

MONTGOMERY COLLEGE 2020 FY16–20 INITIATIVES AND STRATEGIC ACTIONS

I: Educational Excellence

PREFERRED FUTURES

- By 2020, Montgomery College will have enhanced its national reputation for excellence by serving as a model for other community colleges and offering academic programs that reflect the needs of both students and the community.
- By 2020, academic affairs at Montgomery College will have a renewed leadership structure that affirms the one College model and supports faculty, staff, and student achievement, innovation, and scholarship. The College will institute practices and develop curricula that emphasize defined educational pathways to degrees and certificates.

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
1. Provide further training for new chairs as academic leaders	1. Enhance the leadership skills of coordinators, chairs, associate deans, deans, and vice presidents/provosts	1. Enhance the leadership skills of coordinators, chairs, associate deans, deans, and vice presidents/provosts	1. Develop new academic leaders	1. Academic leadership succession planning and development
SA1. Create ongoing training on the techniques necessary to successfully operate a department.	SA1. Enhance the previous year's training to include more strategic and comprehensive leadership skills.	SA1. Evaluate the progress over the last two years and identify areas where additional support for leadership and professional development exists.	SA1. Work with CPOD to develop program for leadership training of potential chairs and deans.	SA1. Implement program to develop potential dean and chair leaders for Montgomery College.
2. Successfully obtain reaccreditation from Middle States	2. Successfully obtain reaccreditation from Middle States	2. Successfully obtain reaccreditation from Middle States	2. Successfully obtain reaccreditation from Middle States	2. Successfully obtain reaccreditation from Middle States
SA1. Create teams to begin research on report.	SA1. Support teams' research of data and collection of information necessary for report.	SA1. Complete a first draft of report for College review.	SA1. Prepare report and submit to Middle States.	SA1. Plan and host a successful visit by a review team.

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**MONTGOMERY COLLEGE 2020
FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
3. Enhance comprehensive program of assessment of student learning	3. Enhance comprehensive program of assessment of student learning	3. Enhance comprehensive program of assessment of student learning	3. Institutionalize comprehensive program of assessment of student learning	3. Institutionalize comprehensive program of assessment of student learning
<p>SA1. Continue to implement program of assessment developed over previous year.</p> <p>SA2. Implement strategies in support of Closing the Achievement Gap (CTAG), to reduce the disparity between the successful completion and retention of students of color in developmental reading and mathematics courses.</p>	<p>SA1. Review data for assessed programs and make changes bases upon data. Make assessment in those programs up for review. Make changes in assessment process as needed.</p> <p>SA2. Assess CTAG strategies.</p>	<p>SA1. Review data and develop plans for making curricular changes based upon data. Collect assessment data in appropriate programs. Make changes in assessment process as needed.</p> <p>SA2. Assess CTAG strategies.</p>	<p>SA1. Develop abilities of chairs and Deans to lead the assessment process as a continuing part of the functions of faculty.</p> <p>SA2. Assess CTAG strategies.</p>	<p>SA1. Have established a regular program of assessment of student outcomes that operates as a normal course of business at MC.</p> <p>SA2. Assess CTAG strategies.</p>
4. Connect technology to learning in the classroom	4. Connect technology to learning in the classroom	4. Connect technology to learning in the classroom	4. Connect technology to learning in the classroom	4. Connect technology to learning in the classroom
<p>SA1. Implement new technology in ongoing program to enhance instruction and expand access to students.</p> <p>SA2. Support Library innovations to use technology for improved service to students and faculty.</p> <p>SA3. Continue use of Macs in DMS to deliver hybrid courses and Typhon online clinical tracking system.</p> <p>SA4. Strategically utilize open course software to enhance student access and success. Examine best practices internally and externally.</p>	<p>SA1. Implement new technology in ongoing program to enhance instruction and expand access to students.</p> <p>SA2. Support Library innovations to use technology for improved service to students and faculty.</p> <p>SA3. Continue use of Macs in DMS to deliver hybrid courses and Typhon online clinical tracking system.</p> <p>SA4. Develop recommendations on open course software based on analysis of best practices and ability to benefit students.</p>	<p>SA1. Implement new technology in ongoing program to enhance instruction and expand access to students.</p> <p>SA2. Support Library innovations to use technology for improved service to students and faculty.</p> <p>SA3. Continue use of Macs in DMS to deliver hybrid courses and Typhon online clinical tracking system.</p> <p>SA4. Develop recommendations on open course software based on analysis of best practices and ability to benefit students.</p>	<p>SA1. Implement new technology in ongoing program to enhance instruction and expand access to students.</p> <p>SA2. Support Library innovations to use technology for improved service to students and faculty.</p> <p>SA3. Continue use of Macs in DMS to deliver hybrid courses and Typhon online clinical tracking system.</p> <p>SA4. Evaluate results of open course software implementation.</p>	<p>SA1. Implement new technology in ongoing program to enhance instruction and expand access to students.</p> <p>SA2. Support Library innovations to use technology for improved service to students and faculty.</p>

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SA5. Expand the use of e-portfolios in the biological and chemical sciences, particularly in the general education courses.				
5. Expand development of the Program for Advancement to College English (PACE)	5. Expand development of the Program for Advancement to College English (PACE)	5. Expand development of the Program for Advancement to College English (PACE)	5. Expand development of the Program for Advancement to College English (PACE)	5. Expand development of the Program for Advancement to College English (PACE)
SA1. Continue ongoing support for PACE students with tutors in PACE classroom. SA2. Expand number of PACE sections offered at each campus. SA3. Enhance student advising and faculty training modules to increase student success in PACE classes.	SA1. Continue ongoing support for PACE students with tutors in PACE classroom. SA2. Expand number of PACE sections offered at each campus. SA3. Enhance student advising and faculty training modules to increase student success in PACE classes.	SA1. Continue ongoing support for PACE students with tutors in PACE classroom. SA2. Expand number of PACE sections offered at each campus. SA3. Enhance student advising and faculty training modules to increase student success in PACE classes.	SA1. Continue ongoing support for PACE students with tutors in PACE classroom. SA2. Expand number of PACE sections offered at each campus. SA3. Assess effectiveness of enhanced student advising and faculty training modules.	SA1. Continue ongoing support for PACE students with tutors in PACE classroom. SA2. Expand number of PACE sections offered at each campus. SA3. Assess effectiveness of enhanced student advising and faculty training modules.
6. Strengthen accelerated reading program	6. Strengthen accelerated reading program	6. Strengthen accelerated reading program	6. Strengthen accelerated reading program	6. Strengthen accelerated reading program
SA1. Review student success data for students placed into accelerated developmental reading courses.	SA1. Determine appropriate supports for students placing into higher level developmental reading courses to advance to college-level courses faster.	SA1. Implement plan to accelerate higher level developmental reading students into college-level courses.	SA1. Implement plan to accelerate higher level developmental reading students into college-level courses.	SA1. Implement plan to accelerate higher level developmental reading students into college-level courses SA2. Assess effectiveness of plan to accelerate developmental reading students into college-level courses.

