MONTGOMERY COLLEGE

STUDENT AFFAIRS MASTER PLAN

2018–2022

MC

January 2018

LETTER FROM
DR. MONICA R.M. BROWN

I AM PLEASED TO SHARE the Student Affairs Master Plan (StAMP) with the Montgomery College community. The StAMP supports the mission of the College by assisting students in achieving their educational goals. The purpose of the StAMP is to guide the work of the Student Affairs Division over the next five years. The initiatives are intended to enhance the student experience and address the varied and evolving needs of our students. Student Affairs Division faculty and staff work collaboratively to create a supportive educational environment that leads to successful student outcomes.

The cornerstone of the StAMP is Montgomery College's Seven Truths for a Common Student Experience, developed with broad representation from the College community to serve as goals for the Student Affairs Division and to guide how we can provide a successful student experience from the first connection with the College through the completion of a student's desired goals. The StAMP advances the work that began in 2012 to intentionally foster and promote student development and learning.

I am deeply appreciative of the StAMP Workgroup, led by Dr. Melissa Gregory, associate senior vice president for student affairs, and made up of faculty, staff, administrators, and students representing all divisions of the College who worked together to develop an outline for the strategic initiatives in the StAMP. The Extended Student Affairs Administrative Team (E-SAAT), including deans and associate deans of student affairs, directors, and department chairs, combined with input from their respective units, crafted the final StAMP that highlights critical initiatives and strategies conducive to the holistic growth and development of students. Together, we continue our work to ensure access, success, and engagement for all Montgomery College students.

Monica R.M. Brown, EdD
Senior Vice President for Student Affairs

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MONTGOMERY COLLEGE

OUR MISSION

We empower our students to change their lives, and

We enrich the life of our community.

We are accountable for our results.

OUR VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES

excellence | integrity | innovation | diversity | stewardship | sustainability

Adopted by the Montgomery College Board of Trustees, June 20, 2011

INTRODUCTION

Student success is the primary goal of Montgomery College. Achieving student success is the driving force behind College planning, budgeting, and decision-making. Success is accomplished through a collaborative effort to achieve learning that actively engages students, faculty, and staff. Astin's (1984) theory stated that student involvement is how students learn. The greater the amount of time and thought invested, the greater the level of student involvement and success (Astin, 1985). Student success can be measured by identifying and clarifying student goals and expectations upon entry, assessing student progress and experiences through their courses, and evaluating student outcomes at the time of exit. As such, "student affairs organizations are part of the educational mission of higher education, connected directly with the learning experiences of students" (Blimling, Whitt & Associates, 1999). As reflected in our mission, vision, and values, Montgomery College fulfills its implicit contract with the larger community when student success is achieved.

Students have opportunities to benefit from the tremendous variety of **supports** (financial aid, grants, scholarships), **programs** (Achieving the Promise, First Year Experience, Combat2College, Achieving Collegiate Excellence and Success), **services** (enrollment services, welcome centers, counseling and instructional faculty advisors, tutoring, learning centers, libraries, community engagement centers), and **opportunities** (leadership development, clubs, councils, community service events) available at the College.

Degree-seeking, nondegree-seeking, and transfer students, with support from the College, will establish a reasonable, yet ambitious course plan to which they are expected to adhere. The course plan is tailored to the goals of the student, whether the goal is graduation, transfer, and/or obtaining needed job skills. Recognizing that requirements are established to support their success, students will register and pay on time, meet deadlines, attend class, and participate in all required activities for their program and for the College.

INTRODUCTION

TRANSITION OF THE STUDENT AFFAIRS DIVISION—ACCESS, SUCCESS, ENGAGEMENT, AND STUDENT SUPPORT PROGRAMS

The president charged the newly created senior vice president for student services to realign the Student Services Division while honoring the unique strengths that each of our campuses and locations possess. This allows Montgomery College to be stronger as a whole as we unite around our common purpose. The goal of the restructuring process was to embrace uniqueness and innovation while providing consistent, ideal service for our students. The new Student Services Division structure moved the student development functions from a campus-reporting line into the new collegewide student services, combined with existing collegewide units such as admissions and financial aid, and created a comprehensive, One College student support division. The new structure took effect July 1, 2012.

A task group representing faculty, staff, students, and administrators conducted research, best practice interviews, and campus listening tours to align student services leadership and create the optimum structure to provide services that positively impact student completion from their first contact with the College.

The three deans for student development became collegewide deans for student services with responsibility for student access, student success, and student engagement, as well as day-to-day responsibility for counseling and advising, student code of conduct, and Behavior Intervention Teams (BIT) on their campuses. Some existing collegewide units, such as enrollment services and financial aid, reported directly to the Office of the Senior Vice President for Student Services.

In October 2013, the College engaged MGT of America, Inc. to perform an organizational assessment of the restructured Student Services Division. The review included an examination of student services strategies for the allocation and effective use of resources; efficiency and effectiveness of the Student Services Division as reorganized; and means of evaluating feedback from academic and administrative departments who are users of student services. Relative to the specific scope of services, the College desired the establishment of a longitudinal assessment of the office reorganization; recommendations for improving internal and external services and communication within the reorganized structure; recommendations for staffing and resource equity across campuses and departments; and recommended strategies for transitioning to the new organizational structure.

In October 2014, the College engaged Kennedy and Co., Inc. to conduct a Strategic Enrollment Alignment and Tuition and Fee Pricing Study. This study encompassed many of the major areas of the Student Services Division, including outreach, onboarding, financial aid, counseling and advising, orientation, peer advising, and ACES.

INTRODUCTION

In January 2016, the Student Services Division was realigned to increase efficiencies in programs and services and in response to recommendations included in the MGT, Inc. student services organizational assessment and external report, the Kennedy and Co. enrollment study, as well as feedback from division staff and other College constituencies.

In conjunction with the realignment, the Student Services Division was rebranded as the Student Affairs Division. This change is representative of both the student development and student services professionals in the division as nationally recognized by leading student affairs organizations and associations, such as NASPA–Student Affairs Administrators in Higher Education and ACPA–College Student Educators International.

The collegewide dean of student access and Germantown student affairs leads student access initiatives to include:

• Enrollment Services

• Assessment Centers

• Welcome Centers

• Response Center

• Recruitment

The collegewide dean of student success and Rockville student affairs leads student success initiatives to include:

• Advising Services

• Counseling Services (Including Career, Disabilities, International/Multicultural, Mental Health, Transfer, and the Montgomery Advising Program)

• First Year Experience

• TRIO Student Support Services

• Veterans Combat2College

The collegewide dean of student engagement and Takoma Park/Silver Spring student affairs leads Student Engagement initiatives to include:

• Adult Student Services

• Athletics

• Career Services

• New Student Orientation

• Parent /Family Services

• Student Life

• Service Learning and Volunteerism

The Office of the Senior Vice President for Student Affairs leads the division as a whole and includes various collegewide areas that encompass access, success, and engagement:
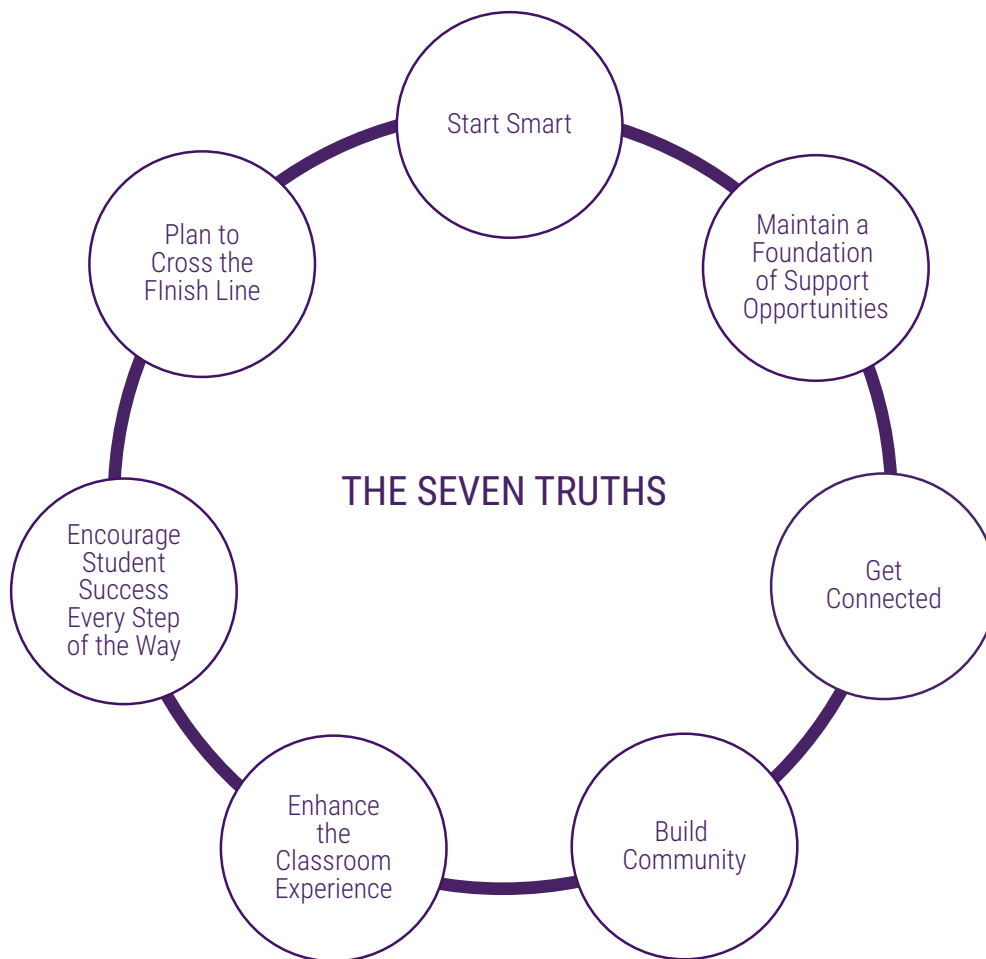
• Achieving Collegiate Excellence and Success (ACES) program

• Achieving the Promise Student Mentoring programs

• Office of Student Financial Aid

• Scholarship Office

• TRIO Educational Opportunity Center

• Special programs liaison (Generation Hope, Future Link)

• Division support for Achieving the Dream

SEVEN TRUTHS FOR A COMMON STUDENT EXPERIENCE

The Montgomery College community crafted the Seven Truths for a Common Student Experience based on our commitment to the importance of not only increasing access for our communities, but also in promoting student success. We have a proud history of welcoming students from diverse backgrounds and supporting student success. Through our excellent academic and student affairs programs, workforce development training and continuing education opportunities, the College helps credit and noncredit students pursue and complete their goals.

