



Academic Master Plan
**Achieving
the Goals**

MONTGOMERY COLLEGE



ACADEMIC MASTER PLAN: ACHIEVING THE GOALS



Dear Colleagues,

I am writing this final Academic Master Plan update message from a position of gratitude, privilege, and pride. This final summary, like each of the previous years' reports, reflects the concerted efforts, of five years, now, of the Academic Affairs Division - faculty, staff, deans, and provosts. It highlights some remarkable achievements. It reminds us that there is more work to do. It does not – it cannot – tell the full story of the last year when the College pivoted to remote operations due to a global pandemic and the work of the Academic Master Plan continued in spite of the relentless demands of the dynamic and uncertain environment. It has been a privilege to work with my colleagues in Academic Affairs. It is with gratitude and pride that I share this final report.

The six Academic Affairs Initiatives have focused our work toward achieving six division goals: increase graduation, increase transfer, reduce time to complete, reduce cost to complete, increase alignment with four-year universities, and increase alignment with industries.

The six initiatives, developed through an inclusive, collegewide process, represent principles that have focused our efforts on student success, not specific programs. They have enabled us to create programs and provide services. They are – they have - transformed the culture of Academic Affairs. Concentrating on principles and relevant metrics, sharing data and fostering robust discussion and analysis, we have developed a data informed culture laser focused on student success, agile and flexible to respond to changing demands.

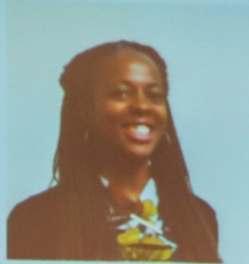
The principles embedded in the six initiatives of the 2016 – 2021 Academic Master Plan will continue to guide and inform the work that we do well past 2021. They positioned us to transition nearly seamlessly (not effortlessly) to remote teaching and learning during the pandemic. They will enable us to respond to the challenges and opportunities that lie ahead: Embedded Classroom Support, Offer Alternative Scheduling and Delivery, Implement Alternative and Customized Assessment and Placement, Design Alternative and Customized Credentials and Guided Pathway, Enhance Student Pathway from MCPS and to USG, Expand Global Partnerships and International Opportunities.

Like a commencement, this report signifies tremendous achievement: milestones met. And like a commencement, it marks the beginning of the next phase in our continuing journey to ensure a bright future for our students.

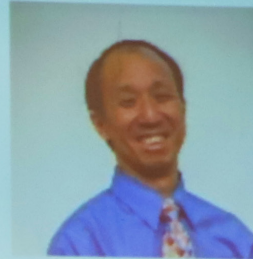
Sanjay Rai, PhD
Senior Vice President for Academic Affairs