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7. Assess the redesigned American English Language Program	7. Assess the redesigned American English Language Program	7. Assess the redesigned American English Language Program	7. Assess the redesigned American English Language Program	7. Assess the redesigned American English Language Program
<p>SA1. Integrate skills, streamline offerings and enrich the success of students by advancing them towards program completion and earning of degrees.</p> <p>SA2. Increase faculty participation in professional development opportunities in the humanities, reflecting current scholarship and support for teaching and learning.</p> <p>SA3. Increase online class offerings to offset the need for additional classroom space.</p>	<p>SA1. Integrate skills, streamline offerings and enrich the success of students by advancing them towards program completion and earning of degrees.</p> <p>SA2. Increase faculty participation in professional development opportunities in the humanities, reflecting current scholarship and support for teaching and learning.</p> <p>SA3. Increase online class offerings to offset the need for additional classroom space.</p>	<p>SA1. Assess outcomes and make adjustments as necessary.</p>	<p>SA1. Assess outcomes and make adjustments as necessary.</p>	<p>SA1. Assess outcomes and make adjustments as necessary.</p>
8. Support student completion and success through a revised General Education curriculum	8. Support student completion and success through a revised General Education curriculum	8. Support student completion and success through a revised General Education curriculum	8. Support student completion and success through a revised General Education curriculum	8. Support student completion and success through a revised General Education curriculum
<p>SA1. Support faculty work in reviewing best practices and designing a responsive and relevant General Education program.</p> <p>SA2. Support faculty workshops to educate about the Montgomery College General Education central values and requirements.</p>	<p>SA1. Support a standing General Education committee through Faculty Council to review General Education course portfolios for inclusion in the General Education program.</p> <p>SA2. Support faculty workshops to educate about the Montgomery College General Education central values and requirements.</p>	<p>SA1. Support a standing General Education committee through Faculty Council to review General Education course portfolios for inclusion in the General Education program.</p> <p>SA2. Support faculty workshops to educate about the Montgomery College General Education central values and requirements.</p>	<p>SA1. Support a standing General Education committee through Faculty Council to review General Education course portfolios for inclusion in the General Education program.</p> <p>SA2. Support faculty workshops to educate about the Montgomery College General Education central values and requirements.</p>	<p>SA1. Support a standing General Education committee through Faculty Council to review General Education course portfolios for inclusion in the General Education program.</p> <p>SA2. Support faculty workshops to educate about the Montgomery College General Education central values and requirements.</p>

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<p>9. Implement a One College academic leadership model</p>	<p>9. Implement a One College academic leadership model</p>	<p>9. Implement a One College academic leadership model</p>	<p>9. Implement a One College academic leadership model</p>	<p>9. Implement a One College academic leadership model</p>
<p>SA1. Initiate a Collegewide academic structure that reflects revised roles of chairs, provosts, deans, and the senior vice president of academic affairs office.</p> <p>SA2. Provide assessment of the Collegewide academic structure and implements changes if necessary.</p> <p>SA3. Ensure that workshop offerings from Writing, Reading, and Language centers are available on all campuses, and increase offerings where necessary.</p> <p>SA4. Develop and maintain common course syllabi across the College and make website accessibility of course information more user-friendly.</p>	<p>SA1. Support ongoing curriculum and academic support services renewal generated through the One College academic structure.</p> <p>SA2. Provide assessment of the Collegewide academic structure and implements changes if necessary.</p> <p>SA3. Ensure that workshop offerings from Writing, Reading, and Language centers are available on all campuses, and increase offerings where necessary.</p>	<p>SA1. Support ongoing curriculum and academic support services renewal generated through the One College academic structure.</p>	<p>SA1. Support ongoing curriculum and academic support services renewal generated through the One College academic structure.</p>	<p>SA1. Support ongoing curriculum and academic support services renewal generated through the One College academic structure.</p>

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10. Continue to augment the Montgomery College-Montgomery County Public Schools (MCPS)-The Universities at Shady Grove (USG) educational partnership	10. Continue to augment the MC-MCPS-USG educational partnership	10. Continue to augment the MC-MCPS-USG educational partnership	10. Continue to augment the MC-MCPS-USG educational partnership	10. Continue to augment the MC-MCPS-USG educational partnership
<p>SA1. Fully implement, through a collaboration of the Academic Affairs and Student Services divisions, the College and Career Readiness and College Completion Act of 2013 (CCRCCA).</p> <p>SA2. Lay out articulated pathways from early placement to degree/certificate attainment.</p> <p>SA3. Showcase selected programs, activities, projects, and initiative (PAPI document) that actualize the partnership goals.</p> <p>SA4. Grow transfer access programs (e.g., UMCP/USG Terp Transfer Partnership; BeeLine with the University of Baltimore), build enrollments, and program options.</p> <p>SA5. Strengthen the interaction of faculty by having annual instructional and program dialogues (MCPS to MC; MC to USG).</p> <p>SA6. Expand MC-MCPS Student Learning Collaborative into some middle schools.</p>	<p>SA1. Ensure that College community is fully informed and trained on implemented elements associated with the CCRCCA.</p> <p>SA2. Assess articulated pathways from early placement to degree/certificate attainment.</p> <p>SA3. Showcase selected programs, activities, projects, and initiative (PAPI document) that actualize the partnership goals.</p> <p>SA4. Grow transfer access programs (e.g., UMCP/USG Terp Transfer Partnership; BeeLine with the University of Baltimore), build enrollments, and program options.</p> <p>SA5. Continue to expand MC-MCPS Student Learning Collaborative into more middle schools and high schools.</p>	<p>SA1. Continue to assess and implement, through a collaboration of the Academic Affairs and Student Services divisions, CCRCCA initiatives.</p> <p>SA2. Ensure that articulated pathways from early placement to degree/certificate attainment at MC are in use.</p> <p>SA3. Showcase selected programs, activities, projects, and initiative (PAPI document) that actualize the partnership goals.</p> <p>SA4. Grow transfer access programs (e.g., UMCP/USG Terp Transfer Partnership; BeeLine with the University of Baltimore), build enrollments, and program options.</p> <p>SA5. Continue to expand MC-MCPS Student Learning Collaborative into more middle schools and high schools.</p>	<p>SA1. Continue to assess and implement, through a collaboration of the Academic Affairs and Student Services divisions, CCRCCA initiatives.</p> <p>SA2. Ensure that articulated pathways from early placement to degree/certificate attainment at MC are in use.</p> <p>SA3. Showcase selected programs, activities, projects, and initiative (PAPI document) that actualize the partnership goals.</p> <p>SA4. Grow transfer access programs (e.g., UMCP/USG Terp Transfer Partnership; BeeLine with the University of Baltimore), build enrollments, and program options.</p> <p>SA5. Continue to expand MC-MCPS Student Learning Collaborative into more middle schools and high schools.</p>	<p>SA1. Continue to assess and implement, through a collaboration of the Academic Affairs and Student Services divisions, CCRCCA initiatives.</p> <p>SA2. Ensure that articulated pathways from early placement to degree/certificate attainment at MC are in use.</p> <p>SA3. Showcase selected programs, activities, projects, and initiative (PAPI document) that actualize the partnership goals.</p> <p>SA4. Grow transfer access programs (e.g., UMCP/USG Terp Transfer Partnership; BeeLine with the University of Baltimore), build enrollments, and program options.</p> <p>SA5. Continue to expand MC-MCPS Student Learning Collaborative into more middle schools and high schools.</p>

