will accommodate becoming a local social service center. As the County social services are closed and/or budgets cut back MC has become the community's social services agency. Community members are being released from care and/or support service programs and coming here for help. They are looking for transition, disability and healing on our campuses.
10. Another campaign for Universities at Shady Grove
11. Partnerships with businesses/high schools/4-years; (2) Academic agenda needs to be flexible/agile/ - how do we do it? Improved curricular review process; flexible (not agrarian) calendar; (3) continued focus on strategic use of data; (4) do not lose/forget core curriculum/skills; (5) Continue work to alter perception by high schools (teachers/students/parents) of the broad Value of community college as an entry to higher education (6) Continued focus on accountability and learning outcomes
12. Enhance our partnerships at both ends of the education spectrum (6-12 & 4 year institutions)

13. Partnerships with industry to solve technology and access gaps (e.g. telecom industry and digital divide)
14. Improve partnership and articulation between academic disability services and WDCE disability services. Students start on both sides of the house and then move to the other and inadequate communication between the sides departments.

L. *Align Programs*

1. Focus on aligning our course offerings to the current job market and projected job market.
2. Broaden to be able to train workforce in areas that will yield jobs.
3. What is our job in workforce development? What programs should be added/discontinued/amended?
4. Determine what academic credentials should accompany workforce skills.
5. Address how we re-tool for the job market with a one College approach
6. Market to the re-toolers; develop more relationships with business and industry to identify these students
7. Enhance communication with external business groups to ensure that we're aligned with their needs as well.
8. Support centers for development of new skills and refreshing of high school skills
9. The college should focus on developing an expanded internal/external needs assessment, to measure how well we are responding to the needs of business community that can inform strategic planning.

M. Changing Student Demographics

1. Veterans are the largest growing group with educational and training needs but who also come with educational benefits

N. Technology

1. Consider whether MC should have a role in providing community WI-Fi access
2. Reach out to students on .edu website – Quick notices to make them think of choices at the right time.
3. Making more services available online or virtually for convenience, space concerns (classroom and parking), and to be able to grow. Increase enrollment through using online services both instructional and support?
4. Training faculty MC and MCPS in excellent use of technology.
5. Pursue the idea of expanding wireless opportunities to the community. If we could provide internet access within a certain radius of MC, how would the college and community benefit? Partnerships would help with this.

O. Industry and Business Partnerships

1. Want to keep students to stay here, recruit from within MCPS---train them for jobs here
2. Partnerships locally to retain highly valued/skilled jobs here in the county
3. Companies/industries need to provide paid jobs to our students---paid internships
4. Educating industry about the diversity of the MC student, esp the age and experience range.
5. Career paths K12 to MC to 4 year inst to career.
6. Work more collaboratively with business and industry in program and curriculum review processes – create advisory committee
7. We need to partner/dialog/ with and listen to industry partners
8. Comprehensive approach to work with K-12 to address the deficiencies and alignments
9. Comprehensive approach to work with 4-year institutions to address the deficiencies and alignments
10. Getting more feedback from more in the community who directly and indirectly deal with MC students: internship providers, commercial employers (restaurants, etc.), health providers. Find out what their feelings of the challenges/changes are.
11. Partnerships – MCPS, USG, Businesses, MCG
12. Parents – we need to start earlier involving parents in understanding the skills necessary for their children's success (at least middle school)
13. Develop a business council for the College to better partner and understand workforce needs.
14. Have more business people in our classrooms to speak, mentor, and experience the College. Most of them, once they know us, they respect/like the College and what we do.
15. Make sure the community understands our diverse student population and the advantage it provides.
16. Having an independent office that's responsible for developing these public/private partnerships. (Not sure what happened to this…)
17. Need to get input from four year partners on how well out students do
18. Identify opportunities for MC to train business partner employees
19. Would a 25-year-old business operator have said the same thing that the panel today did? Engage our key clients in ascertaining their needs.
20. Get this message to the students via the voices of industry (response to Dr. Pollard's question)—allowing them to see the importance of general education skills mentioned by each member of the panel.
21. Supporting the 2+2 model with financial incentives (per Dr. Kirwan's presentation)
22. Internship/meaningful work opportunities for students

P. Align Programs and Workforce Needs

1. Surveying the environment for which degrees are appropriate for which career paths (AAS, Associates, Bachelors, etc.).