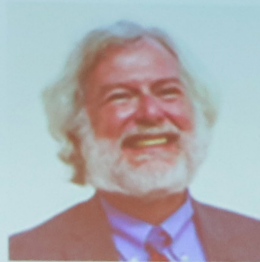
Part-time Faculty of the Year



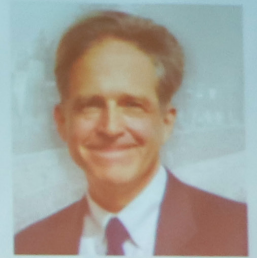
Dr. Jeanita Pritchett, 2016



Dr. Kam Yee, 2018



Mr. Mitchell Tropin, 2017



Mr. Albert Kapikan, 2019

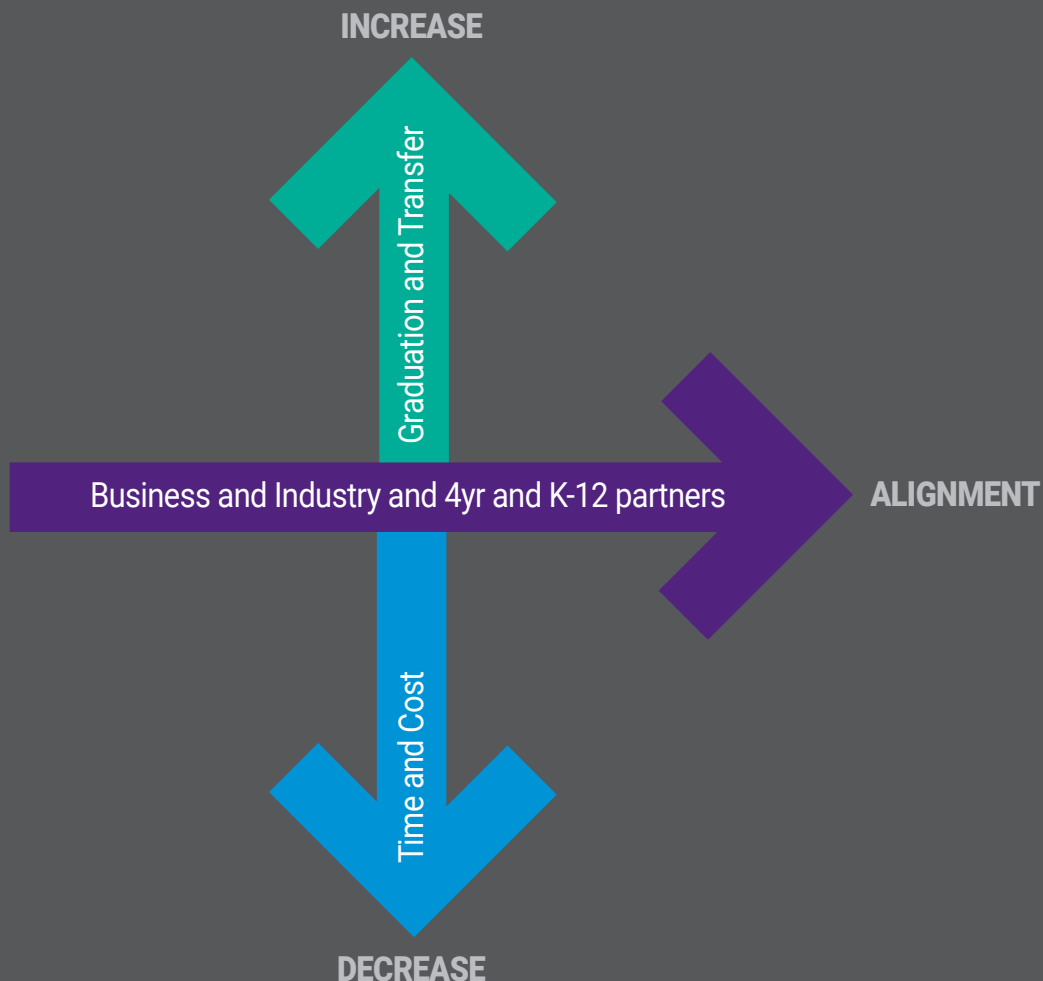
MC MONTGOMERY
COLLEGE



Meeting Priorities

The Academic Master Plan was designed to run for five years. The first year provided the opportunity to develop action plans to address the initiatives in the Plan, and the last four years have seen some early stages, middle stages, and next stages. This report is a culmination document of significant student success efforts at Montgomery College that have now been absorbed by the College's MC2025 Strategic Plan. The priorities and initiatives noted within, will continue – they will be assessed and revised as needed, all with the goal of improving student success.

The first question asked at the end of a project is “did we complete the task?” The Resource Toolkit and the President's Score Card provided by the Office of Institutional Research and Effectiveness (OIRE) data indicate that student success has improved through myriad interventions designed to address 1) graduation and 2) transfer rates, 3) time to and 4) cost of degree, and 5) alignment with four-year colleges and universities, as well as 6) business and industry.





Goal 1: Increasing Graduation Rates

Each academic program developed **student success strategies** as tools that would provide for additional contacts with the student:

- **Welcome letters** to each new student enrolled in the program
- **Faculty meetings** with each student within two weeks of the start of classes
- **Program faculty meetings** with industry representatives through program advisory councils twice annually
- Program **welcome events** both virtual and on campus

DFW grade reduction initiatives were developed by faculty, chairs, deans and vice presidents/provosts to reduce these rates, particularly in the most highly enrolled courses that serve as “gateways” to graduation. An annual DFW report provides information about class-size, time of day, campus, and data to determine patterns. Faculty refined success strategies, such as extra review sessions or a referral to an academic support center for additional assistance. Initiatives continue to be revised based on success data.

The Achieving the Promise Academy (ATPA) links individual students with personal academic coaches who are mentors, providing students with encouragement and advice that supports their academic success and professional skills. Since 2017, the Academy has embedded coaches in selected sections of courses with high DFW rates. ATPA embedded coaches are content experts, primarily part-time faculty, who provide mentoring and academic supports to entire classes, including review sessions, tutoring, and essential knowledge and skills.

Guided Pathways models help make the on-boarding and first semester experience easier, offer students an opportunity to explore within a broad field of study, and clarify the path to a degree to help reduce their time and cost to degree.

Academic Program Advising has been embedded in program entry-level courses to engage students in their academic planning from the first semester. Students complete academic planning worksheets. Program guides provide curriculum, career, and transfer information.

Board of Trustees' goal:

By 2022, **30%** of first-time ever in college (FTEIC) students will complete an associate degree or certificate within 4 years.

Associate's degree or certificate within four years

21% of first-time, full-time students enrolled in Fall 2013 completed an associate degree or certificate within 4 years.

25% of first-time, full-time students enrolled in Fall 2014 completed an associate degree or certificate within 4 years.

26% of first-time, full-time students enrolled in Fall 2015 completed an associate degree or certificate within 4 years.

27% first-time, full-time students enrolled in Fall 2016 completed an associate degree or certificate within 4 years.