Montgomery College's Seven Truths for a Common Student Experience were developed by faculty,

staff, administrators and students to serve as goals for the Student Affairs Division and a guide for how we can provide a successful student experience from the first connection with the College through the completion of a student's desired goals. The seven truths are a comprehensive support structure rather than a linear progression of services; students may experience supportive opportunities within any of the truths on their way to completing their goals. These seven truths promote a common Montgomery College student experience that integrates students into the fabric of campus life while empowering them to change their lives and enrich our communities.

Start Smart

Plan to Cross the FInish Line

Maintain a Foundation of Support Opportunities

THE SEVEN TRUTHS

Encourage Student Success Every Step of the Way

Get Connected

Enhance the Classroom Experience

Build Community

SEVEN TRUTHS FOR A COMMON STUDENT EXPERIENCE

1. START SMART

Montgomery College helps students start smart with a successful introduction to college work. To provide maximum accessibility, Montgomery College promotes a culture of "college knowledge" for all students—the prepared and the underprepared, the supported and the unsupported. All students will be able to progress through the enrollment process with minimum barriers in a welcoming, respectful environment. The College provides students with simple, consistent, step-by-step enrollment information in language that is clear and understandable, and provides a knowledgeable point of contact for assistance. This includes applying for admission, applying for financial aid, taking assessments, participating in orientation programs, meeting individually with a counselor, and registering and paying on time for classes.

The College focuses its outreach efforts on helping Montgomery County communities and those from outside of the county understand how to attend college and access appropriate supportive resources, especially financial resources. Affordability guides student decisions on whether to attend college, how many credit hours to pursue and whether or not to purchase textbooks (Baum et al., 2013, Long, 2008). College personnel educate students and family members about college expectations and financial options. Enrollment fairs and financial aid workshops, as well as various orientation programs and first-year experience programs, clearly explain to students why we do what we do and what their responsibilities are in the college experience. We maintain consistency in our messages and processes to ensure unified, collegewide communication.

2. MAINTAIN A FOUNDATION OF SUPPORT OPPORTUNITIES

Montgomery College supports student success by ensuring that College faculty and staff are welcoming, friendly and respectful; knowledgeable and current on College programs and information; and trained to provide assistance in a variety of capacities. The College takes a 360 approach to student success by asking faculty and staff what resources they need to provide exceptional student support and asking students what tools they need to navigate their access, engagement, and success. There are multiple opportunities available to support student success, including coaches through ACES or Achieving the Promise initiatives, financial support through scholarships at MC and for transfer opportunities, and mentoring support through programs such as Boys 2 Men and Combat2College.

Montgomery College aligns necessary educational resources and facilities using the principles of universal design. These principles will allow all students, in person or online, to experience the classroom environment without the need for additional adaptation or specialized design. Therefore, it is a College priority to maintain an informative and user-friendly website, updated technology and software that meet both educational and industry requirements, and fully accessible and operational virtual computer labs. The College provides Wi-Fi technology across its campuses. Our technical support is user-friendly, encompassing accessible online library resources and services and online college forms, processes and payment mechanisms. We also meet the basic needs of students by providing quiet and clean spaces for students to study, collaborate, or relax, as well as affordable food options provided in clean, comfortable and environmentally friendly eating areas.

SEVEN TRUTHS FOR A COMMON STUDENT EXPERIENCE

3. GET CONNECTED

Montgomery College encourages students to get connected by engaging in the college experience and utilizing the wealth of resources available. Meaningful engagement—an investment of time and effort in academic and co-curricular opportunities—promotes student success (Kuh, Kinzie, Schuh, Whitt, & Assoc., 2010). Diverse engagement opportunities, such as leadership and service programs, athletics, clubs, and organizations and educational and community-building programs, support students' connection to the College *before* they are enrolled and *throughout* the completion of their academic goals (Kuh, 2008). To provide relevant and meaningful engagement opportunities, the College seeks input from students on what services and programs enhance their connection to the College and supports their educational needs.

To ensure that Montgomery College students have easy access to engagement opportunities, the College provides adequate resources and services to support and promote deep and sustained involvement by students across campuses and other locations. Montgomery College has a crucial responsibility to provide engagement opportunities that complement academic programs and allow students to develop as whole persons, explore careers, practice and refine social and leadership skills, develop self-advocacy, make healthy decisions, engage in wellness activities and understand the importance of service to others. When Montgomery College does its best work, student engagement opportunities will be synergized among courses, student clubs and organizations, families, and community agencies to allow students to fully experience and benefit from the power of connection.

4. BUILD COMMUNITY

Montgomery College builds community by ensuring students experience an equitable, respectful, inclusive, and caring environment, where everyone matters.

It is the goal of the College to prepare its students to be active, engaged citizens of the world and to educate them for positions of leadership in their communities and their nations. The College seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the class, event, program or activity are recognized as necessary to the educational process. Students from all campuses, online, on campus, and Workforce Development and Continuing Education, are invited to be participating members of the educational community.

The College community is responsible for modeling social justice and encouraging academic excellence by providing students with diverse learning experiences and comprehensive student support efforts. These include co-curricular activities, student life programs, campus governance councils, and a wide range of campus events to interact as a community and foster skills for living in a multicultural society.

5. ENHANCE THE CLASSROOM EXPERIENCE

Montgomery College enhances the classroom experience—whether in a non-traditional or traditional classroom setting—to ensure all students receive the best possible education. The classroom is the heart of the teaching and learning process. Faculty and staff educate students about College and classroom expectations, facilitate the development of proficient skill levels and provide

SEVEN TRUTHS FOR A COMMON STUDENT EXPERIENCE

opportunities to help students feel connected and supported.

Students seek a classroom experience that transcends the physical environment and fosters greater learning. Out-of-class learning experiences are central to students' educational experiences (Blimling, Whitt & Assoc., 1999). Students are empowered to learn and engage within the classroom experience and become engaged in the educational process in a variety of methods. These include the effective use of technology, collaborative peer-to-peer learning experiences, co-curricular learning activities facilitated by faculty and staff, support services both in and outside of the classroom (e.g., tutoring and learning centers), and guidance from faculty. Montgomery College also ensures that students understand the significance of their courses to their program of study and career goals.

Montgomery College recognizes the imperative value of comfort to a successful traditional classroom environment. Research has shown that it is difficult to learn when a person is uncomfortable (Kuh, et al., 2010). Students will experience traditional instructional spaces planned with the principles of universal design. This allows all students to experience the traditional classroom environment without the need for additional adaptation or specialized design.

6. ENCOURAGE STUDENT SUCCESS EVERY STEP OF THE WAY

Montgomery College encourages student success at every step of the student's educational journey. Often students are not sure of their career or academic goals when they enter. Through

accessing key support services such as general, personal, transfer, and career counseling and advising, students begin the educational planning process to identify and to take steps to achieve their goals. Students who have a plan succeed. The College provides comprehensive academic planning opportunities both inside and outside of the classroom and early intervention systems to support students as they progress towards their goals. The Student Affairs Division will strengthen linkages between credit and noncredit programs by integrating advising services into Workforce Development and Continuing Education to foster student success in all arenas of the College.

Montgomery College provides tools, information, and services to assist students in understanding the direct impact their assessment scores have on course enrollment, pace of completion, and financial resources. Students who understand the importance of assessment testing typically have prepared ahead of time and have taken advantage of practice tests and sample questions, leading to better results. Through partnerships with Montgomery County Public Schools (MCPS), students have earlier involvement with placement testing and arrive at the College better prepared for college work.

Orientation for new students is one of the important services offered by Montgomery College. This influential experience acclimates students to the culture of college, while linking them to vital resources available to build success at each milestone. Therefore, new students are required to participate in orientation programs either in person or online to aid in this period of transition.

SEVEN TRUTHS FOR A COMMON STUDENT EXPERIENCE

The First Year Experience Program (FYE) at Montgomery College consists of a series of additional orientation activities, programs, and courses to help students ease into the demands and challenges of college life; forge connections with counselors, faculty, staff and peers; and prepare for academic success.

In addition to the FYE course, there are six other student success courses offered at the College designed to provide an extra layer of support to students and a connection to the Counseling and Advising Department. These credit-bearing courses cover a myriad of topics such as career development, study skills and memory development, and a special seminar to assist international students in their first year at the College.

Montgomery College recognizes the urgent need to close the achievement gap for Hispanic/Latino and African American students. Some of the initiatives created to assist in early intervention, mentoring, and support of these students include the Achieving Collegiate Excellence and Success Program (ACES), Achieving the Promise initiatives, and the Boys to Men Mentoring Program (BTM). The Student Affairs Division will continue to identify and develop specific and effective strategies and mentorship opportunities to support the persistence and completion of these students. Collecting data and monitoring the persistence, transfer, and completion of students will be the cornerstone of our efforts.

7. PLAN TO CROSS THE FINISH LINE

Montgomery College helps students develop their own plans to cross the finish line and complete their college goals. Research has proven that academic planning facilitates student success (Bailey, Jaggars & Jenkins, 2015). Therefore, students participate in a comprehensive developmental advising program. This includes an educational plan with advising from counseling and instructional faculty that assist in identifying their career, transfer, and academic goals. Noncredit students are provided access to an advising program that helps them identify noncredit to credit opportunities and career options. Every student is unique, but "encouraging student success every step of the way" acknowledges that we must meet students where they are academically and help them develop a pathway to goal completion.

Montgomery College students will have the necessary tools and resources to explore options and make good decisions about their personal, academic, and career goals. Articulated programs with four-year institutions, partnerships with employers as well as efficient and effective technology to monitor student progress are essential to crossing the finish line. Curriculum information will also be provided with a guided pathway to semester-by-semester program completion.

Accountability is shared equally by the student and Montgomery College. College personnel delineate processes and procedures for students to receive advising services at transition points during their collegiate career at Montgomery College. New students are required to use advising services prior to their first registration. Students who achieve 24 credits will meet with counseling or instructional faculty for advising in their programs of study. Students who have not updated their academic plans after two semesters of college-level courses should seek regular advising by counseling or instructional faculty. A system of alerts and

SEVEN TRUTHS FOR A COMMON STUDENT EXPERIENCE

user-friendly technology help students monitor their progress, while also allowing counseling or instructional faculty advisors facilitate interventions that promote student progress.