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11. Enhance curricula and programs in Science, Technology, Engineering, and Mathematics	11. Enhance curricula and programs in Science, Technology, Engineering, and Mathematics	11. Enhance curricula and programs in Science, Technology, Engineering, and Mathematics	11. Enhance curricula and programs in Science, Technology, Engineering, and Mathematics	11. Enhance curricula and programs in Science, Technology, Engineering, and Mathematics
<p>SA1. Evaluate impact of redesigned programs.</p> <p>SA2. Expand partnership with UMBC Biotech Department’s Translation Life Science Technology Program: Examine enrollment trends, success in courses, scheduling, and curriculum alignment between second and third years.</p> <p>SA3. Continue grant-funded activities. Use student feedback to improve. Evaluate success of recruitment efforts.</p> <p>SA4. Seek ways, in a collaboration of the Academic Affairs and Student Services divisions, to inform and recruit low income and underrepresented groups into programs, scholarship and research opportunities, and internships.</p> <p>SA5. Create relationships with industry, government, and educational institutions.</p> <p>SA6. Develop articulation agreements with four-year educational institutions.</p>	<p>SA1. Develop modifications to redesigned courses based on evaluation. If awarded, initiate implementation.</p> <p>SA2. Consider and develop modifications, including outcomes, based on evaluation.</p> <p>SA3. Continue grant-funded activities. Use student feedback to improve. Evaluate success of recruitment efforts.</p> <p>SA4. Recruit qualified underrepresented students for scholarships. (Investigate ways to have scholars share their experience with MC students.)</p> <p>SA5. Build on relationships with industry, government, and educational institutions to improve curriculum, programs, and internship and employment opportunities for students.</p> <p>SA6. Develop articulation agreements with an expanded set of four-year educational institutions.</p>	<p>SA1. Implement modifications and continue implementation.</p> <p>SA2. Continue successful recruitment and information dissemination practices.</p> <p>SA3. Continue grant funded activities. Use student feedback to improve. Evaluate success of recruitment efforts.</p> <p>SA4. Continue successful recruitment and information dissemination practices. (Implement modifications based on feedback.)</p> <p>SA5. Evaluate effectiveness of STEM courses offered. Make modifications based on evaluation.</p> <p>SA6. Build on relationship with industry, government, and educational institutions to establish partnerships with long term potential.</p> <p>SA7. Develop articulation agreements with an expanded set of four-year educational institutions.</p>	<p>SA1. Collect data and evaluate impact of modifications. Expand implementation.</p> <p>SA2. Measure outcomes and evaluate impact of changes.</p> <p>SA3. Continue grant funded activities. Use student feedback to improve. Evaluate success of recruitment efforts.</p> <p>SA4. Continue successful recruitment and information dissemination practices. (Implement modifications based on feedback.)</p> <p>SA5. Evaluate effectiveness of STEM courses offered. Make modifications based on evaluation.</p> <p>SA6. Seek funding opportunities to build large scale formal collaborations among MC, industry, government, and other educational institutions.</p> <p>SA7. Develop articulation agreements with an expanded set of four-year educational institutions.</p>	<p>SA1. Based on evaluation, respond appropriately with changes or continuation of successful redesign</p> <p>SA2. Re-submit based on expiration date. Continue successful recruitment and information dissemination practices.</p> <p>SA3. Continuation of grant funded activities. Use student feedback to improve. Evaluate success of recruitment efforts.</p> <p>SA4. Evaluate effectiveness of STEM courses offered. Make modifications based on evaluation.</p> <p>SA5. Implement large scale formal collaborations.</p>

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FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
<p>12. Enhance interdisciplinary, problem-based experiences in curricula and extracurricular programs across STEM disciplines</p>	<p>12. Enhance interdisciplinary, problem-based experiences in curricula and extracurricular programs across STEM disciplines</p>	<p>12. Enhance interdisciplinary, problem-based experiences in curricula and extracurricular programs across STEM disciplines</p>	<p>12. Enhance interdisciplinary, problem-based experiences in curricula and extracurricular programs across STEM disciplines</p>	<p>12. Enhance interdisciplinary, problem-based experiences in curricula and extracurricular programs across STEM disciplines</p>
<p>SA1. Review practices at other educational institutions to establish currency and relevance.</p> <p>SA2. Review the research literature to establish currency and relevance.</p> <p>SA3. Plan interventions.</p> <p>SA4. Develop iSTEM Network structure and evaluation plan</p>	<p>SA1. Pilot new programs and practices.</p> <p>SA2. Evaluate outcomes and modify practices.</p> <p>SA3. Continue to review practices at other institutions to maintain currency and relevance.</p> <p>SA4. Continue to review research literature to maintain currency and relevance.</p> <p>SA5. Continue to develop iSTEM Network and begin implementation, including staff hiring, developing web and physical presence, and relationships</p>	<p>SA1. Implement modified and/ or new practices and programs.</p> <p>SA2. Evaluate outcomes and modify practices.</p> <p>SA3. Continue to review practices at other institutions to maintain currency and relevance.</p> <p>SA4. Continue to review research literature to maintain currency and relevance.</p> <p>SA5. Continue implementation of iSTEM Network activities and plan expansion of the network externally; assess initial outcomes.</p>	<p>SA1. Implement modified and/ or new practices and programs.</p> <p>SA2. Evaluate outcomes and modify practices.</p> <p>SA3. Continue to review practices at other institutions to maintain currency and relevance.</p> <p>SA4. Continue to review research literature.</p> <p>SA5. Initiate expansion of iSTEM Network externally and continue implementation of network activities.</p>	<p>SA1. Implement modified and/ or new practices and programs.</p> <p>SA2. Evaluate outcomes and modify practices.</p> <p>SA3. Continue expansion of iSTEM Network externally; evaluate outcomes.</p>

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II: Access, Affordability, and Success

PREFERRED FUTURES

- By 2020, Montgomery College will provide students with a successful experience, from the first connection through to the completion of students’ desired goals. Faculty and staff will welcome students from diverse backgrounds, support student success, and focus outreach efforts on helping Montgomery County communities understand how students can attend college and access appropriate supportive resources, especially financial aid. The College will educate students and family members about College expectations and financial options.
- By 2020, Montgomery College students will be representative of the Montgomery County population with its significant international diversity. Students will be integrated into the ethnic fabric of campus life as College faculty, staff, and administrators empower them to change their lives and enrich our communities with excellent, consistent, and accessible advising, counseling, and support services.