Achieving the Promise Academy

Embedded Coaches

(Gateway Classes including PSYC, MATH, ACCT, BIOL, CHEM and ENGL)

11/25 ATPA courses had lower DFW rates v. Collegewide (Fall '21 Embed, Fall '20 Collegewide)

81% of student population were non-White students (Fall 2021)

50% of non-White Students were female (Fall 2021)

One-on-One Coaching

88% of participants are non-White (Fall 2021)

23% of ATPA one-on-one students have earned a degree (to date)

Retention

31.8% (Fall 21' to Spring 22', ATPA Embedded)

72.9% (Fall-21' to Spring 22', ATPA One-on-One)

DFW Reduction Initiative

4.64% decrease in DFW rate (AY16 to AY21)

1.4% increase in overall course pass rate (FY16, Fall 2019)

DFW reduction rates

(Sample courses from 2017 – 2021)

ACCT221 – **25.3%**

ECON201 – **7.2%**

CCJS110 – **12.6%**

CHEM099 – **33.7%**

CHEM131 – **11.0%**

FREN101 – **18.3%**

MATH150 – **14.5%**

Guided Pathways

(2020 cohort of first-time, full-time students)

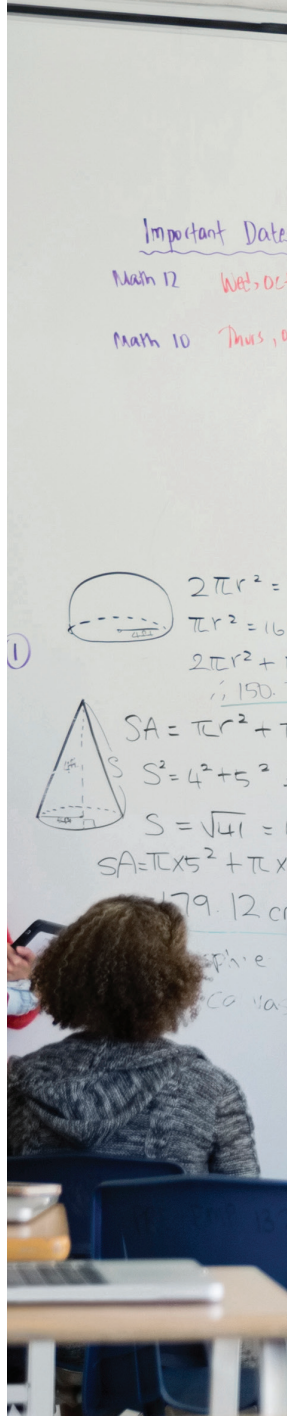
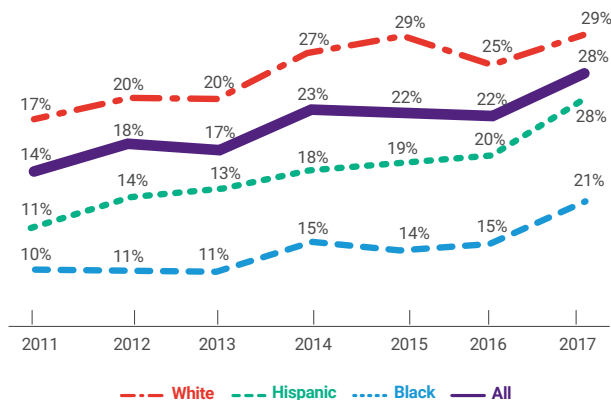
33% completed both gateway English and gateway math

59% completing gateway English

38% completing gateway math

3-year Graduation Rate (IPEDS)

Graduation rates of full-time, first-time degree seeking students





Goal 2: Increasing Transfer Rates

Academic program leaders work closely with Montgomery College's transfer partners to adapt its curriculum to ensure student success when students transfer into baccalaureate programs. For example, the **Computer Science** program redesign aligned curricula, increased rigor at MC, developed common exams, and created new MC courses so that the MC's entire two-year degree is aligned with UMD to enable MC students to transfer to UMD at third-year standing. As a result, enrollment in the Computer Science has increased 44.3%, and time to completion has been reduced from 6 years in FY 2016 to 3.5 years in FY 2020.

Montgomery College has **transfer agreements** with 45 institutions covering over 100 degree program articulation agreements.

- In 2020, the College signed an **MOU** with Southern New Hampshire University, one of the largest online institutions in the country.
- Seeking a four-year pathway in Maryland for cloud computing majors, the College developed an **MOU** with Morgan State University.
- University of Maryland, College Park Pre-Transfer Advisors hold office hours on MC campuses to assist Montgomery College students who are considering **transfer into a UMD major**
- Salisbury University's Thomas Bellavance Honors Program brings together high-achieving students and dedicated faculty in a small university environment. **Two \$1000 transfer scholarships awarded** to eligible Montgomery College honors students each academic year.
- An **MOU** with edX Inc. will explore potential opportunities to offer MC students a program of study that allows them to earn a bachelor's degree by successfully completing massive open online courses and programs, as well as a MicroBachelors® Program with a credit pathway conferred by Thomas Edison State University.
- A **Guaranteed Admission Agreement** with Virginia Tech is available to Montgomery College students with a completed AS in Computer Science and Technologies and 3.2/4.0 GPA.
- Florida International University has created a **new pathway** for MC students with an AAS in Hospitality Management, Food & Beverage to FIU's BS in Hospitality Management.