Through structured pathways and a developmental advising model, students are prepared to cross the finish line to graduation or career advancement.

Montgomery College's Seven Truths for a Common Student Experience emerged from data analysis, critical discourse, student perception, and personal reflection. We found in order to make these truths real for our students we must work as a College community both collaboratively and collegially. To that end, we believe that **Montgomery College's Seven Truths for a Common Student Experience** is the essential element to support our students in student success and completion of their goals.

The seven truths have become a significant piece of the fabric of student support and success at the College. They reinforce the College's official Student Success policy and procedure, 41000 and 41000CP and demonstrate Montgomery College

is committed to identifying and implementing key conditions that promote equity in success for all students. These key conditions include; consistent and intentional strategies to engage students with faculty, staff, and their academic work; mandatory administrative processes; and opportunities for achieving critical learning outcomes through participation in student life, co- and extracurricular activities outside the classroom. (See Appendix A for a report of goals and achievements under the Seven Truths for a Common Student Experience since its inception in 2012.)

The seven truths also helped to guide the 2016 realignment into the Student Affairs Division, seeking to strengthen the student experience by refining our onboarding processes, bringing consistency to our student service operations through cross-training, synergizing student engagement through our collegewide athletic programs, and ensuring programmed pathways to success for all students. The StAMP will coordinate with the goals of the Academic Master Plan to support students in their personal, career, and academic achievements.

FIRST FIVE-YEAR INITIATIVES

Consistent with the principles of the seven truths, the Student Affairs Division identified six initiatives for implementation over the next five years, 2018 through 2022. Each initiative corresponds with a theme in the College's MC 2020 strategic plan.

INITIATIVE 1:
PRE-ADMISSION OUTREACH AND ONBOARDING PROCESSES
(MC 2020 Theme II—Access, Affordability, and Success)

STRATEGY A:
Develop a Strategic Enrollment Management Plan

What does this strategy do? Under the umbrella of the Collegewide Enrollment Management Team (CEMAT), the Student Affairs Division and the Academic Affairs Division will create a new strategic enrollment management plan. The plan will focus on strategic enrollment goals for a broad array of strategies, programs, and scheduling that meets the needs of our students.

Why is this strategy important? How does this strategy support student access, retention, completion, or success? The number of MCPS high school graduates has declined and is projected to slowly increase. That does not guarantee these students will see Montgomery College as their first choice and many may turn to work before school. The College must be forward thinking and focus not only on attracting traditional- and nontraditional-age students, but also on retaining and graduating the students who are enrolled. A well-articulated plan is key to creating strategic enrollment goals and measurements, as well as data-informed decisions. Such a plan will also help ensure the College's strategic plan, the Academic Master Plan, the StAMP, and the Facilities Master Plan are aligned.

Action Plan
Collaborate with Academic Affairs to create and establish a strategic enrollment management plan and appropriate subgroups and leadership (e.g., who is responsible for leading the team and who will be accountable for the work). The strategic enrollment management plan will be based on an environmental scan, to include county demographics, a local and international communication and recruiting plan, onboarding processes, a collegewide course scheduling plan, an advising plan, a retention plan, and financial assistance enhancements.

Measurable outcomes/method for analysis of data supporting the desired outcomes
Completion of plan by target and implementation dates. Using state Performance Accountability Report standards, establish baselines to measure future performance for MCPS recruiting, retention (Pell students and all students), retention of full-time and part-time students, course consumption, course enrollment, graduation rates by sectors (full-time students, part-time students, race/ethnicity, gender, Pell grant students, foundation scholarship students).

Impact (estimated number of students impacted by the proposal—directly/indirectly)
Approximately 60,000 (based on FY16 credit and WDCE enrollment) due to the fact that the plan affects both new students and current students.

Timeline for Implementation
Begin work in spring 2018. Completion of plan and implementation for fall 2018.

Lead Administrator: Senior Vice President for Student Affairs

FIRST FIVE-YEAR INITIATIVES

STRATEGY B:
Realign Access and Enrollment

What will this strategy do? Student Affairs will evaluate and realign the work of Enrollment Services, Welcome Centers, and Response Centers to maximize work efficiencies, reduce barriers to enrollment, and create an intuitive registration/enrollment process. Change Access department nomenclature (e.g., "Enrollment Services," "Welcome Centers," and "Response Center") to more clearly reflect the type of service provided. These changes will reduce inefficiency, enhance capacity, and expand the reach of services.

Why is this strategy important? In spring 2016, the Access Unit of the Student Affairs Division underwent a realignment of departments to better coordinate frontline services offered to students. As a result, the Office of Enrollment Services was aligned with Assessment Centers, Recruitment, the Response Center, and the Welcome Centers. Together, these areas are responsible for the enrollment application, registration, and data management of 60,000 Montgomery College students per semester. In spring 2016 and fall 2016, the Access unit convened a collegewide task force to evaluate the current practices, policies, and procedures for handling frontline student services. The goal of the taskforce was to document frontline happenings within the Access area and recommend improvements in terms of a unified model of services to better support Montgomery College's Seven Truths for a Common Student Experience and advance One College initiatives.

Action Plan

The taskforce met to examine the policies and practices of all departments within the Access area. Members of the taskforce included staff, faculty and administrators from Welcome Centers, Assessment Centers, Recruitment, Counseling and Advising, Response Center, and Enrollment Services. The review and analysis of these areas indicates that the College will benefit from realigning services to include centralizing and standardizing practices as well as transferring human resources to provide greater access of support to students.

Findings of the Taskforce

• Many similar services are provided both through the Welcome Centers and Enrollment Services. As a result, the overlap and duplication of services creates confusion for students as to where to obtain proper help; the level of service of Enrollment Services and Welcome Centers are not clearly defined.

• The workload and expectations of both the office Enrollment Services and Welcome Centers have increased without an increase in human resources.

• The workload of the office of Enrollment Services has become more generalized and specialists are unable to complete their jobs efficiently.

• An improved Common Student Experience can be achieved through coordination and centralization of the existing, administrative resources (transcript evaluation, course scheduling, graduation review).

• Compensation of employees who have similar job functions is inequitable and needs evaluation through realignment.

• The current naming conventions "Welcome Centers," "Response Centers," and "Enrollment Services" are not intuitive for students.

FIRST FIVE-YEAR INITIATIVES

Measurable outcomes/method for analysis of data supporting the desired outcomes
Create three realignment recommendations for review by the SVP for student affairs.

Timeline for implementation
Spring 2018
• Finalize recommendations to the senior vice president for student affairs
• Work with Blue Ribbon Taskforce to review recommendations and cost savings

Fall 2018
• Begin working on reclassification and facilities review per the selected alignment model

Spring 2019
• Implement desired realignment model

Lead Administrator:
Collegewide Dean of Student Access and Germantown Student Affairs

STRATEGY C:
Online Forms to Reduce Wait Times

What does this strategy do? Implement technology that allows students (and parents) to complete, sign, and submit onboarding forms online, including required financial aid forms.

Why is this strategy important? Financial aid applications require numerous supplemental forms to verify information on the Free Application for Federal Student Aid (FAFSA). Currently, students may print the forms from MyMC and either email them to a campus financial aid office or bring them in person. This process requires that students have access to a printer, and if they are emailing the forms, a scanner. Students who do not have access to these resources must come to a campus office in person to turn in forms, or mail the forms. Sending forms through the mail causes delays, and there is the risk that not all forms required will be submitted. This slows the processing of the student's financial aid application and the delivery of funds.

How does this strategy support student access, retention, completion, or success? What problem does it solve of what is new about it? Online forms speed the financial aid process and create a more equitable process because not all students have access to scanning technology at home. Students will receive their refund checks faster, which they use to pay for food, housing, and transportation. This will reduce the chances that low-income students withdraw from school due to housing or food insecurity. Faster processing also gets funds to the College faster.

Action Plan
Office of Student Financial Aid to work with current Perceptive Concept document imaging system to create online versions of student and parent supplemental financial aid forms that will feed directly into imaging system and update Banner.

Measurable outcomes/method for analysis of data supporting the desired outcomes
• 50 percent of student supplemental financial aid forms submitted online in fall 2018

• 75 percent submitted online spring 2019

• 95 percent submitted online fall 2019

Impact (estimate number of students impacted by the proposal—directly/indirectly)
26,000 financial aid applicants annually

FIRST FIVE-YEAR INITIATIVES

Timeline for Implementation:
- Work on current drafts of forms begun in fall 2016. Latest draft of forms completed fall 2017 to be piloted with selected students in spring 2018.
- Implement online forms in fall 2018.

Lead Administrator: Associate Senior Vice President for Student Affairs

STRATEGY D:
Cross-Training for Recruitment and Information Services

What will this strategy do? Cross-train personnel within Student Affairs Division (SA) to form college recruitment and information teams that will provide outreach services at multiple venues. SA will partner with academic department faculty on themed events that provide targeted information on specific college majors. The strategy will help ensure that Recruitment serves as a) the primary point of contact for outreach and awareness activities and b) a resource for faculty and staff to promote their programs and services to prospective students.

Why is this strategy important? This strategy is important because it will reduce duplication of efforts and help align people, processes, and resources in support of Montgomery College outreach and awareness activities. It will also help ensure that communication about outreach events and activities occurs across the college to keep stakeholders informed and engaged with student outreach.

How does this strategy support student access, retention, completion, or success? What problem does it solve of what is new about it? This strategy primarily supports student access, but it also supplements student retention, completion and success. This strategy will reach students early in the enrollment process, and help them complete all the required enrollment steps; including taking their assessments and completing financial aid forms/applications, as appropriate. This strategy also supports early student-faculty engagement by connecting students with faculty early in their academic career at Montgomery College. Student engagement is a key contributing factor to student retention, completion, and success.

Measurable outcomes, Method, for analysis of data supporting the desired outcomes
The intended outcomes are an increase in a) the number of collaborative outreach and awareness events, b) the number of faculty/academic partners trained to engage in outreach and awareness activities to support their programs, c) the number of applications received, and d) the admissions yield.