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
1. Expand access to Montgomery College and programs	1. Expand access to Montgomery College and programs	1. Expand access to Montgomery College and programs	1. Expand access to Montgomery College and programs	1. Expand access to Montgomery College and programs
SA1. Increase Welcome Center participation.	SA1. Increase Welcome Center participation and assess.	SA1. Increase Welcome Center participation and implement recommendations.	SA1. Increase Welcome Center participation.	SA1. Increase Welcome Center participation.
SA2. Expand language services.	SA. 2Expand language services and assess.	SA2. Expand language services and implement recommendations.	SA2. Expand language services.	SA2. Expand language services.
SA3. Implement multicultural centers recommendations.	SA3. Increase child care enrollment.	SA3. Increase child care enrollment.	SA3. Increase child care enrollment.	SA3. Increase child care enrollment.
SA4. Increase child care enrollment.	SA4. Implement changes for comprehensive new student orientation	SA4. Assess, plan, and implement for success driven enrollment policies and procedures	SA4. Assess comprehensive new student orientation	SA4. Implement changes for comprehensive new student orientation
SA5. Assess comprehensive new student orientation	SA5. Assess, plan, and implement for success driven enrollment policies and procedures		SA5. Assess, plan, and implement for success driven enrollment policies and procedures	SA5. Assess, plan, and implement for success driven enrollment policies and procedures
SA6. Assess, plan, and implement for success driven enrollment policies and procedures				

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2. Improve tuition affordability for students	2. Improve tuition affordability for students	2. Improve tuition affordability for students	2. Improve tuition affordability for students	2. Improve tuition affordability for students
SA1. Increase FAFSA completion.	SA1. Increase FAFSA completion measures and assess. SA2. Assess online scholarship application.	SA1. Increase FAFSA completion and implement recommendations. SA2. Implement online scholarship application recommendations.	SA1. Increase FAFSA completion.	SA1. Increase FAFSA completion.
3. Increase student success at Montgomery College	3. Increase student success at Montgomery College	3. Increase student success at Montgomery College	3. Increase student success at Montgomery College	3. Increase student success at Montgomery College
SA1. Implement a computerized profile that is integrated into the student’s work, using LifeMap (modeled after Valencia College). SA2. Implement Banner XE. SA3. Increase New Student Orientation participation. SA4. Increase FYE participation. SA5. Continue to offer a welcoming environment as defined and will be assessed by the Common Student Experience recommendations for Truth #2. SA6. Implement Closing the Achievement Gap (CTAG) recommendations. SA7. Continue to assess and implement, through a collaboration of the Academic Affairs and Student Services divisions, CCRCCA initiatives.	SA1. Increase New Student Orientation participation. SA2. Assess College and Career Readiness and College Completion Act measures. SA3. Assess athletic success measures. SA4. Increase FYE participation. SA5. Continue to offer a welcoming environment. SA6. Implement CTAG recommendations. SA7. Continue to assess and implement, through a collaboration of the Academic Affairs and Student Services divisions, CCRCCA initiatives.	SA1. Increase New Student Orientation participation. SA2. Implement College and Career Readiness and College Completion Act measures recommendations. SA3. Implement athletic success measures recommendations. SA4. Increase FYE participation. SA5. Continue to Offer a Welcoming environment. SA6. Conduct CTAG major program assessment following FY16 implementation. SA7. Continue to assess and implement, through a collaboration of the Academic Affairs and Student Services divisions, CCRCCA initiatives.	SA1. Assess mental health recommendations for FY15 implementation. SA2. Increase New Student Orientation participation and assess. SA3. Assess Closing the Achievement Gap recommendations. SA4. Increase FYE participation. SA5. Continue to offer a welcoming environment. SA6. Implement CTAG recommendations. SA7. Continue to assess and implement, through a collaboration of the Academic Affairs and Student Services divisions, CCRCCA initiatives.	SA1. Implement mental health recommendations. SA2. Implement New Student Orientation success measures recommendations. SA3. Implement CTAG recommendations. SA4. Continue to assess and implement, through a collaboration of the Academic Affairs and Student Services divisions, CCRCCA initiatives.

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4. Expand College credentials and transfer opportunities	4. Expand College credentials and transfer opportunities	4. Expand College credentials and transfer opportunities	4. Expand College credentials and transfer opportunities	4. Expand College credentials and transfer opportunities
SA1. Increase recruiting WD&CE students for credit courses. SA2. Increase career internship and service learning opportunities. SA3. Increase participation in the MC student leadership conference. SA4. Increase opportunities for county communities that have limited numbers of students attending MC. SA5. Continue to cross train employees. SA6. Develop a computerized student profile for student success (Life Maps).	SA1. Increase recruiting WD&CE students for credit courses and assess. SA2. Assess major programs for career internship and service learning opportunities. SA3. Increase participation in the MC student leadership conference. SA4. Increase opportunities for county communities that have limited numbers of students attending MC. SA5. Continue to cross train employees. SA6. Implement a computerized student profile for student success.	SA1. Increase recruiting WD&CE Students for credit courses and implement recommendations. SA2. Implement career internship and service learning opportunities measures recommendations. SA3. Increase participation the MC student leadership conference. SA4. Increase opportunities for county communities that have limited numbers of students attending MC. SA5. Continue to cross train employees. SA6. Assess a computerized student profile for student success.	SA1. Increase recruiting WD&CE students for credit courses. SA2. Implement career internship and service learning opportunities measures recommendations. SA3. Increase participation in the MC student leadership conference. SA4. Increase opportunities for county communities that have limited numbers of students attending MC. SA5. Continue to cross train employees. SA6. Implement any changes for a computerized student profile for student success.	SA1. Increase recruiting WD&CE students for credit courses. SA2. Implement career internship and service learning opportunities measures recommendations.
5. Engage in the MC-MCPS-USG partnership to establish the Achieving Collegiate Excellence and Success (ACES) program	5. Engage in the MC-MCPS-USG partnership to establish the Achieving Collegiate Excellence and Success (ACES) program	5. Engage in the MC-MCPS-USG partnership to establish the Achieving Collegiate Excellence and Success (ACES) program	5. Engage in the MC-MCPS-USG partnership to establish the Achieving Collegiate Excellence and Success (ACES) program	5. Engage in the MC-MCPS-USG partnership to establish the Achieving Collegiate Excellence and Success (ACES) program
SA1. Increase ACES participation.	SA1. Conduct major program assessment of ACES participation.	SA1. Implement ACES participation recommendations.	SA1. Increase ACES participation.	SA1. Conduct major program assessment of ACES participation.

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**MONTGOMERY COLLEGE 2020
FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

III: Economic Development

PREFERRED FUTURES

- By 2020, Montgomery College will strengthen the use of labor market data and industry standards in program development, and will increase collaborations with business, government, trade, and community organizations for mutually beneficial career-training programs.
- By 2020, Montgomery College will identify and promote the use of key career pathway system models recognizing the continuum of learning required to be competitive in the global economy. Program offerings will reflect guidance from part-time faculty practitioners and program advisory groups, as well as industry standards from trade associations and professional organizations to ensure relevancy in the rapidly changing workplace.