Transfer Rate

- The four-year transfer rate for new students who earned 18 credits or more within 2 years of entry has increased from 35.6 percent for students enrolling fall 2012 to 43.7 percent for those enrolling in fall 2016.
- Collectively, the percentage of students who graduated and/or transferred increased from 45.6% for all students enrolling in fall 2012 to 50.7 percent for all those enrolling in fall 2015, with a slight decrease to 49.5% for students enrolling in fall 2016.

4-year Transfer Rates

COHORT	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmarks for Fall 2018
(2 year)	7%	5%	6%	5%	5%	3%	4%	3%	n/a
(4 year)	40%	39%	37%	31%	37%	42%	40%	41%	n/a
PAR data	47%	44%	43%	36%	42%	45%	44%	n/a	50%

Top 10 Transfer Institutions (FY2020)

RANK	INSTITUTION NAME	STATE	ENROLLMENT
1	UNIVERSITY OF MARYLAND - COLLEGE PARK	MD	1582
2	UNIVERSITY OF MARYLAND - BALTIMORE COUNTY	MD	522
3	UNIVERSITY OF MARYLAND GLOBAL CAMPUS	MD	479
4	TOWSON UNIVERSITY	MD	326
5	UNIVERSITY OF MARYLAND - BALTIMORE	MD	142
6	SALISBURY UNIVERSITY	MD	73
7	GEORGE WASHINGTON UNIVERSITY	DC	66
8	UNIVERSITY OF BALTIMORE	MD	59
9	UNIVERSITY OF MARYLAND EASTERN SHORE	MD	43
10	BOWIE STATE UNIVERSITY	MD	42



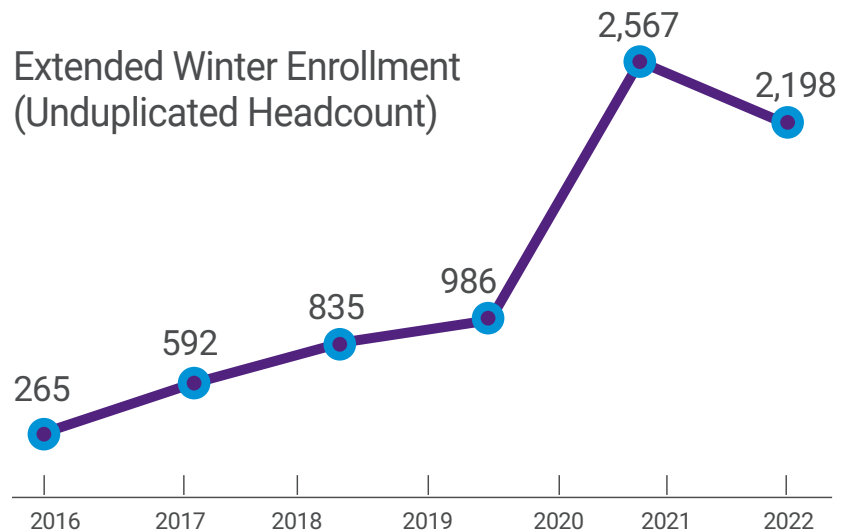


Goal 3: Decreasing Time to Degree

Time to degree has decreased from 5.4 years in FY 16 to 4.5 years for FY21 according to the *Student Success Score Card*. Several Academic Affairs initiatives have helped students complete their degrees more quickly.

Extended Winter Session: Winter Session at Montgomery College has traditionally begun in early January and ended approximately three weeks later, before the start of spring semester. The compressed session provided MC students with the opportunity to accelerate their progress toward completion. Only a few courses were considered appropriate for the three-week format, yet more than 1,000 students were enrolled in 2020.

In 2017, a five-week Extended Winter Session beginning immediately after the end of fall expanded the course option. Classes were offered only online, and included the week where the college was closed. For the first year of the session, enrollment was 258 students for 12 courses with 18 sections. Since then, the number of offerings and sections has increased, as have enrollments – all without impacting the traditional winter session. Course pass rates for the 5-week Extended Winter Session are similar to those for the traditional 3-week Winter Session.



Curriculum Initiatives have focused on making the path to completion clear for students and to eliminate pitfalls where students might become lost. Major initiatives to address equity gaps and enhance access, completion, and post-completion success.

Redesigned Developmental Education – Students of color were disproportionately placed into developmental courses. In 2017, the developmental education program was redesigned based on national best practices. The objectives of this redesign were to make college-level courses accessible to qualified students, decreasing the time in developmental courses and increasing success in developmental courses.