Impact (estimate number of students impacted by the proposal–directly/indirectly)
MCPS graduates approximately 10,000 students each year. Historically, the College has enrolled approximately 25 percent of graduating MCPS seniors, which is likely to represent the minimum number of students directly impacted.

FIRST FIVE-YEAR INITIATIVES

Timeline for implementation

Spring 2018
- Begin discussions with high school outreach partners
- Establish baseline of recruitment led outreach and awareness events held fiscal year 2018

Summer 2018
- Begin developing FY19 recruitment calendar of outreach and awareness events

Fall 2018
- Ongoing discussions with high school outreach partners
- Finalize and share FY19 recruitment calendar with outreach and awareness partners

Spring 2019
- Begin training faculty and staff partners
- Ongoing discussions with high school outreach partners
- At end of FY19, complete data collection and analysis

Lead Administrator: Collegewide Dean of Student Access and Germantown Student Affairs

INITIATIVE 2:
PREPARATION FOR ASSESSMENT
(MC 2020 Theme II–Access, Affordability, and Success)

STRATEGY A:
Assessment Processes to Facilitate Registration

What will this strategy do? In partnership with the Collegewide Assessment, Placement, and Developmental Issues Steering Committee (CAPDI), assessment centers will prepare online information on placement requirements and test preparation for new students that would like to attend Montgomery College. This information will adequately explain how new students could meet placement requirements, process, and will also provide test preparation resources for those students who need to complete the College's placement test.

Why is this strategy important? Montgomery College proactively looks for multiple placement tools to assist new students with enrollment and appropriate course placement, including advancing placement options besides the ACCUPLACER. This task is handled by different academic departments that list several requirements. Assessment centers will keep this information consolidated, current and easily accessible to the public. For new students who need to complete the college placement test,

FIRST FIVE-YEAR INITIATIVES

assessment centers will also provide resources to prepare for the ACCUPLACER test. They would become familiar with the importance of the test, test format, subject matter being assessed, and the degree of difficulty each section presents.

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? This strategy will facilitate the registration process for new students, providing them with the tools and information to access a degree program at Montgomery College. Our current registration process is complex and requires several steps. This strategy would assist new students in efficiently navigating this process. For those students taking our placement test, this strategy will allow new students to learn about the test and prepare in all areas ahead of time.

Action Plan

• Reorganize website content. Academic testing information will move to an internal platform (MyMC). Placement testing information will be available solely through the Assessment Center webpage. It will house placement requirements, exemptions, and procedures as well as test preparation resources for ACCUPLACER.

• In collaboration with the CAPDI, informational videos will be created to provide new students with visual information about placement testing process at the College.

• Work with departments within Academic Affairs, Student Affairs, and WD&CE to distribute this information.

Measurable outcomes/method for analysis of data supporting the desired outcomes
Collaborate with Office of Information Technology (OIT) and the Office Institutional Research and Effectiveness (OIRE) to create an online survey that new students will respond to before taking the ACCUPLACER for the first time with a

Montgomery College license. This short survey will gather feedback from new students on their knowledge, accessibility, and use of the test preparation materials to adequately prepare for the ACCUPLACER.

Estimated number of students impacted by the proposal (directly/indirectly)
Assessment Center data from peak registrations periods in FY16 shows approximately 2,100 new students took the ACCUPLACER and other 500 new students took the ACCUPLACER ESL per each semester window (fall and spring)

Our objective for the first year of implementation would be to capture the responses from 70 percent of this pool of new students per semester

Timeline for implementation
Spring 2018
• Propose survey model to WD&CE, Dual Enrollment, and MCPS and gather feedback for development
• Complete reorganization of Assessment Center website
• Complete informational video for placement testing and ACCUPLACER

Fall 2018
• Build survey platform in ACCUPLACER with IT
• Conduct trial to technical implementation of survey during testing
• Conduct trial to assess reliability of test survey questions
• Implement revisions to survey

Spring 2019
• Full implementation of ACCUPLACER survey
• Ongoing data collection and analysis
• Report on first year of implementation
• Set baseline for next academic year

Lead Administrator:Collegewide Dean of Student Access and Germantown Student Affairs

FIRST FIVE-YEAR INITIATIVES

INITIATIVE 3:
ORIENTATION FOR FIRST-YEAR STUDENTS (MC 2020 Theme II– Access, Affordability, and Success)

STRATEGY A:
Reorganize Orientation for First-Year Students

What does this strategy do? Orientation programs are designed to facilitate the transition of new students into the institution and prepare them for the College's educational opportunities and student responsibilities. New student orientation and academic orientation are considered best practices in higher education that also integrate new students into the intellectual, cultural, and social climate of the institution. In an effort to streamline new student onboarding steps, we will reorganize student affairs orientation activities into an integrated model using both face-to-face and online options for the convenience of students. We will integrate both academic and new student orientation programs into this comprehensive model for the online option and strengthen the partnership between Counseling and Advising and Student Life to enhance the comprehensive new student orientation.

Why is this strategy important? As part of the onboarding process and required steps for new students, there has been a considerable amount of confusion for new students when having to distinguish the differences between the new student orientation, academic orientation, and other First Year Experience (FYE) activities. Co-locating these two online modules on one landing page will help save students time and eliminate confusion. This is also an effort to reduce attrition and support strengthened enrollment, as students will have fewer steps associated with the registration process.

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? This strategy will reduce the steps in the enrollment process and support a seamless transition into the college. The strategy will also enhance the understanding of the distinction between the two types of orientations.

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Action Plan

- The senior vice president of student affairs will appoint a task force with representatives from the deans of student success and engagement, FYE, the Office of Information Technology (OIT), the Office of Institutional Research and Effectiveness (OIRE), and counseling faculty to assess feasibility of co-locating orientation programs, as well as develop future recommendations and action plans.

  - Communicate incentives to prompt students to complete orientation earlier and connect new student orientation to academic advising through the shared landing page.

  - Consider developing orientation modules for special populations such as transfer, first-time college students who are traditional age students, adult students, military and veterans, etc.

  - Create a landing page for online orientation and provide a virtual checklist to prompt students to the next steps in order to minimize confusion with the onboarding process.

  - Develop an evaluation tool to annually measure effectiveness and student satisfaction levels with orientation and first year experience activities.

  - Create a quiz at the end of the online orientation session to assess student knowledge of content. One hundred percent of students will complete the quiz when taken online. This is not pass/fail but provides the college with data on what students learned. There should be a prompt after the quiz to direct students to the next step in the process.

Measurable outcomes/method for analysis of data supporting the desired outcomes

The Task Force will create a timeline of meeting dates and deadlines to establish and complete strategy objectives. The Task Force will collaborate with Institutional Research to create an evaluation tool that will measure learning outcomes of the reorganized comprehensive orientation. The Task Force will also partner with Institutional Research to obtain data on the number of students that were accepted to the College but did not complete enrollment steps/register and pay for courses for the past two years. Student focus groups will be conducted for collecting feedback prior to planning and after implementation. The goal is to reduce attrition by three to five percent after the first year of the reorganized comprehensive orientation.

Estimated number of students impacted by the proposal (directly/indirectly)

All registered, degree seeking MC credit students will be impacted.

Timeline for Implementation:

Spring 2018
- Create task force
- Conduct Task Force meetings and clarify objectives and Task Force work schedule
- Review literature on best practices in orientation and FYE programs

Fall 2018
- Conduct Task Force Meetings
- Conduct student focus groups

FIRST FIVE-YEAR INITIATIVES

Spring 2019
- Conduct Task Force Meetings
- Develop landing page
- Develop orientation modules
- Develop evaluation tools
- Develop communication plan

Fall 2019
- Conduct Task Force meetings
- Implement communication plan
- Pilot Test reorganized comprehensive orientation
- Complete by spring 2020 for implementation in fall 2020

Lead Administrator: Collegewide Dean for Student Engagement and Takoma Park/Silver Spring Dean Student Affairs

STRATEGY B:
Revised Student Code of Conduct

What will this strategy do? Implement a collegewide communication plan teaching students about the new Student Code of Conduct. Engage students in conversation about the core values of the Code: integrity, community, social justice, respect, and responsibility. This communication plan will be designed to promote safe behavior on and off campus, it will teach students about resources and where to go for help, and begin proactively to educate students about the rules that govern the campus to aid in the reduction of violations of the student code of conduct.

Why is this strategy important? On March 7, 2013, President Obama signed the Violence Against Women Reauthorization Act of 2013 (VAWA), which, among other provisions, amended the Higher Education Act of 1965, otherwise known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). Major changes to the Clery Act required institutions to provide information on culturally relevant, inclusive prevention awareness programs to incoming students. It also required institutions to provide ongoing prevention and awareness campaigns for students. Creating an easy to read Student Code of Conduct helps to support our compliance with this federally mandated law. Additionally, by learning skills that promote safety, awareness, and positive relationships, students are more likely to appreciate and enjoy being part of a campus community. Students who are invested and fully engaged in college life are far more likely to persist in their academic endeavors. When students do not feel safe in their learning communities, they are far less likely to attend classes and to feel comfortable working with groups, which can present another barrier to the attainment of academic success. An accessible Student Code of Conduct can serve as an effective tool to promote education, safety, and awareness; it also supports prevention of violations and ultimately promotes an academic environment conducive to learning.

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? College students are faced with a myriad of challenges. Not only must students learn to navigate the academic landscape, they must learn the skills necessary to navigate complex interpersonal relationships—the emotional and social landscape. Fulfillment in those areas can lead to more engaged students.

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More engaged students are more likely to feel more connected to the College. Engagement supports retention efforts. The College bears a responsibility to help keep students safe, which also has an impact on success.

Action Plan

- The deans of student affairs will promote the new Student Code of Conduct (once vetted and approved), through a marketing campaign. Students will have access to printed copies of the SCOC; the printed copies will be available in each dean of student affairs suite, it will also be distributed to collegewide deans and chairs, and to the counseling offices.

- The link to the Student Code of Conduct online will be sent to all students each fall semester.

- Student Code of Conduct presentations will be incorporated into select STSU courses as well as FYE and new student orientation programs, including virtual new student orientation.

- The student conduct board will conduct tabling and engage in marketing and outreach efforts.

- The new Student Code of Conduct will be highlighted in discussions and workshops on social issues such as dating, sexual health and healthy relationships, which will be facilitated by the Office of the Dean of Student Engagement.