2. Promote the Technical Writing Certificate program – and/or integrate the courses in this program into other majors. It encompasses the specific skill sets mentioned by the panelists (writing, speech, computer savvy, editing, teamwork, presentations) – build partnerships with businesses
3. Encourage ongoing consistent exchange between college and industry representatives; ongoing conversation between industry reps and students especially as it relates to "soft skills" development; diversity of our student population and effective communication/ understanding of multiplicity of cultures is important for all in College; reach back to K-12 to ensure STEM interest at middle school/ES level – also encouragement of teamwork/communication/etc.
4. Refresh, reallocate and realign the workforce; flexibility is required
5. Create and train flexible workforces
6. Involve industry leaders in program development
7. Comprehensive approach to work with industry to address the deficiencies and alignments
8. Need to make credit side more responsive to community needs.
9. How we can best be a part of "up-skilling" or "re-tooling" the community
10. More integration between credit & WDCE

III.   Accountability and Agility - Faculty, Staff, Students, and Leadership - the opportunities that will allow MC to remain relevent include:

Q. Responsive to Change – flexibility, creativity, entrepreneurship, professional development

1. Identify best practices
2. Curriculum development to respond to the dynamic workforce needs. Some fields are changing very rapidly; faculty need to be current in state-of-the-art disciplines. Do we need a new model for faculty teaching and spending time in the work place/elsewhere?
3. Continue to revisit curriculum and focus on programs identified as high employment areas – continuous process of engaging the businesses that hire those people.
4. Higher ed model---do we need to become more "business-like"? WDCE model…
5. Aligning general education program to provide programs for a globalized economy
6. How do you define a job-ready graduate?
7. Look at changing demographics
8. Outside forces are also increasing stress on MC employees—and our community--as well.

9. Most of us came here after getting our educations from somewhere else. When you look at edu attainment of native Marylanders, it isn't so great—our PhD and MA demographics are imported. MD's unemployment numbers will go up if we don't scrutinize and think more deeply about MD education attainment data.

10. A sense of urgency

11. Be more innovative. Culture change to approach things innovatively – reward, recognition, to encourage our staff to do so. Be more creative – embrace new ideas. New ideas are sometimes discouraged now. Encourage throughout the ranks, top to bottom. Ask students for their input and listen hard!

12. Make our meetings more efficient, less reliant on face to face interaction

13. Make sure that committee composition is developed with appropriate and knowledgeable committee constituents.

14. Frame changes which need to be made in a positive lens

15. One-College: equal standing and equal access for all. Provide better services (labeling, indentifying services), data efficiency, maintaining standards, reporting structure will be clarified and simplified,

16. Innovation and creativity through sharing between disciplines.

17. Interdisciplinary and collaborative learning, eliminating discipline silos

18. Our organizational structure should help us become more agile and responsive---our mindset needs to change!

19. Need organizational simplicity

20. A good thing that we are asking people to become engaged but the current structure doesn't support

21. We talk a lot but things do not change

22. Need administrators, faculty and staff who embrace change! A paradigm shift needs to take place---we need to look at ourselves

23. Examine who is at the table for the development of articulation agreements. It is possible that faculty with expertise are being left out of the negotiations.

24. Encourage engagement of all (pt and ft) faculty

25. Look at MC calendar and staffing patterns and adjust to reflect the type of offerings that provide. We might consider three semesters a year, starting some classes monthly, with more 12-month employees

26. How can we be responsive to data that shows where jobs are (and where they are disappearing)?

27. Use data in decision making in managing the College's relevance in the marketplace

28. Outcomes development must be incorporated into our classrooms.

29. Institutional identity, where should the college go, what is the best position for us, how can we best serve the students, how do we manage change or embrace it, how

R. Funding and Advocacy

1. Marketing needs to reflect different populations and what they need and are looking for
2. Be more aggressive on external grants. Increase the number. Concern about the logistics of writing a grant while also teaching – time, effort concerns. Addresses financial needs to implement new ideas.
3. Marketing/education to our students about the value of a degree
4. Need to look at needs versus the fiscal realities.
5. Change the perception of Montgomery College as year 13 of MCPS to a college that provides a quality higher education