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
1. Infuse labor market data and career options in program reviews and environmental scanning to ensure college programming aligns with local market conditions	1. Infuse labor market data and career options in program reviews and environmental scanning to ensure college programming aligns with local market conditions	1. Infuse labor market data and career options in program reviews and environmental scanning to ensure college programming aligns with local market conditions	1. Infuse labor market data and career options in program reviews and environmental scanning to ensure college programming aligns with local market conditions	1. Infuse labor market data and career options in program reviews and environmental scanning to ensure college programming aligns with local market conditions
SA1. Continue to expand internal use and training for Career Coach and the labor market data resources on the College website. Continue to reference labor market trends in Academic Area Reviews. SA2. Provide three workshops each year for faculty in the use of labor market data.	SA1. . Continue to expand internal use and training for Career Coach and the labor market data resources on the College website. Continue to reference labor market trends in Academic Area Reviews. SA2. Provide three workshops each year for faculty in the use of labor market data.	SA1. Continue to expand internal use and training for Career Coach and the labor market data resources on the College website. Continue to reference labor market trends in Academic Area Reviews. SA2. Provide three workshops each year for faculty in the use of labor market data.	SA1. Continue to expand internal use and training for Career Coach and the labor market data resources on the College website. Continue to reference labor market trends in Academic Area Reviews. SA2. Provide three workshops each year for faculty in the use of labor market data.	SA1. Continue to expand internal use and training for Career Coach and the labor market data resources on the College website. Continue to reference labor market trends in Academic Area Reviews. SA2. Provide three workshops each year for faculty in the use of labor market data.
2. Increase the availability of user-friendly labor market data for community members and promote this resource in career planning	2. Increase the availability of user-friendly labor market data for community members and promote this resource in career planning	2. Increase the availability of user-friendly labor market data for community members and promote this resource in career planning	2. Increase the availability of user-friendly labor market data for community members and promote this resource in career planning	2. Increase the availability of user-friendly labor market data for community members and promote this resource in career planning
SA1. Continue to highlight Career Coach and Career Cruiser as community resources in college events and communications.	SA1. . Continue to highlight Career Coach and Career Cruiser as community resources in college events and communications.	SA1. . Continue to highlight Career Coach and Career Cruiser as community resources in college events and communications.	SA1. . Continue to highlight Career Coach and Career Cruiser as community resources in college events and communications.	SA1. . Continue to highlight Career Coach and Career Cruiser as community resources in college events and communications.

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**MONTGOMERY COLLEGE 2020
FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
SA2. Increase the number of community forums regarding career opportunities and career planning through collaborations with the Community Engagement Centers to six per year.	SA2. Increase the number of community forums regarding career opportunities and career planning through collaborations with the Community Engagement Centers to six per year.	SA2. Increase the number of community forums regarding career opportunities and career planning through collaborations with the Community Engagement Centers to six per year.	SA2. Increase the number of community forums regarding career opportunities and career planning through collaborations with the Community Engagement Centers to six per year.	SA2. Increase the number of community forums regarding career opportunities and career planning through collaborations with the Community Engagement Centers to six per year.
3. Work closely with workforce organizations, employer groups, chambers, and community organizations to collaborate on meeting local education and training needs	3. Work closely with workforce organizations, employer groups, chambers, and community organizations to collaborate on meeting local education and training needs	3. Work closely with workforce organizations, employer groups, chambers, and community organizations to collaborate on meeting local education and training needs	3. Work closely with workforce organizations, employer groups, chambers, and community organizations to collaborate on meeting local education and training needs	3. Work closely with workforce organizations, employer groups, chambers, and community organizations to collaborate on meeting local education and training needs
SA1. Continue to work on collaborative projects, grants, and emerging initiatives that leverage each partner’s unique strengths. SA2. Collaborate with local task force initiatives in regard to workforce development opportunities and the cultivation of career resource networks for community members. SA3. Continue to work with partners (e.g., Holy Cross Hospital) on future grant opportunities. SA4. Continue to design pathways from noncredit courses to credit programs. SA5. Continue to develop articulation agreements in healthcare programs with four-year institutions to strengthen the county’s healthcare workforce.	SA1. . Continue to work on collaborative projects, grants, and emerging initiatives that leverage each partner’s unique strengths. SA2. Collaborate with local task force initiatives in regard to workforce development opportunities and the cultivation of career resource networks for community members. SA3. Continue to design pathways from noncredit courses to credit programs. SA4. Continue to develop articulation agreements in healthcare programs with four-year institutions to strengthen the county’s healthcare workforce.	SA1. . Continue to work on collaborative projects, grants, and emerging initiatives that leverage each partner’s unique strengths. SA2. Collaborate with local task force initiatives in regard to workforce development opportunities and the cultivation of career resource networks for community members. SA3. Continue to design pathways from noncredit courses to credit programs. SA4. Continue to develop articulation agreements in healthcare programs with four-year institutions to strengthen the county’s healthcare workforce.	SA1. . Continue to work on collaborative projects, grants, and emerging initiatives that leverage each partner’s unique strengths. SA2. Collaborate with local task force initiatives in regard to workforce development opportunities and the cultivation of career resource networks for community members. SA3. Continue to design pathways from noncredit courses to credit programs. SA4. Continue to develop articulation agreements in healthcare programs with four-year institutions to strengthen the county’s healthcare workforce.	SA1. . Continue to work on collaborative projects, grants, and emerging initiatives that leverage each partner’s unique strengths. SA2. Collaborate with local task force initiatives in regard to workforce development opportunities and the cultivation of career resource networks for community members.

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FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
4. Strengthen the interaction between and among the Montgomery County Collaboration Board (MCCB), the Montgomery County Business Roundtable for Education (MCBRE), the Workforce Investment Board (WIB), and the Montgomery County Chamber of Commerce	4. Strengthen the interaction between and among the Montgomery County Collaboration Board (MCCB), the Montgomery County Business Roundtable for Education (MCBRE), the Workforce Investment Board (WIB), and the Montgomery County Chamber of Commerce	4. Strengthen the interaction between and among the Montgomery County Collaboration Board (MCCB), the Montgomery County Business Roundtable for Education (MCBRE), the Workforce Investment Board (WIB), and the Montgomery County Chamber of Commerce	4. Strengthen the interaction between and among the Montgomery County Collaboration Board (MCCB), the Montgomery County Business Roundtable for Education (MCBRE), the Workforce Investment Board (WIB), and the Montgomery County Chamber of Commerce	4. Strengthen the interaction between and among the Montgomery County Collaboration Board (MCCB), the Montgomery County Business Roundtable for Education (MCBRE), the Workforce Investment Board (WIB), and the Montgomery County Chamber of Commerce
SA1. Develop channels of collaboration, including: hyperlinked websites; joint pursuit of alternative means of funding for initiatives; patronage of one another’s events; creation of a calendar of co-sponsored events.	SA1. Develop channels of collaboration, including: hyperlinked websites; joint pursuit of alternative means of funding for initiatives; patronage of one another’s events; creation of a calendar of co-sponsored events.	SA1. Develop channels of collaboration, including: hyperlinked websites; joint pursuit of alternative means of funding for initiatives; patronage of one another’s events; creation of a calendar of co-sponsored events.	SA1. Develop channels of collaboration, including: hyperlinked websites; joint pursuit of alternative means of funding for initiatives; patronage of one another’s events; creation of a calendar of co-sponsored events.	SA1. Develop channels of collaboration, including: hyperlinked websites; joint pursuit of alternative means of funding for initiatives; patronage of one another’s events; creation of a calendar of co-sponsored events.
5. Showcase corporate partnerships that highlight student engagement in their own learning and career preparation	5. Showcase corporate partnerships that highlight student engagement in their own learning and career preparation	5. Showcase corporate partnerships that highlight student engagement in their own learning and career preparation	5. Showcase corporate partnerships that highlight student engagement in their own learning and career preparation	5. Showcase corporate partnerships that highlight student engagement in their own learning and career preparation
SA1. Grow relationships with partners (e.g., Accenture and Discovery Communications)	SA1. Grow relationships with partners (e.g., Accenture and Discovery Communications)	SA1. Grow relationships with partners (e.g., Accenture and Discovery Communications)	SA1. Grow relationships with partners (e.g., Accenture and Discovery Communications)	SA1. Grow relationships with partners (e.g., Accenture and Discovery Communications)