Measurable outcomes/method for analysis of data supporting the desired outcomes

Students who participate in workshops facilitated by the Offices of the Deans of Student Affairs will be assessed on their knowledge of the Student Code of Conduct before and after the workshop. Students will also be assessed through online new student orientation on their knowledge of several content areas, including the Student Code of Conduct. For presentations administered through STSU courses, students will also be assessed on their knowledge of the Student Code of Conduct as well as College resources. This will also include a question in any divisionwide student surveys to determine if students know where to find the Student Code of Conduct. In the first full year of the program, our goal is to have at least 70 percent of all students polled, demonstrate an awareness of the Student Code of Conduct; specifically, students will know that it exists, where to find it and what it means. As the awareness and accessibility to the document improves, students will then be able to demonstrate an understanding of support resources as well as preventative measures.

Estimated number of students impacted by the proposal (directly/indirectly)

All registered MC students will be impacted.

Timeline for implementation

The timeline below assumes the full vetting and approval of a new Student Code of Conduct by fall 2018:

Summer 2018

- Prepare training materials and marketing materials
- Begin design and printing of the Student Code of Conduct into a handy reference-style guide. (i.e., the size of a reader's digest)

Fall 2018

- Begin marketing and promoting the document; Send all registered students a link to the document online

Lead Administrator: Senior Vice President for Student Affairs

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INITIATIVE 4:
COUNSELING AND ADVISING
(MC 2020 Theme II–Access, Affordability, and Success and Theme V–Assessment and Institutional Effectiveness)

STRATEGY A:
Mandatory Advising and Assigned Counselors

What will this strategy do? Mandatory advising and assigned counselors will be piloted in phases by the Counseling and advising discipline. By the final phase of the pilot, the following targeted cohorts will be provided with an assigned counseling faculty member: first-time, degree-seeking students; students who tested into developmental courses; students who are on academic alert, restriction, or suspension. Counseling faculty will serve as the first point of contact to provide mandatory advising for students new to the College via academic orientation, individual and group appointments, distance advising, and STSU courses. Counseling faculty will develop the initial educational plan in collaboration with students and document it in the student success software.

Counseling faculty will be responsible for advising students through completion of their first 12 credit hours. Upon successful completion of 12 credit hours, students will then transition to program advisors for assistance with completing academic plans, with some exceptions. Students will still be encouraged to maintain ongoing relationships with their counseling faculty member throughout their time at the College to support their success. In addition, counseling faculty will be responsible for specific student groups while they remain in the following categories:

• Students taking developmental courses in ENGL, READ, or MATH through the completion of the developmental sequences

• Students taking ELAP courses through the completion of that sequence

• Students on academic restriction

• Students on academic suspension

• Students requiring Disability Support Services

• Students in STSU courses

• Students referred for counseling through the BIT process or for crisis intervention

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• Students seeking personal and career counseling

• Students requiring initial transcript review and course prerequisite overrides (When a student has completed a perquisite at another institution, they can present the counselor with a transcript listing completion of the appropriate pre-requisite course. The counselor reviews and posts a pre-requisite override in Banner. Prerequisite waivers in which the student lacks the appropriate pre-requisite course are referred to the academic discipline.)

Why is this strategy important? Research consistently indicates that students who make a connection at the College are more likely to succeed and be retained beyond the first semester. The first year of college remains a critical transition point for students entering higher education. This strategy addresses the issues of student persistence and resilience. Alexander Astin (1984) theorized that the greater the investment students make in their educational experiences, the more likely they are to persist and succeed in their educational endeavors. Vincent Tinto (1993) suggests that the degree to which a student is integrated into the academic and social environments of the college determines whether a student will remain enrolled at an institution.

Mandatory advising for first-time, degree-seeking students enables the College to comply with the mandate of the Maryland College and Career Readiness and College Completion Act (CRCCA) in documenting progress toward college-level English and math, as well as developing and recording a degree plan for completion. More importantly, assigned counseling faculty can improve the on-boarding and enrollment process and persistence

beyond the first semester for students new to the College. The Kennedy and Co., Inc. report highlighted the frustration that students sometimes experience in their initial connection with the College. Further, in Middle States Student Forums, students expressed a strong desire for mandatory advising and assigned counseling faculty. Students who test into developmental courses face extra barriers to completion because of the additional courses, time, and money required to reach their college level coursework.

Mandatory advising and assigned counseling faculty for students who are placed on academic restriction or suspension provides an intentional intervention and critical opportunity to assess factors that are impeding student success. Developing a strong relationship with a counselor is significant in helping the student identify areas of improvement, individualized strategies for success, and monitoring student's progress. This intervention can result in improved student outcomes.

By requiring students to participate in mandatory advising and connecting them to an assigned counseling faculty member, students will have the ability to develop an ongoing, meaningful relationship which will enhance their ability to plan, problem solve, navigate, and utilize a network of academic and personal support resources that are available internally and externally. Mandatory advising and assigned counseling faculty supports several of our seven truth's by creating a structure and support system that encourages students to start smart, get connected, and maintain a foundation of support opportunities throughout their time at the College.

FIRST FIVE-YEAR INITIATIVES

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? Assigned counseling faculty or mentors are currently used for targeted populations within services provided by Disability Support Services, Achieving Collegiate Excellence (ACES), and Achieving the Promise Academy (ATPA). This approach provides a direct contact for students and a stronger sense of belonging at the College. While this approach is being used successfully in some arenas, it has not been scaled up to include the larger student body. Data from the Student Voice report collected by the Achieving the Dream (ATD) committee illustrates an expressed student interest in this approach for the larger student body. Mandatory advising is a proactive approach that will provide students with the institutional knowledge and support necessary for a successful academic experience. With assigned counseling faculty helping students manage issues that impact their academic success, students will be empowered to become self-directed, engaged citizens who participate in educational planning early on to solidify their long-term goals.

Research by Donaldson, et al (2016) has shown that mandatory advising has the potential to establish successful behaviors including intentional planning for educational goals, strengthened confidence in educational planning, increased frequency in asking for appropriate assistance, and a decreased need to rely on student motivation as the primary impetus to seek out advising.

Assigned counseling faculty and mandatory advising directly align and support the Achieving the Dream priority of implementing a comprehensive approach that supports students at certain milestones. More specifically, this strategy will support a more streamlined onboarding process for students new to the College, increase collaboration between Student Affairs and Academic Affairs as it relates to academic advising, and require development and documentation of student educational plans in a system that can be accessed by both counseling and instructional faculty.

Action Plan and Timeline for Implementation
- A planning team consisting of Counseling and Disability Support Services faculty, staff, and department chairs with collegewide representation will convene in spring 2018. The planning team will be responsible for the following:

  - Providing consistent, timely, and regular communication to the entire Counseling and Advising discipline regarding their ongoing research and planning effort

  - Regularly collect, assess, and incorporate feedback and recommendations from the Counseling and Advising discipline based on these communications.

  - Requesting, reviewing, and assessing enrollment data on the numbers of all first-time, degree-seeking students, first-time, degree-seeking developmental students, and students who were on academic restriction/suspension over a three-year period by campus.

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- The student/counselor ratio will be assessed to determine feasibility of and appropriate/manageable mandatory advising milestones and assigned counseling faculty for specific student cohorts.

- Review additional student cohorts if necessary

- Consult with other units as necessary (e.g., OIRE)

- Reviewing current best practices and policies/processes on methods/strategies utilized for assigning counselors and mandatory advising in institutions of higher education and specifically at community colleges.

  - Consult with other units as necessary (e.g., IT)

- Making draft recommendations to the Counseling and Advising discipline and collecting feedback to determine if adjustments are necessary.

  - Recommend first cohort to begin assigning counseling faculty based on a manageable student/counselor ratio.

  - Recommend first cohort and deadlines/mechanisms for students that will be required to participate in mandatory advising.

  - Recommend strategy for implementation (e.g., alphabetically, program of study, organically, etc.)

    1. Strategy must support equity in counseling faculty case loads

    2. Strategy must discuss summer impact/process

    3. Strategy must discuss the role of part-time counseling faculty

- The planning team will prioritize which cohort(s) to begin piloting mandatory advising and assigned counseling faculty based on above and manageable student/counselor ratio. They will also propose a timeline and resources necessary for implementation. To be completed by fall 2018.

  - Communicate final recommendations to Counseling and Advising discipline

  - Submit final recommendations to the collegewide dean of student success

- Once the recommendations are accepted, the team will begin preparing for spring 2019 implementation if resources allow.

  - Research and develop benchmarks, outcomes, methods of assessment, interventions, and mechanisms to monitor progress.

  - Coordinate with other units as necessary.

Measurable outcomes/method for analysis of data supporting the desired outcome

Goal #1: Facilitate student engagement with advising processes, programs, services, and information.

Students will be able to:
- Access mandatory advising services.
- Identify assigned counseling faculty member.
- Have general information about the College and support services (typically contained in the Catalog).

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- Know their role, responsibilities, and expectations in the advising process (advising syllabus).
- Successfully utilize advising documents to support progression and completion of stated goals.

Goal #2: Educate and make recommendations to students about relevant resources available to successfully navigate the academic environment and facilitate academic success as they work toward personal, academic, career, and life goals.

Students will be able to:
- Know where and how to access appropriate support resources and services to accommodate their unique needs.
- Access current and accurate academic program, completion, and transfer requirements.

Goal #3: Encourage development, implementation and reassessment of students' educational plans so they are consistent with personal, academic, career, and life goals.

Students will be able to:
- Develop an initial educational plan that is consistent with stated personal, academic, transfer, career, and life goals.
- Update initial educational plan at regular intervals to incorporate and bring in line with course requirements leading to completion of evolving personal, academic, transfer, career, and life goals.
- Access, monitor, and evaluate their progress in relation to stated goals and adjust their educational plan, as necessary.