The English developmental course requirement changed from 4 courses to 2 courses. Many students complete in one semester, allowing them to take college-level English in their first year.

Based on a nationally successful model, in fall 2018 the College math discipline implemented a co-requisite model of developmental math where most students take a credit math course in their first semester along with built-in developmental support. Less than 10% of math classes are standalone developmental math classes, down from 50% prior to 2018.

Redesigned English for non-native speakers – In 2018, the English Language for Academic Purposes (ELAP) program reduced their curriculum from 4 levels to 3 levels, aligning reading and writing courses. The new program also connects students with credit-bearing courses where they can co-enroll at the ELAP capstone level. Those co-enrolled students continue to be as successful as or more successful than those who are not co-enrolled in English language courses. (Hispanic students who co-enroll pass their classes at 87% compared to 63% of those not co-enrolled).

Alternate Placement Policies: Standardized tests used for assessment and placement, such as Accuplacer have been found to be biased. In collaboration with Montgomery County Public Schools, recent graduates can now be placed into college-level courses based on academic performance in specific courses in high school or final GPA. To date, over 13,000 have benefited from that alternate placement for English, and nearly 13,000 students have benefited from the alternate placement in math.

The College (and all community colleges in the state) added a 3.0 high school GPA as an alternate measure in 2019, and an additional 9,000 students have benefited. The majority of students benefiting from this change are Black and Hispanic students, who are placing in college-level English and math courses at a higher number than when they were assessed by Accuplacer. Students are attempting these courses in higher numbers, and their success rates in these courses have increased.

Guided Pathways aims to make the on-boarding and first semester experience by offering prospective students an opportunity to explore their interests within a broad field of study (FOS). A clearer path to achieving a degree or credential reduces students' time and cost to degree. Advising guides developed by academic programs define the pathways to a degree. These advising guides are accessed through an academic advising site that receives almost 50,000 views per year.

To date, the Guided Pathways initiative has achieved the following:

- Eliminated the “Undecided” General Studies program of study to ensure that students start and can complete their degree in a declared program, thereby reducing time and cost to degree.
- Developed the fields of study (FOS) for self-advised and undecided students. The FOS's are aligned with MC's programs of study and ensure a seamless pathway into the College and a program of study in the student's first semester.





- Created a student video that introduces students to the FOS.
- Defined recommended first semester courses to simplify scheduling and to ensure that undecided students will not lose credits as they determine which program at the College will work best for their interests.
- Completed a collegewide web page that introduces the fields of study and includes both credit- and non-credit options.
- Conducted collegewide training on the fields of study.
- Included FOS information on The College’s chatbot so prospective students are able to learn more about the available fields of study at MC.

English Completion

- College-level English completion rose from 54% to 59%
- African American students’ completion rose from 46% to 57%
- Hispanic students’ completion increased from 56% to 61 %

MEASURE	CRITERIA	COLLEGE PLACEMENT	TO DATE PARTICIPATION*
APPE	<ul style="list-style-type: none"> • MCPS junior/senior/recent grad • Final semester Grade of 'B' or higher in... • AP Language & Composition • Honors English 12 • Modern World History 	ENGL011/101	13,000+
APPM	<ul style="list-style-type: none"> • MCPS junior/senior/recent grad • Final semester Grade of 'B' or higher in... • Algebra II 	MATH120	~13,000
APPG	<ul style="list-style-type: none"> • MCPS junior/senior/recent grad • High School GPA \geq 2.75 (unweighted) 	ENGL011/101 MATH120	~9,000

Math Completion

- College-level math completion increased from 23% to 38%
- African American students’ completion rose from 14% to 31%
- Hispanic students’ completion rose from 12% to 38%



Goal 4: Decreasing Cost to Degree

The cost of degree will be different for every student; however, significant expenses for students include not only tuition and fees, but also textbooks, commuting costs, and child care, among other costs individual to each student. Academic Affairs' focus on creating and expanding online courses and degrees, as well as the development of "zero-cost" textbook and learning resources has dramatically reduced the cost of education for students.

Online and "z-degrees": In fall 2015, the College offered no online degree programs. We now have nine online degree programs, including Business, two degrees in Computer Science and Technologies, two in Criminal Justice, Cybersecurity, Digital Media and Web Technology, General Studies, and an online z-degree in Early Childhood Education Technology. A z-degree means that students spend zero dollars on the course materials needed to complete the course requirements.

Enrollment in online courses has continued to increase even as traditional enrollment decreased. Enrollments today are the equivalent of those at each of the Germantown and Takoma Park/Silver Spring campuses, making online options a significant portion of total enrollment.