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FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
<p>6. Increase the visibility of career pathway models, career assessments, and industry-recognized credentials as components of a continuum of learning and growth opportunities in related career fields</p>	<p>6. Increase the visibility of career pathway models, career assessments, and industry-recognized credentials as components of a continuum of learning and growth opportunities in related career fields</p>	<p>6. Increase the visibility of career pathway models, career assessments, and industry-recognized credentials as components of a continuum of learning and growth opportunities in related career fields</p>	<p>6 . Increase the visibility of career pathway models, career assessments, and industry-recognized credentials as components of a continuum of learning and growth opportunities in related career fields</p>	<p>6. Increase the visibility of career pathway models, career assessments, and industry-recognized credentials as components of a continuum of learning and growth opportunities in related career fields</p>
<p>SA1. Continue to integrate the pathway continuum and connecting next steps in program planning and presentation to the community.</p> <p>SA2. Develop web resources for pathways, industry credentials, and career networking resources.</p> <p>SA3. Develop two fully articulated pathways per year following the 11 occupational clusters model as defined by the MCCB.</p> <p>SA4. Form a discipline committee to evaluate academic equivalencies in anatomy & physiology courses and others as needed.</p> <p>SA5. Investigate the possibility of a nanotechnology program at Takoma Park/Silver Spring. If viable, then secure funding for such a program.</p> <p>SA6. Continue to develop career pathways for WD&CE to credit and any other appropriate pathways.</p> <p>SA7. Develop new partners/clinical sites and recruit advisory committee members, either additional or replacement.</p>	<p>SA1. Continue to integrate the pathway continuum and connecting next steps in program planning and presentation to the community.</p> <p>SA2. Develop web resources for pathways, industry credentials, and career networking resources.</p> <p>SA3. Develop two fully articulated pathways per year following the 11 occupational clusters model as defined by the MCCB.</p>	<p>SA1. Continue to integrate the pathway continuum and connecting next steps in program planning and presentation to the community.</p> <p>SA2. Develop web resources for pathways, industry credentials, and career networking resources.</p> <p>SA3. Develop two fully articulated pathways per year following the 11 occupational clusters model as defined by the MCCB.</p>	<p>SA1. Continue to integrate the pathway continuum and connecting next steps in program planning and presentation to the community.</p> <p>SA2. Develop web resources for pathways, industry credentials, and career networking resources.</p> <p>SA3. Develop two fully articulated pathways per year following the 11 occupational clusters model as defined by the MCCB.</p>	<p>SA1. Continue to integrate the pathway continuum and connecting next steps in program planning and presentation to the community.</p> <p>SA2. Develop web resources for pathways, industry credentials, and career networking resources.</p> <p>SA3. Develop two fully articulated pathways per year following the 11 occupational clusters model as defined by the MCCB.</p>

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FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
7. Develop Life Sciences Park (LSP) partnerships	7. Develop Life Sciences Park partnerships	7. Develop Life Sciences Park partnerships	7. Develop Life Sciences Park partnerships	7. Develop Life Sciences Park partnerships
SA1. Advocate for partnerships with the College that enhance student success.	SA1. Advocate for partnerships with the College that enhance student success. SA2. Develop activities with LSP partners that impact student success.	SA1. Advocate for partnerships with the College that enhance student success. SA2. Pilot and evaluate partnership activities.	SA1. Advocate for partnerships with the College that enhance student success. SA2. Implement changes.	SA1. Advocate for partnerships with the College that enhance student success. SA2. Ongoing expansion and maintenance of opportunities for students with LSP partners.

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FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

IV: Community Engagement

PREFERRED FUTURES

- By 2020, Montgomery College will evolve Montgomery County into a “College Town” with Montgomery College as its central core.
- By 2020, Montgomery College will create two neighborhood community engagement centers through public-private partnerships.

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
1. Community Engagement	1. Community Engagement	1. Community Engagement	1. Community Engagement	1. Community Engagement
SA1. Establish Community Engagement Center in East County.	SA1. Establish Community Engagement Center at second site.	SA1. Evaluate first Community Engagement Center site.	SA1. Evaluate partnerships; Identify gaps.	SA1. Evaluate first Community Engagement Center site.
SA2. Establish presence at second Community Engagement Center site.	SA2. Evolve Community Engagement Roundtable.	SA2. Conduct new Community Engagement Research.	SA2. Evolve partnerships.	SA2. Finalize new Community Engagement Strategic Plan.
SA3. Continue Community Engagement calendar, website, e-news.	SA3. Continue Community Engagement calendar, website, e-news.	SA3. Continue Community Engagement Roundtable.	SA3. Start new Community Engagement Strategic plan.	SA3. Evaluate Community Engagement Roundtable.
SA4. Continue Community Engagement Roundtable.	SA4. Hold Community Engagement Forum.	SA4. Continue and Evaluate Community Engagement calendar, website, e-news.	SA4. Continue Community Engagement Roundtable.	SA4. Continue Community Engagement calendar, website, e-news.
SA5. Gain new partners.	SA5. Implement and Evaluate “College Town” Plan.	SA5. Evaluate Community Engagement Forum.	SA5. Continue Community Engagement calendar, website, e-news.	SA5. Hold Community Engagement Forum.
SA6. Host Community Engagement Forum.	SA6. Identify Community Engagement gaps/strengths.	SA6. Continue “College Town” Plan.	SA6. Hold Community Engagement Forum.	SA6. Implement and Evaluate “College Town” Plan.
SA7. Continue “College Town” steps.			SA7. Implement “College Town” plan.	
SA8. Evaluate translation services from FY14/FY15.				