Method of analysis:
- Determine if students selected for the pilot participated in the required number of meetings within the recommended time frame; Compare total number of visits for pilot students with those not selected for the pilot
- Analysis of retention data for students selected for the pilot (fall to spring | spring to fall | fall to fall) and compare to students not participating in the pilot
- Assess student's pace of completion at various intervals including time to goal completion, degree completion, or transfer and compare to students not participating in the pilot
- Analysis of end of semester GPA calculation (good standing, alert, restriction, suspension) for students selected for the pilot and compare to students not participating in the pilot
- Develop a pre- and post-advising session assessment instrument
- Create a series of surveys to collect information from faculty, staff, and students at specific intervals

Estimated number of students impacted by the proposal—directly/indirectly
- Data from institutional research will yield the number of impacted students
- This will depend on the cohort selected for the pilot and will theoretically increase throughout phases of the pilot
  - For example, if it is deemed feasible by the planning group to work with first time, degree seeking students then all first-time, degree-seeking students would be impacted from the date of implementation moving forward

Lead Administrator: Collegewide Dean of Student Success and Rockville Student Affairs

FIRST FIVE-YEAR INITIATIVES

INITIATIVE 5:
MENTORING AND RETENTION
(MC 2020 Theme II–Access, Affordability, and Success)

STRATEGY A:
Establish a Collegewide Mentoring Network to Support Student Retention

What will this strategy do? Research documents mentoring as a proven best practice in higher education. Moreover, several mentoring initiatives at Montgomery College have documented student success. Some of these successful models include the MHEC Persistence Grant (2015), Boys to Men and Sister 2 Sister programs.

The mentoring network will respond to the Achieving the Promise, formerly known as Close the Achievement Gap (CTAG), Collegewide Enrollment Management Advisory Team (CEMAT), and Achieving the Dream (ATD) recommendations and priorities to scale up mentoring efforts and engage faculty and staff in increasing retention, persistence, and completion. The network will

further expand capacity to impact more students by increasing opportunities for faculty and staff to mentor and allow students to have an opportunity to choose a mentoring experience, whether through a cohort model or one-on-one. The network will serve as a repository and allow the College to isolate mentoring efforts to assess the impact on student success.

Why is this strategy important? Student success represents the core of the College's mission. According to Canton and James (1999), a mentor is a trusted person who helps to facilitate goal achievement by believing in and supporting a mentee through advice, resources, research, caring and sharing of self and one's experience. Mentoring provides opportunities for leadership development, community and civic engagement, undergraduate research with faculty, and participation in service learning, co-curricular and extracurricular programs. Essentially, it is widely accepted that effective mentoring is a proven practice for achieving student success in higher education.

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How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? This strategy supports student access, retention, completion, or success by addressing student attrition, improving academic and career readiness, strengthening student leadership development, promoting student accountability, and enhancing the life skills of students. This strategy will also address promoting student self-esteem and cultural awareness, as well as help students get connected with important support systems.

Action Plan

- Centralize, catalog, and communicate all mentoring efforts to point student populations to mentoring programs and activities geared specifically to their needs or interest.

- Expand mentoring opportunities by developing and replicating targeted cohort programs showing promising results with an impact on retention and persistence.

- Orient, train, and engage faculty and staff in mentoring to expand opportunities and impact more students.

- Establish a steering committee/work group to refine objectives and facilitate the implementation of the strategy.

- Examine impact of efforts on retention and persistence of students participating in mentoring programs, initiatives.

- The steering committee will work with OIRE to collect data and develop an assessment plan. The committee will collaborate with academic affairs to establish linkages to the academic master plan mentoring initiative.

- Student Life will increase student participation in the current annual Student Leadership Conference that is coordinated collegewide by partnering with existing cohorts and programs across the College such as ATP and ATD.

- Student Life will work with established campus leadership cohorts to refine social leadership skills, groups such as iLeads (TP/SS), MC Leads (RV), and Ascent (GT) programs. Provide support to communicate with all MC students across the College to market programs effectively.

- The Athletic Department will create a formal mentoring program between first-year and second-year student-athletes.

Measurable Outcomes/ method for analysis of data supporting the desired outcomes

- In the first full year of implementation (FY19) the goal is to establish baseline retention data. After one full year of implementation, the goal will be to increase retention by five percent within the mentoring cohorts in all subsequent semesters.

Estimated number of students impacted by the proposal

- Approximately 500 students per academic year; 2,000 overall

Timeline for Implementation
Fall 2017

- Establish mentoring steering committee
- Establish mentoring network
- Establish mentoring data points
- Conduct two mentoring steering committee meetings.
- Begin student athlete mentoring program
- Begin practicing and refining student social leadership skills with campus leadership cohorts and pre- and post-test students

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Spring 2018
• Develop assessment plan
• Determine mentors and mentees
• Conduct Mentor Training/professional
 Development
• Develop Website
• Conduct preassessment

Fall 2018
• Implement mentoring network
• Begin mentoring cohort expansion

Spring 2019
• Assess 2018 fall semester activities

Fall 2019
• Assess 2018 spring semester activities

Lead Administrators: Collegewide Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs, Director of Student Affairs and Initiatives.

STRATEGY B:
Student Health and Wellness Center for Success

What will this strategy do? The Student Health and Wellness (SHaW) Center for Success will provide students access to education and training, community resources and other supports in areas that meet the needs of the "whole student" in an effort to significantly reduce barriers that impede student success. Specifically, the SHaW Center for Success is designed to increase student success by connecting and providing students with resources that support their mental and physical wellbeing. The center will focus on (1) Health and Safety Education, (2) Mental Health Wellness, (3) Health, Human Services, and Nutrition, and (4) Physical Health and Wellness.

Why is this strategy important? Students attending college are faced with several barriers that can negatively impact their academic success. Aside from being prepared for the academic and social rigors of college, many students are often challenged with food insecurity, the lack of mental health support, and experience housing instability. A recent study revealed that 56 percent of students surveyed at two Maryland community colleges experience food insecurity (Maroto, Snelling & Linck, 2015). Another report, Too Distressed to Learn? Mental Health Among Community College Students (Eisenberg, et. al, 2016), states, "ten community colleges across the nation reveal that half of the more than 4,000 community college students surveyed are experiencing a current or recent mental health condition. Less than half of these students are receiving any mental health services. Students age 25 and younger are especially likely to have an untreated mental health condition. As mental illness can impair academic success and quality of life, there is a clear need for greater attention to and resources for mental health services and programs on community college campuses." Also, students face housing instability and it is a growing concern among American college students. Many students have short stays with friends, or live in shelters and other forms of temporary housing, which requires them to move frequently.

All of these factors and others have a significant impact on their academic success and persistence to college completion.

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? Before the College can support access, retention, completion, or success for students, it must consider the learning conditions for a student, particularly those circumstances that prohibit success. Students who

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are not meeting their basic needs will not perform well academically, risking retention and completion. Students are not always aware of services or have the skills to navigate services offered in the community as means for food, housing, and mental health support.

The SHaW Center for Success will serve as a hub for providing and coordinating a "MC Resource Network," a system of connections developed to identify and access resources to meet common needs and purpose. It is a system that facilitates partnerships internally and externally and provide assistance to support students in various areas to support student access, retention, success, and ultimately completion.

Action Plan
The Office of the Senior Vice President for Student Affairs will continue to lead and work toward defining a unit structure and support the operation and establishment of center.

The Center will focus on (1) Health and Safety Education, (2) Mental Health Wellness, (3) Health, Human Services, and Nutrition, and (4) Physical Health and Wellness through education, community outreach and resources. Specifically, the team will complete the following actions:

• Establish a module and build a visual model to address students' needs in the various areas, explain and communicate concept, structure, and resources.

• Develop a series of student campaigns and workshops to educate and inform students and the College community on relevant and mandated topics. (e.g., suicide prevention ads, stress management activities, mental health 101 workshops, nutrition demos, online training, community fairs).

• Identify and provide ways to provide tangible and intangible resources for students can access (e.g., food pantries, mobile food markets, hygiene and other basic necessities, stress management campus-based activities, information for local shelters)

• Cultivate, establish, and continue relationships with faculty, staff, and units at the College. Develop and continue external partnerships with agencies to provide and expand capacity to support and impact students per the various components of the center for success and to support operations of the center (Academic Affairs, Administrative and Fiscal Services, Advancement and Community Engagement, and private, nonprofit, and public agencies such as the Capital Area Food Bank, and Montgomery County Department of Health and Human Services Victim Assistance and Sexual Assault Program)

Measurable outcomes/method for analysis of data supporting the desired outcomes

• Provide students, faculty, and staff with information, education, and training.

• Identify, build, and establish relationships and partnerships (College community and broader community) to provide resources for student, faculty, and staff.

• Connect students, faculty, and staff with existing resources and develop new resources.

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Method of analysis will be supported through a quantitative and qualitative data.

• Track number of participants and/or recipients at each point of service including trainings and referrals to gage number of person supported/served

• Track quantity of tangible and intangible resources

• Track number of partnership efforts and development via contacts, meetings, and contracts

• Gauge impact of services on student success via random sample survey tools

FY 2017 will be benchmark year for the strategy. The following are some data points for first phases of some components of the SHaW Center for Success implementation.

MENTAL HEALTH SERVICES		
TOTAL NUMBER OF	**2016-2017**	**FY2017-2018 (AUGUST–OCTOBER)**
TRAININGS	32	27
PARTICIPANTS	653	555

FUEL FOR SUCCESS: NOURISHING THE MIND, BODY, AND SPIRIT-MOBILE MARKET										
CATEGORIES: COLLEGEWIDE, SEPTEMBER–OCTOBER 2017										
FOOD (lbs.)	**STUDENTS**	**F/S**	**COMM.**	**1ST**	**RETURNING**	**HOUSE**	**CHILDREN**	**VET**	**SENIOR**	**VOLUNTEER**
28,480	1,047	418	69	1,277	257	6,239	1,600	178	540	89

Timeline for Implementation

PRONGS OF THE NETWORK (CENTER) IN PHASES		
HEALTH AND SAFETY EDUCATION	**MENTAL HEALTH**	**HEALTH, HUMAN SERVICES & NUTRITION**
FALL 2016 & FALL 2018	FALL 2015	FY2018

Lead Administrator: Director of Student Affairs and Initiatives

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STRATEGY C:
Scholarships to Promote Retention

What does this strategy do? Revise the second-year Board of Trustees Scholarship to cover a second year of county tuition and fees for program participants who complete 30 credit hours in their first year of study with a minimum 2.5 cumulative GPA. (Currently only students selected for the scholarship who achieve a minimum 3.5 GPA at the end of their first academic year at the College receive a second-year renewal scholarship. There is no requirement for earned credit hours.) Increase the scholarship to cover a $500 book allowance in fall and spring semesters for two years.