S. Prioritization and Resource Allocation

1. Identify what we can do well
2. Faculty Contract – ESH concept (need to be reviewed).
3. Dashboard for relevant data and then decision making to act on the data. Outcome assessment must be followed.
4. Look at & develop metrics for these challenges/changes
5. Set internal priorities as we are asked to do more with less; open to innovations—learn from others
6. Capture efficiencies, although we are not-for-profit and need to still focus on people and consequences for them; balance fiscal need and humanitarian need—maintain the ethos of the not-for-profit
7. If we need to do less with less, we must decide what we can and cannot do. This needs to be defined.
8. Resource Allocation (with limited resources we have to prioritize where to put our money and human resources and how we use our space)
9. Develop and use institutional assessments Collegewide to evaluate the use of resources in comparison to what the market demands
10. Assess how money is currently spent and reallocating assets to more effectively use resources
11. Be sure budget planning reflects the needs found by this assessment.

T. Succession Planning and Professional Development

1. People at the college may need retraining so that they reflect future workforce needs at the College.
2. Training for leadership in handling crucial conversations about hard topics
3. Professional Development for faculty, advising
4. Importance of Professional Development – Settle Who Will Train Who For What – we need a comprehensive training program & NOT rely on folklore
5. Continue to recruit & retain good faculty
6. Teaching differently and excellently'
7. Professional development for faculty who are discipline content experts but might need support in changing pedagogy and in infusing their course with overall competencies (ie communication)
8. Succession planning – replacement for existing workers. What will our workforce needs look like in the future?
9. Professional development to enhance flexibility – if faculty and staff are going to be expected to shift the way we teach and interact with students and communities, they need the time, training, and facilities in order to do it.
10. More diversity training for faculty and staff, especially implications of socio-economic differences
11. Train faculty to integrate learning skills into courses, esp faculty just trained in content and not pedagogy

U. Leveraging Technology

1. Banner configuration – difficult to accommodate flexible scheduling
2. Blackboard – leverage its potential for DE courses
3. Increasing Technology need in education – do we have the resources? Are we prepared to make the fiscal commitment? Do our faculty and staff have the training and are they given the time and support to engage in learning the new technology?
4. Rethinking workload – retool and relearn using new technology methods
5. How do we, as an institution, understand the virtual office hours or working from home is acceptable?
6. Per Dr. Kirwan's remarks – the rest of society has adopted technology – we haven't gone as far as needs to. We need to continue to examine new ways of employing technology to take advantage of the efficiency of technology, also leaving some opportunity for social learning.
7. Using technology as a cost savings way of providing education
8. Technologies role in education
9. Figure out how to use social media more to communicate with our students

10. Survey faculty use of social media – twitter. "Social Media in the Workforce," college session in Spring 2011.

V. Meeting the needs and leveraging links between faculty and workforce partners

1. Professional development for faculty to help students understand the workplace, qualitative skills needed, message needs to be consistent across the discipline. How to deal with conflict is another skill set that faculty need to be able to teach to students.
2. Finds ways for all faculty to have the opportunity to interact and learn from industry during the year.
3. Faculty should be aware of the MC style handbook. Allow instructors to require students to use the "MC stylebook"
4. Provide time for faculty to reflect on how to proactively meet the needs of the college and community
5. Need to provide ongoing training and continuous learning opportunities for faculty and staff
6. Professional development for faculty to include soft skills in instruction; every program should have a link to an industry, 4 yr program, or some other outside partnerships/group to balance perspectives

W. Remain Responsive and Relevant

1. We need to think about cross-disciplinary thinking in students so that they have agility to navigate demands and social changes. Increase student service funding; establish a new "high touch" model. If we don't get new demographic to come through the door, what will this county look like in 30 years? Non-profits put emphasis on entry, less on programs—we do the flip. Can the College preserve quality and improve ease of entry? What can we do to do a better job of reaching out to community to persuade people who don't think college is a possibility that YES, they can afford to come to MC/they can make it here? Again, we need to think more about the special needs of adult learners (groups like veterans, too). We are about to have an explosion of baby boomers; the county has been making an effort to get people to "age in place.' We were impressed by comparatively low numbers of children in our county's demographic figures. What is our role and responsibility re: upcoming senior demographic Largest populations of people who have youngest kids are Latino. We need to improve connection with this group & to help this group

to be job ready in future. ABSOLUTELY MUST focus on MCPS/MC partnerships, middle and high school.

2. More millennial panels, both students and within the workforce.
3. Figure out how to be more agile in responding to challenges with change.