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FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
2. Communications Audit	2. Communications Audit	2. Communications Audit	2. Communications Audit	2. Communications Audit
SA1. Implement recommendations. SA2. Evaluate progress on implementation. SA3. Establish signage/flat screen administrative control.	SA1. Evaluate effectiveness of first audit. SA2. Prepare and conduct new communications audit RFP. SA3. Evaluate website re-design.	SA1. Conduct and share audit report. SA2. Implement short-term recommendations. SA3. Begin new website re-design.	SA1. Implement mid-to long-term recommendations. SA2. Evaluate existing technology.	SA1. Implement mid- to long-term recommendations. SA2. Evaluate progress on implementation.
3. Comprehensive Campaign	3. Comprehensive Campaign	3. Comprehensive Campaign	3. Comprehensive Campaign	3. Comprehensive Campaign
SA1. Silent phase – focus on the leadership gifts. SA2. Secure gifts from \$1M-\$7M. SA3. Announce successes.	SA1. Silent phase – focus on the leadership gifts. SA2. Reach over 50 percent of goal raised. SA3. Evaluate progress on priorities.	SA1. Public phase – focus on major and annual gifts. SA2. Announce public phase; focus on six figure and lower gifts. SA3. Reach 65 percent of gifts goal.	SA1. Public Phase – focus on major and annual gifts. SA2. Evaluate strengths and gaps. SA3. Reach 85 percent of goal raised.	SA1. Campaign celebration of \$30M raised. SA2. Plan for next capital campaign.

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V: Assessment and Institutional Effectiveness

PREFERRED FUTURES

- By 2020, Montgomery College’s regular assessment of academic programs and administrative units will provide strategic intelligence for institutionalized data-driven decision making. College budgets will align with the College’s strategic plan and annual initiatives.
- By 2020, Montgomery College’s human resources efforts and programs will support strategic succession planning needs. A mature and dynamic governance system will exist for students, staff, faculty and administrators to engage in collaborative and respectful dialogue.

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
1. Resource Allocation: Integrate planning and assessment results into budget	1. Resource Allocation: Integrate planning and assessment results into budget	1. Resource Allocation: Integrate planning and assessment results into budget	1. Resource Allocation: Integrate planning and assessment results into budget	1. Resource Allocation: Integrate planning and assessment results into budget
SA1. Use assessment results to develop budget strategies.	SA1. Use assessment results to develop budget strategies.	SA1. Use assessment results to develop budget strategies.	SA1. Use assessment results to develop budget strategies.	SA1. Use assessment results to develop budget strategies.
SA2. Interpret and analyze trends using predictive modeling methods.	SA2. Interpret and analyze trends using predictive modeling methods.	SA2. Interpret and analyze trends using predictive modeling methods.	SA2. Interpret and analyze trends using predictive modeling methods.	SA2. Interpret and analyze trends using predictive modeling methods.
SA3. Assess budget to planning results using balanced scorecard.	SA3. Assess budget to planning results using balanced scorecard.	SA3. Assess budget to planning results using balanced scorecard.	SA3. Assess budget to planning results using balanced scorecard.	SA3. Assess budget to planning results using balanced scorecard.
SA4. Communicate budget strategies and results.	SA4. Communicate budget strategies and results.	SA4. Communicate budget strategies and results.	SA4. Communicate budget strategies and results.	SA4. Communicate budget strategies and results.
2. Allocate resources that align with the strategic plan	2. Allocate resources that align with the strategic plan and	2. Allocate resources to achieve institutional effectiveness and alignment with the strategic plan	2. Allocate resources to achieve institutional effectiveness and alignment with the strategic plan	2. Allocate resources to achieve institutional effectiveness and alignment with the strategic plan
SA1. Monitor budget for resource allocation effectiveness.	SA1. Monitor budget for resource allocation effectiveness.	SA1. Monitor budget for resource allocation effectiveness.	SA1. Monitor budget for resource allocation effectiveness.	SA1. Monitor budget for resource allocation effectiveness.
SA2. Consider economic and fiscal environment impact on budget.	SA2. Consider economic and fiscal environment impact on budget.	SA2. Consider economic and fiscal environment impact on budget.	SA2. Consider economic and fiscal environment impact on budget.	SA2. Consider economic and fiscal environment impact on budget.

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FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
SA3. Assess resource allocation with the plan.	SA3. Assess resource allocation with the plan.	SA3. Assess resource allocation with the plan.	SA3. Assess resource allocation with the plan.	SA3. Assess resource allocation with the plan.
3. Strengthen and institutionalize academic and administrative program assessment to provide both broad and focused data for resource allocation and decision making	3. Strengthen and institutionalize academic and administrative program assessment to provide both broad and focused data for resource allocation and decision making	3. Strengthen and institutionalize academic and administrative program assessment to provide both broad and focused data for resource allocation and decision making	3. Strengthen and institutionalize academic and administrative program assessment to provide both broad and focused data for resource allocation and decision making	3. Strengthen and institutionalize academic and administrative program assessment to provide both broad and focused data for resource allocation and decision making
<p>SA1. Continue the use of labor market data in the College Area Review process to gauge occupation demand and economic trends.</p> <p>SA2. Align learning outcomes and program outcomes assessment with state and accrediting requirements.</p> <p>SA3. Develop and communicate institutional effectiveness dashboard measures related to academic and administrative assessment to facilitate informed decision making.</p> <p>SA4. Conduct an assessment of the College’s academic restructuring efforts and make adjustments where needed to ensure consistency between instructional units (deans and department chairs), vice presidential/provost support, and that the action meets the stated goals that prompted the change.</p>	<p>SA1. Assess and enhance the use of labor market data in the College Area Review process to gauge occupation demand and economic trends.</p> <p>SA2. Assess and enhance the alignment of learning outcomes and program outcomes assessment with state and accrediting requirements.</p> <p>SA3. Assess and enhance the development and communication of institutional effectiveness dashboard measures related to academic and administrative assessment to facilitate informed decision making.</p> <p>SA4. Conduct an assessment of the College’s academic restructuring efforts and make adjustments where needed to ensure consistency between instructional units (deans and department chairs), vice presidential/provost support, and that the action meets the stated goals that prompted the change.</p>	<p>SA1. Continue the use of labor market data in the College Area Review process to gauge occupation demand and economic trends.</p> <p>SA2. Continue alignment of learning outcomes and program outcomes assessment with state and accrediting requirements.</p> <p>SA3. Continue to develop and communicate institutional effectiveness dashboard measures related to academic and administrative assessment to facilitate informed decision making.</p> <p>SA4. Conduct an assessment of the College’s academic restructuring efforts and make adjustments where needed to ensure consistency between instructional units (deans and department chairs), vice presidential/provost support, and that the action meets the stated goals that prompted the change.</p>	<p>SA1. Assess and enhance the use of labor market data in the College Area Review process to gauge occupation demand and economic trends.</p> <p>SA2. Assess and enhance the alignment of learning outcomes and program outcomes assessment with state and accrediting requirements.</p> <p>SA3. Assess and enhance the development and communication of institutional effectiveness dashboard measures related to academic and administrative assessment to facilitate informed decision making.</p> <p>SA4. Conduct an assessment of the College’s academic restructuring efforts and make adjustments where needed to ensure consistency between instructional units (deans and department chairs), vice presidential/provost support, and that the action meets the stated goals that prompted the change.</p>	<p>SA1. Continue the use of labor market data in the College Area Review process to gauge occupation demand and economic trends.</p> <p>SA2. Continue the alignment of learning outcomes and program outcomes assessment with state and accrediting requirements.</p> <p>SA3. Continue to develop and communicate institutional effectiveness dashboard measures related to academic and administrative assessment to facilitate informed decision making.</p> <p>SA4. Conduct an assessment of the College’s academic restructuring efforts and make adjustments where needed to ensure consistency between instructional units (deans and department chairs), vice presidential/provost support, and that the action meets the stated goals that prompted the change.</p>