Why is this strategy important? How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? This strategy promotes retention and keeps the GPA to renew the scholarship closer to what the average student can maintain while working jobs and tending to other life responsibilities. Students who are ensured acceptance into a scholarship program that covers their full educational expenses with a greater likelihood of renewal reenroll at higher rates. Scholarships that only cover tuition and fees and exclude a book allowance are less likely to help students meet the full cost of their education. The current BOT scholarship only covers tuition and fees. By not requiring that students enroll in 15 credit hours in fall and 15 credit hours in spring semesters, the 30 credit-hour requirement in the first year can be met by including summer and winter classes.

Action Plan
- Introduce new second-year renewal option of cumulative 2.5 GPA/30 earned hours to BOT scholars entering in fall 2018. The scholarship covers no more than 15 credit hours per semester at the county rate, fall and spring semesters. Students who take fewer than 15 credit hours in fall and spring may use the remaining funds for summer or winter classes. All other rules for BOT scholarships will apply. This will promote higher retention and completion rates for students with good academic standing.

Measurable outcomes/Method for analysis of data supporting the desired outcomes
- Currently only 50 BOT scholars per year may receive a second-year scholarship. The retention rate from first to second year for BOT scholars with the second-year scholarship is 100 percent. The retention rate from first to second year for BOT scholars without the second-year scholarship is 65 percent. The goal fall-to-fall retention rate for BOT scholars in fall 2019 is 80 percent.

- Assess fall-to-fall retention rates

- Assess three-year (150 percent of normal time) completion rates

- Compare time to degree for BOT scholars prior to new second-year option.

Estimated number of students impacted by the proposal (directly/indirectly)
Approximately 150 students annually.

Timeline for Implementation: Implement entering class fall 2019

Lead Administrator: Associate Senior Vice President for Student Affairs

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STRATEGY D:
Implementation of ACES 5-year Strategic Plan

What does this strategy do? Develop and enhance the ACES program in the areas of Student Success, Program Sustainability, and Program Enhancements. In the fifth year of its existence, the ACES program is re-evaluating how it supports students as they enter, matriculate through and graduate from the college. This strategy will increase program effectiveness, identify areas of improvement, enhance areas of success, and develop innovative approaches to increasing student success. On average 53 percent of MCPS ACES students matriculate to the college, 60 percent of those students need some form of English remediation, and 84 percent some form of math remediation. Additionally, overall ACES has an 82 percent retention rate and a 26 percent graduation rate. The intent of this strategy is to have a positive impact on the statistics.

Why is this important? In the past five years, the ACES Program has served more than 3,000 students. As the program continues to grow, more ACES students are choosing to continue their postsecondary education at MC. As a result, it is imperative that the program assess whether or not the current model and organizational structure is sustainable. Considering the average student takes three years to earn an associate's degree, the program must also evaluate its academic interventions and allocation of resources. The goal is to ensure students are moving along the pathway while minimizing the number of developmental classes required, decreasing the amount of loan debt, and to identify the most successful types of resources that support student success.

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? The primary purpose of the ACES strategic plan is to develop a plan that includes a continuous loop of improvement that assists with increasing student retention, completion, and success. By intentionally focusing on the aforementioned areas, the program can determine which specific activities, interventions, and structures support ACES students. Ultimately, the strategic plan will map out how the program intends to increase and support student success. In the first five years of existence, ACES employed a trial-and-error method on how to support students. Many of those methods were successful, while others were lessons learned. The strategic plan is unique in that the program has collected quantitative and qualitative data on ways to support students. Therefore, content of the plan will be rooted in data, research, and lessons learned since its inception.

Action Plan

• A small committee of ACES team members will collaborate to develop the strategic plan and its implementation. The draft will go through multiple iterations and will eventually receive approval from the ACES leadership team before implementation.

• Team members will work on three main areas:
  - **Student Success**
    • Student retention/persistence
    • Support systems
    • Student engagement in ACES
    • Family engagement in ACES
    • Alumni engagement in ACES

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- Program Enhancements
- Arts and culture
- Career readiness
- Volunteerism
- Civic involvement
- Mental health

- Program Sustainability
- Policy and procedure development
- Organizational and staff development
- Strategic collaborative partnerships
- Fundraising and grant acquisition
- Program and process evaluation
- Outcomes based measurements

Measurable outcomes/method for analysis of data supporting the desired outcomes
- Estimated number of students impacted by the proposal (directly/indirectly, if possible) Approximately 5,000 students over the next five years will be impacted by this strategic plan.

- Timeline for implementation

The following timeline will be followed:
Fall 2017
Initial meeting of strategic plan committee with identification of areas of focus.

Spring 2018
Initial draft of strategic plan, implementation plan, associated costs and measurement of success plan.

Fall 2018
Vetting of strategic plan through ACES team members and ACES leadership.

Lead Administrator: Director of the ACES Program

STRATEGY E:
Financial Aid Academic Progress Coaching

What will this strategy do? Provide guidance and advising from part-time faculty Academic Program Compliance and Academic Progress (APCAP) Coaches in each campus financial aid office. The coaches will review course enrollment with students to ensure maximum availability of federal financial aid. Coaches will work with students at risk of not meeting federal satisfactory academic progress (SAP) standards who consequently may lose their federal aid, and advise students on the SAP appeal and academic plan process.

Why is this strategy important? Federal student financial aid may only be used for courses that are required within students' declared programs of study, including developmental and English Language for Academic Purposes (ELAP) program coursework. Students who receive federal financial aid must also meet standards of SAP that are guided by federal regulations. Montgomery College suspends approximately 2,000 students per academic year from federal financial aid eligibility because they fail to meet the SAP standards; approximately 55 percent of those suspended do not reenroll at MC. Due to new federal standards, appeals of SAP have dropped over 70 percent within the past three academic years (2013-2014 through 2015-2016). After the review of SAP at the close of the spring 2017 semester, 2,385 students were placed on financial aid suspension. In addition, approximately 400 students lost a portion or all of their federal financial aid in spring 2017 because their enrollment did not meet federal program compliance rules.

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In FY16, 72 percent of students receiving financial aid from the two major federal programs (Pell grants and student loans) were African American or Latino/Hispanic (MHEC Financial Aid Summary Report 2015-2016). These students are affected disproportionately by the federal standard due to their low-income status and high financial need, creating a higher level of academic performance and accountability than non-federal aid recipients to ensure their continued enrollment at the College.

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? Students who are not meeting the SAP requirement are encouraged to appeal their financial aid termination if they have special circumstances. If students are not meeting SAP requirements, they need academic and advising support to construct a strong SAP appeal. This process gives students, particularly low-income students, a second chance to change their status and stay enrolled in college. Embedding part-time faculty coaches in the financial aid office introduces an important personal connection that can make the difference in students improving their academic progress.

Action Plan
The Office of Student Financial Aid will hire and train three APCAP coaches, who will work with ACES and Achieving the Promise coaches when appropriate, to assist students days and evenings at each campus financial aid office. They will advise students in person, via email, online, or by phone 20 hours per week. The coaches will review course enrollment with students to ensure compliance with course program of study (CPOS) requirements to provide maximum availability of federal financial aid. Coaches will also work with students at risk of

not meeting federal satisfactory academic progress (SAP) standards who consequently may lose their federal aid, and advise students on the SAP appeal and academic plan process. Coaches will proactively seek out students who are on financial aid suspension and have not completed the SAP appeal process.

Measurable outcomes/method for analysis of data supporting the desired outcomes: In the first full year of the program, FY19, the goal is 20 percent reduction of loss of enrollment due to SAP and 50 percent reduction in loss of federal aid due to program enrollment noncompliance among students who are served by APCAP coaches. As the system support for implementing CPOS requirements improves, we should see greater reductions in student loss of aid collegewide and SAP appeals will increase 10 percent each year for three years.

To measure the success of this strategy, staff will code students who are served by APCAP coaches to track retention and CPOS compliance. Data will be collected on students' fall-to-fall retention rates for three academic years, beginning with 2018-2019. CPOS compliance will also be assessed to measure if there is any loss of federal aid.

Estimated number of students impacted by the proposal (directly/indirectly)
Each APCAP coach should be able to serve approximately 300 students per year.

Timeline for implementation
Spring 2018
• Prepare training materials for APCAP coaches
• Establish baseline database, student-tracking coding for future identification, and referral process

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Fall 2018
- Hire and train APCAP coaches
- Prepare outreach campaign to students who need APCAP services
- Students are referred to coaches; once a student is referred, the coach will follow up with referred students
- Coaches meet with financial aid administrative team to evaluate student progress
- Design CPOS/SAP workshops provided by APCAP coaches
- Offer CPOS/SAP workshops

Spring 2019
- Train new APCAP coaches
- Offer CPOS/SAP workshops
- Preliminary data analysis for fall 2018 semester based on semester SAP run and CPOS results
- Coaches meet with FA administrative team to evaluate student progress

Fall 2019
- First fall-to-fall retention data analysis of identified students served by APCAP coaches; same steps as in fall 2018

Lead Administrator: Associate Senior Vice President for Student Affairs

Strategy F:
Change in Athletic Division Status

What will this strategy do? Montgomery College seeks to change its athletic divisional status from Division III to Division I and II, depending on the sport. This strategy will enable the College to enhance and strengthen the College's athletic program, making it more consistent with sister institutions and athletic best practice in the state of Maryland. Moreover, the College will be able to provide scholarships to students with high athletic and academic talent and to support their financial needs and ability to achieve college success.

Why is this strategy important? The Council for the Advancement of Standards in Higher Education (CAS) states that recreational sports tend to develop positive self-images, increased tolerance and self-control, stronger social interaction skills, maturity, and awareness of strengths. Moreover, the recreational sports area, both intramural and intercollegiate, has grown into a dynamic, organized presence providing quality co-curricular opportunities for students on college campuses. In accordance with CAS, Montgomery College Athletics is committed to serving a positive purpose in student retention, student academic and personal/social development, and transfer opportunities for student-athletes through their ongoing participation in intercollegiate athletics. The goal of the enhanced athletic program is to increase the number of highly skilled student-athletes that can be recruited from Montgomery County.

The Montgomery College athletic program plays a significant role in student development and success. The College's goal is to be a model intercollegiate athletic program in the region; providing scholarships will increase the prospect of reaching that goal. New this year, all National Junior College Athletics Association (NJCAA) member colleges were required to declare their divisional commitment, which would be locked in for the next four years. After careful consideration, the College decided to pursue a change in division status. Therefore, effective July 1, 2018, Montgomery College Athletics aspires to become a Division I and II (team specific) scholarship-offering program.