Data Points

65% increase in online course enrollments from FY16-FY21

28,700 enrollments annually in online and blended classes

Number 1 in the state of Maryland for online offerings

Number 1 in the nation for online computer science program



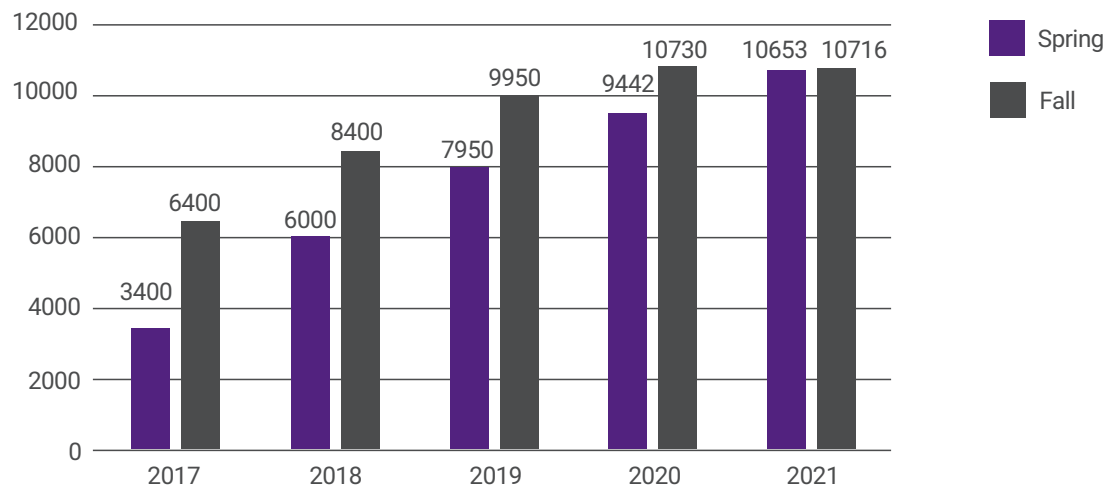


Z-courses and Open Educational Resources (OERs): With the number of students enrolling in z-courses increasing from 3,400 in Fa17 to 10,650 in Fa21, students are saving an estimated \$9 million since 2017. Montgomery College faculty can access and adapt available online OERs, or they develop their own with training through ELITE. OERs elevate student engagement in rigorous coursework through increased learning opportunities. Through the work of our faculty, thousands of students every year are now benefiting from this opportunity.

Data Points

10,650 students enrolled, Fa21 **562** OER sections, Fa21 **5** Z-degrees **1** Z-degree certificate

Z-Course Enrollments



Assessment and Placement policies that rely solely on standardized tests scores often place students in developmental courses that are costly and grant no college credit. In 2017, Montgomery College had nearly 7,000 students enrolled in developmental courses each semester. Students demonstrate college-readiness have done so through SAT, ACT or ACCUPLACER scores. Students who didn't submit SAT, ACT or ACCUPLACER scores from high school were required to take the ACCUPLACER, a national standardized test created by the College Board.

A pilot program tested whether students who completed specific coursework in high school with a 'B' or better grade would succeed in college-level foundation math and English courses, regardless of test score. Students in the pilot population demonstrated success equal to or better than their peers placed through traditional methods.

After the successful pilot, Montgomery College established the alternative placement program (APP) as an ongoing assessment and placement policy.

Building on the successes of this APP initiative, beginning in fall 2019, the College implemented a new alternate placement initiative (APPG) based on student grade point average (GPA): A GPA of 3.0 or higher for high school students in Maryland is now being used as an alternative to taking a placement test to enter college-level math and English.

Alternative placement has continued to expand at the College. Alternative placement mechanisms provide additional entry pathways to a degree. Prospective and current students who participate in alternative placement are able to immediately begin college-level coursework, which reduces both time and cost to achieving a degree.