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FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
4. Destination/Employer: Continue implementing an integrated talent acquisition and management strategy	4. Destination/Employer: Continue implementing an integrated talent acquisition and management strategy	4. Destination/Employer: Assess the integrated talent acquisition and management strategy. Implement plan for modifications, as necessary	4. Destination/Employer: Continue implementing integrated talent acquisition and management strategy	4. Destination/Employer: Research and reassess new HR talent acquisition and management strategies
SA1. Identify, revise as needed, leverage existing policies, procedures, and practices that support a common employee experience.	SA1. Identify, revise as needed, leverage existing policies, procedures, and practices that support a common employee experience.	SA1. Identify, revise as needed, leverage existing policies, procedures, and practices that support a common employee experience.	SA1. Identify, revise as needed, leverage existing policies, procedures, and practices that support a common employee experience.	SA1. Identify, revise as needed, leverage existing policies, procedures, and practices that support a common employee experience.
SA2. Develop employer branding strategy.	SA2. Implement employer branding strategy.	SA2. Assess results of branding and develop recommendations.	SA2. Implement results of employer branding strategy assessment.	SA2. Continue to assess and implement employer branding strategy.
SA3. Adopt recognition programs towards a total rewards strategy.	SA3. Implement recognition programs towards a total rewards strategy.	SA3. Assess and implement recognition programs towards a total rewards strategy.	SA3. Continue to implement and assess recognition programs towards a total rewards strategy.	SA3. Continue to assess the recognition programs total rewards strategy.
SA4. Continue to enhance the talent acquisition system.	SA4. Continue to enhance the talent acquisition system.	SA4. Continue to enhance the talent acquisition system.	SA4. Continue to enhance the talent acquisition system.	SA4. Continue to enhance the talent acquisition system.
SA5. Pursue and adopt national recognition and best in class standards.	SA5. Pursue and adopt national recognition and best in class standards.	SA5. Pursue and adopt national recognition and best in class standards.	SA5. Pursue and adopt national recognition and best in class standards.	SA5. Pursue and adopt national recognition and best in class standards.
SA6. Adopt and enhance employee engagement initiatives and communications.	SA6. Implement employee engagement initiatives and communications.	SA6. Assess employee engagement initiatives and communications.	SA6. Implement outcomes of assessment of employee engagement initiatives and communications.	SA6. Further enhance employee engagement initiatives and communications as needed.

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FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
5. Facilities, Technology and Operational Systems and Services: Create, enhance and sustain facilities, technology and operational systems and services that support student success	5. Facilities, Technology and Operational Systems and Services: Create, enhance and sustain facilities, technology and operational systems and services that support student success	5. Facilities, Technology and Operational Systems and Services: Create, enhance and sustain facilities, technology and operational systems and services that support student success	5. Facilities, Technology and Operational Systems and Services: Create, enhance and sustain facilities, technology and operational systems and services that support student success	5. Facilities, Technology and Operational Systems and Services: Create, enhance and sustain facilities, technology and operational systems and services that support student success
SA1. Design and construct new buildings as planned.	SA1. Design and construct new buildings as planned.	SA1. Design and construct new buildings as planned.	SA1. Design and construct new buildings as planned.	SA1. Design and construct new buildings as planned.
SA2. Continue with planned deferred maintenance improvements.	SA2. Continue with planned deferred maintenance improvements.	SA2. Continue with planned deferred maintenance improvements.	SA2. Continue with planned deferred maintenance improvements.	SA2. Continue with planned deferred maintenance improvements.
SA3. Maintain and modernize campuses to support student access and success.	SA3. Maintain and modernize campuses to support student access and success.	SA3. Maintain and modernize campuses to support student access and success.	SA3. Maintain and modernize campuses to support student access and success.	SA3. Maintain and modernize campuses to support student access and success.
SA4. Support and enhance student leaning outcomes through leveraging technology and associated support services.	SA4. Support and enhance student leaning outcomes through leveraging technology and associated support services.	SA4. Support and enhance student leaning outcomes through leveraging technology and associated support services.	SA4. Support and enhance student leaning outcomes through leveraging technology and associated support services.	SA4. Support and enhance student leaning outcomes through leveraging technology and associated support services.
SA5. Maintain and enhance secure, reliable, and robust networks and systems.	SA5. Maintain and enhance secure, reliable, and robust networks and systems.	SA5. Maintain and enhance secure, reliable, and robust networks and systems.	SA5. Maintain and enhance secure, reliable, and robust networks and systems.	SA5. Maintain and enhance secure, reliable, and robust networks and systems.
SA6. Implement financial modeling data for academic support functions.	SA6. Implement financial modeling data for student services and other functions.	SA6. Use data from the fully implemented resource modeling program model to improve program offerings and further maximize efficiencies.	SA6. Assess the trends and impact of the resource modeling program model.	SA6. Implement any modifications from the resource modeling program model.
SA7. Use data from the resource modeling program model to improve program offerings and maximize efficiencies.	SA7. Use data from the resource modeling program model to improve program offerings and maximize efficiencies.	SA7. Use data from the resource modeling program model to improve program offerings and maximize efficiencies.	SA7. Enhance the resource modeling program model, as appropriate.	SA7. Use data from the resource modeling program model to improve program offerings and maximize efficiencies.

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FY16–20 INITIATIVES AND STRATEGIC ACTIONS**

FY16 Initiatives	FY17 Initiatives	FY18 Initiatives	FY19 Initiatives	FY20 Initiatives
6. Support the effectiveness of the participatory governance system	6. Support the effectiveness of the participatory governance system	6. Support the effectiveness of the participatory governance system	6. Support the effectiveness of the participatory governance system	6. Support the effectiveness of the participatory governance system
SA1. Provide system support for the participatory governance system.	SA1. Provide system support for the participatory governance system.	SA1. Provide system support for the participatory governance system.	SA1. Provide system support for the participatory governance system.	SA1. Provide system support for the participatory governance system.
SA2. Assess the effectiveness of the participatory governance system.	SA2. Assess the effectiveness of the participatory governance system.	SA2. Assess the effectiveness of the participatory governance system.	SA2. Assess the effectiveness of the participatory governance system.	SA2. Assess the effectiveness of the participatory governance system.
SA3. Implement modifications as needed based on assessments of the system.	SA3. Implement modifications as needed based on assessments of the system.	SA3. Implement modifications as needed based on assessments of the system.	SA3. Implement modifications as needed based on assessments of the system.	SA3. Implement modifications as needed based on assessments of the system.

Preferred futures describe the theme achieved.

An **initiative** describes a project or effort to advance toward the preferred futures.

A **strategic action** (SA) enunciates an action item to achieve an initiative.