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Changing division status will provide an opportunity to attract more diverse and high-achieving students, both athletically and academically. It also will enable us to retain more students who reside in Montgomery County and foster more community engagement.

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? Montgomery College is one of only a few community colleges in the state that is Division III. A change in status will bring us more in line with the majority of community colleges that are already scholarship-supporting institutions. One of the major challenges our students face is a lack of financial resources; offering scholarships will help us meet an important need of our student population, particularly diverse students from low socioeconomic backgrounds. We are reinforcing our ability to provide our students with financial support to continue to increase graduation and transfer rates. Moreover, attracting the best athletes brings school pride and fosters a greater sense of community. Equally important, changing our divisional status is a matter of equity. If Montgomery College is empowered with the ability to offer scholarship support to bright and dedicated athletes, it will decrease the unintentionally negative, disparate impact that our current division status has on student-athletes.

With a divisional status change, recruitment efforts can be strengthened and broadened. The reward is cyclical; if these students can focus on school without the burden of working long hours off campus, they are more likely to achieve in the classroom and on the athletic field.

Changing the divisional status will allow the College to build a more robust and energetic athletic program. This is the first step to a deep and sustainable effort with the potential for long-term impact on retention efforts. All students, regardless of means, should be entitled to opportunities offered through athletic programming, competition, and team building.

Measurable outcomes/method for analysis and data supporting the desired outcomes
The following outcomes will be achieved based on FY18 baseline data:

- Student athletes will be more actively engaged in the life of the college and in service learning and community engagement activities.

- 5 percent increase in the number of high-ability student-athlete recruitment by the end of the FY19 academic year.

- 10 percent increase in spectator attendance at athletic events by the end of the FY19 academic year.

- 3 percent increase in mean GPA of student-athletes by the end of the FY19 academic year.

- 5 percent increase in both student-athlete retention and graduation rates by the end of the FY20 academic year.

- 20 percent increase in revenue generated from athletic events by the FY20 academic year.

- 5 percent increase in the number of student athletes transferring with scholarship support by the end of the FY19 academic year.

Estimated number of students impacted by the proposal (directly/indirectly)
Approximately 175 student athletes are directly impacted by this proposal. However, hundreds

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of additional students are impacted by their participation in intramurals and as active spectators at college athletic events and activities.

Timeline for Implementation
The College will convene an Athletic Division Task Force to further consider the implications of the division status change. The team will work throughout the remainder of the fall and spring semester to further refine an implementation plan inclusive of a communication component.

Fall 2017
• Finalize proposal for divisional status change and seek approval from the College administration
• Forward divisional status request to NJCAA for consideration
• Compose and convene Athletic Division Task Force to clarify goals and create implementation and communication plan for divisional status
• Develop a detailed budget to support a change in division status

Spring 2018
• onvene monthly meetings of the Athletic Division Task Force
• Further refine implementation and communication plan

Summer 2018
• Implement divisional change plan

Summer 2019
• Conduct a review and assessment of the impact of the divisional change

Lead Administrator: Collegewide Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs; Athletic Director

STRATEGY G:
Develop a Montgomery College Residential Program

What will this strategy do? A residential program at Montgomery College has the potential to aid in addressing many student-focused initiatives such has enrollment, retention, and engagement by connecting students out of the classroom and addressing the needs of students with housing instability. Campus housing can enhance the collegiate experience for students by connecting them to the Montgomery College culture and building a sense of community.

Why is this strategy important? The conceptual framework of college housing is centered on theories of student development. Astin's (1984) Theory of Student Involvement and Tinto's (1975, 1993) research on the blending of social and academic activities on the college campus are two pertinent tenets. Offering campus housing at community colleges is a recent endeavor. Currently, only one percent of community college students resides on campus (AACC, 2016). However, as Montgomery College seeks ways to further develop students and add to their higher education experience, offering campus housing is an innovative approach to attracting and retaining students. People are social creatures and learning is a social activity that occurs in many places beyond traditional classrooms (Miller, 2007). Extending student engagement and learning to a housing community can be highly beneficial to students and the College. By design, residential housing can offer environments promoting socialization, cultural exchange, and purposeful programming focusing on diversity and inclusion.

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How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? Campus housing facilities will provide environments to offer added academic support through Faculty-in-Residence programs. The goal of the Faculty in Residence is to increase student engagement and retention by forming direct faculty/student relationships that enhance learning. Selected faculty would have the opportunity to live the residential community, which facilitates another avenue for embedded academic student support outside the classroom. Faculty will focus on organizing enrichment activities based on historically challenging courses that are barriers to students' progression toward graduation and transfer. In addition to offering tutoring, faculty can host lectures, organize cultural events, and support students in nonacademic activities (sports, student leadership groups, student organizations). The implementation of the Faculty in Residence would augment strategies noted in the Academic Affairs Master Plan to provide additional academic support focused on highly enrolled and gateway courses with high rates of D, F, or W grades.

Measurable outcomes/method for analysis of data supporting the desired outcomes Extensive research has been conducted on the positive impact of on campus living to the overall student experience specifically as it relates to new student adjustment, retention and academic success. Using an established model and assessment created by the National Survey of Student Engagement (NSSE), a similar study will be developed to access the impact on student academic progress and various aspects of student development.

Estimated number of students impacted by the proposal (directly/indirectly, if possible) Since there is not a definite number established in reference to the residential facilities' capacity, this is not known. However, it is prudent that a feasibility study be conducted to determine the estimated cost per bed for a residential community, an evaluation of students' interest, students' financial ability to commit and/or pay for college issued housing, and sustainability to get an educated assessment of the level of impact this initiative will have on the College and students.

Timeline for Implementation

Spring 2017
• Develop a College work group team

Fall 2017
• Research and hire a consultant for college housing/feasibility study
• Develop a survey instrument

Fall 2017/Winter 2018
• Collect and analyze survey data

Winter/Spring 2018
• Develop a findings report

Spring 2018
• Consult facilities master plan-identify space for P3 agreement
• Identify and consult P3 developer

Fall 2018
• Develop a full presentation (study results, cost analysis & recommendations)
• Conduct collegewide listening tour
• Seek SALT approval

Fall 2018/Spring 2019
• Seek BOT approval

Lead Administrator: Senior Vice President for Student Affairs

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INITIATIVE 6:
DIVISIONWIDE ASSESSMENT
(MC 2020 Theme II—Access, Affordability, and Success and Theme V—Assessment and Institutional Effectiveness)

STRATEGY A:
Data-Informed Student Affairs Evaluation and Planning

What will this strategy do? Develop both quantitative and qualitative assessment tools to measure the effectiveness of customer service delivery in multiple delivery modes, as well as measure internal employee satisfaction within all units of the Student Affairs Division.

Why is this strategy important? Customer service satisfaction is measured in a variety of units within the division at different times of the year using various methods. Some evaluations are point-of-

service and some are annual surveys. It is critical to recognize the feedback of our primary customers—students—divisionwide to look for ways to improve our service delivery. It will also assist in long-range planning by allowing us to focus resources on areas and projects that are critical to student success.

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? By systematizing and centralizing the collection of critical data from all units in the division, we can more easily document the successes within the Student Affairs Division and readily identify areas in need of performance improvement. Improved customer service based on both quantitative and qualitative data will affect all areas of student success—access, retention, and completion. The plan will also quantify the effect of student success courses on retention.

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Action Plan

- Determine what assessment tools are currently being used by individual units in the division

- Categorize existing assessments into quantitative (number of students served, wait times, applicant yield) and qualitative (customer satisfaction surveys)

- Develop internal division assessment tool to gather feedback on initiatives, suggestions for improvement, and internal customer satisfaction

- Determine which customer satisfaction tools should be used at point of service, and which should be conducted annually

- Develop customer satisfaction surveys for students and for division employees that include multiple units of the division.

Measurable outcomes/method for analysis of data supporting the desired outcomes:
Use first year of surveys as baseline. Research similar feedback tools from national surveys such as Community College Survey of Student Engagement to determine annual satisfaction goals. Set goals and issue surveys annually.

Estimated number of students impacted by the proposal (directly/indirectly)
Approximately 33,000 credit students to survey; 6,600 responses would be 20 percent return (will increase if WDCE is included in any of the evaluations)

Timeline for Implementation
Spring 2018
- First meeting of assessment workgroup, determine what tools are currently used

- Identify specific cohorts (ACES, athletes, Pell grant recipients) that could be surveyed quickly or may already be surveyed regularly
- Issue first divisionwide student survey in spring 2018
- Prepare request for OIRE of data currently not collected that is critical for division reporting; create SA data hub
- Research how other community colleges measure customer service and share SA data
- Determine if fall or spring student surveys are the most productive

Fall 2018
- Assessment workgroup continues to meet
- Fall registration customer service survey is distributed
- Compile identified data from 2017-2018 academic year for comparison with current year
- Prepare recommendations for SVP from spring divisionwide survey (and in future fall semesters)
- Develop divisionwide employee survey if College Employee Engagement Survey does not meet needs group identifies

Spring 2019
- Assessment workgroup continues to meet
- Prepare recommendations for SVP from fall registration customer service survey
- Collect 2018-2019 data

Fall 2019
- Complete comparison of FY18 and FY19 on identified markers
- Prepare FY18 annual SA assessment report

Lead Administrator: Associate Senior Vice President for Student Affairs

CONCLUSION

The Student Affairs Division of Montgomery College is committed to identifying and implementing key conditions that promote equity in access and success for all students. Our faculty, staff, and administrators work as partners with Montgomery College students towards the shared goal of student success. The College community crafted the Seven Truths for a Common Student Experience based on our commitment to the importance of not only increasing access for our communities, but also in promoting student success. The Seven Truths serve as a guide for how the College can provide a successful student experience.

President Pollard said in an interview with the College's Insights magazine "We are here to ensure that every student—regardless of ability, background, economic status, race, or age—has access to higher education….The challenge with that is we have not focused on equity in success. Our job is to ensure that everyone has the ability to be successful in college by redesigning our institutions for those outcomes." The Seven Truths for a Common Student Experience and the initiatives in the StAMP demonstrate our division's commitment to both access and successful student outcomes.

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