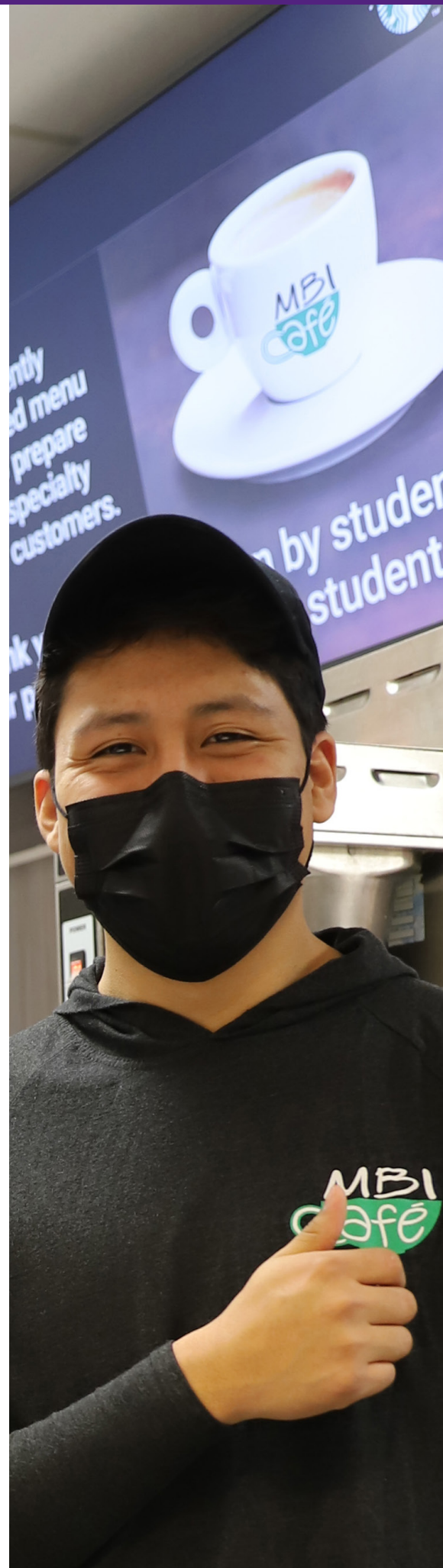


Goal 5: Alignment with Business and Industry

MC2020 established a goal of developing career pathways so students could see how their education and work experiences lead to further learning and job opportunities. The Academic Master Plan's goal is to align the curriculum with business and industry so that students earn relevant credentials as they build their career and educational paths.

The Workforce Development and Continuing Education unit has been established to be self-supporting, operating on a cost recovery basis, paying for direct program costs, and retaining a fund balance for ongoing new program development. The independent and flexible nature of enterprise funds allows for quick response and delivery of programs without multi-year budget requests and delays in responsiveness. The WDCE budget does not receive direct county funding and relies on tuition and fees and state aid. The WDCE unit operates two centers, pays for all staff salaries and benefits, and covers direct costs for program delivery. The annual WDCE budget is presently \$18M and is also managing an average of \$5M in training grants.

Department of Labor grants: Since 2014, Montgomery College has received \$25 million in Department of Labor grants. TechHire and America's Promise grants are centered on non-credit and credit career pathway models that allow students to enter, exit, and return as their time and resources allow, and as changes in technology demand.



WDCE Department of Labor Grants

	CYBER PATHWAYS ACROSS MARYLAND	AMERICA'S PROMISE	TECHHIRE MONTGOMERY
TOTAL		\$5.6M	\$4M
General Information	MC selected as lead institution for 14 of Maryland's community colleges; partnered with Lockheed and other industry corporations projects provided by local employers	MC plus Frederick CC and Prince George CC with local workforce boards; real world projects provided by local employers	MC, Maryland Tech Council and employers
Goal	Goal: increase the number of students earning a degree or certificate in cybersecurity	Goal: tuition-free training and support services to students seeking employment in the information technology and cybersecurity fields. Focus on unemployed and underemployed adults with postsecondary education and barriers to employment	Goal: offer training and support services that lead to middle- and highly-skilled H-1B information technology jobs.
Participants	3,887 participants earned 1,088 credentials across the state, 400 for MC	887 participants	475 participants
Outcomes/ Additional Info	<ul style="list-style-type: none"> • 652 incumbent workers' wages were increased • 6 new cyber labs • community colleges developed/enhanced cybersecurity programs • 280 new employer partnerships statewide. 	<ul style="list-style-type: none"> • short-term trainings in bootcamp formats 	<ul style="list-style-type: none"> • 45% of participants hold a bachelor's degree • 11% of participants hold post-graduate degrees



Non-credit to credit pathways provide a smooth transition between Workforce Development and Continuing Education (WDCE) and certificate or associate degree programs. The goal of this articulation is to eliminate redundancy, thereby giving students the opportunity and tools to obtain multiple, stackable credentials regardless of how or where the content is learned. Students in the Health Sciences field are finding employment after receiving a single healthcare credential; should they want to continue, they can enroll in AAS degree programs. Students who enroll in the Residential Apartment Technician Training can find work after an 8-week course; that training will provide them the foundation to pursue the AAS Building Trades program.

Enrollment trends have been very stable pre-COVID as presented in the enrollment section. Generally, the unit is contributing an average of 4,000 total full time equivalent (TFTE) students to the full college activity annually.

New program development continues year around and new offerings can be added to any of the three program formats: open enrollment, contract training, or grants. The impetus could be emerging technologies needing to be incorporated within existing programs, a new program series determined to meet local demands, a request by the many partners, or a request from standing training partners. Technically, a new course can be set up with as little as one week of lead time and draws on an extensive inventory of full-time credit faculty, part-time faculty, industry practitioners, trade association collaborations and existing curriculum materials. Additionally, many new programs are driven by competitive grants which have been vetted to meet the needs of the local community.

Programs are developed by using a process that incorporates:

- Scanning labor market information – Career Coach, DOL reports
- Industry and partner requests for training
- Practitioner faculty and trade association guidance
- Monitoring of course offerings for declining and emerging interests
- Alignment with industry certification standards, grant requirements
- Student feedback for ongoing new program development
- State and Federal emerging initiative focus areas
- Rapid response from interest/need to program delivery
- Development of industry advisory boards

This process directly aligns with business and industry, and as the program develops, marketing is ongoing within the industry and community. It is a great process that results in tremendous success for the students, the College and local and state businesses.

BioTrac: In partnership with Montgomery College, BioTrac offers customized post-graduate training in cutting-edge, state-of-the-art biotechnology training workshops on current research methodologies for academic, private industry and government institutions. Courses are taught by active research scientists and innovators from leading research institutes including JHU, Georgetown Lombardi Cancer, USDA, NIH and the FDA. Over 800 participants took advantage of this training from 2015 to 2019, marking a 100% increase in participation when the program was absorbed into the College. This program





adapted during the course of the pandemic, attracting global participation to its programs. This program brought \$500,000 in revenues into the College in 2021, and continues to benefit participants and the life sciences in Maryland.

Biotech Bootcamps: Most of those who lost jobs during the pandemic earned less than \$33K per year, and some of the greatest impacts were in the retail and hospitality industries. The College, well positioned to do so, provided industry approved short-term training at no cost to the participant in partnership with WorkSource Montgomery.

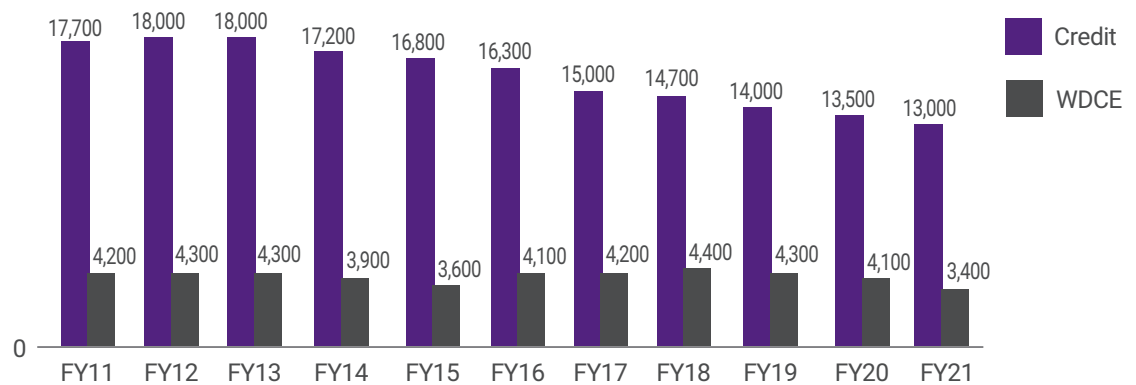
Montgomery Can Code: The College jointly launched an initiative Montgomery Can Code in partnership with Apple, MCPS, MCEDC, and the Universities at Shady Grove. This partnership helps introduce coding to middle school students. Coding is the single most important gateway skill for IT jobs. Initiatives like Montgomery Can Code help prepare a talent pipeline for regional IT industries that is homegrown and presents opportunity to access mid- or high-paying jobs to all segments of our community.

Clinical Trials Project Management

New degrees and certificates: The College has responded quickly to changes in technology and needs of the community, offering new degrees in cloud computing/networking technologies (with a pathway to a four-year degree) and bioinformatics (the first offered in Maryland), and a new certificate in data science, that is being expanded into a degree offering, as well as a new behavioral health degree. We have also developed new pathways to the Universities as Shady Grove with biocomputational engineering, translational life sciences technology and embedded systems 2+2 programs.

Among WDCE's business partnerships are some of the top 5 companies in the United States, including Apple, Amazon, Microsoft, and Cisco. WDCE utilizes and licenses teaching materials from these companies, and has collaborated with them on specific initiatives, including Montgomery Can Code and igniTe Innovation Hub (Apple), Amazon Educate and Amazon Academy, Amazon Web Services (licensed) Microsoft (Azure, PowerBI, Word, Excel, Access licensed products), and Cisco (networking licensed product). WDCE licenses materials from CompTia (Network+ and Security+). The cybersecurity and biotechnology program curricula are updated regularly, informed by industry partners.

Total Full Time Equivalent* FY 11 – FY 21



* Rounded to the nearest 100



Goal 6: Alignment with K-12 and 4-yr Partners

Our collaborations with Montgomery County Public Schools (MCPS) and baccalaureate institutions continue to help students complete valuable certificates and degrees in the most efficient and cost-effective way. Dual Enrollment, now called Jump Start to College, Early College and Middle College programs are exponentially outpacing Fall enrollment totals from last year, and summer enrollment programs have doubled.

In line with the value of radical inclusion, the dual enrollment programs serve a racially diverse group of students with 78% representing students of color. More than 437 students of color are projected to graduate through Middle or Early College programs by AY22-23.

Jump Start to College (formally Dual Enrollment) allows high school students to attend Montgomery College on campus, online, or at their high school campus. Students engage with outstanding college faculty and their peers in a collegiate classroom setting, graduate from a high school with earned transferrable college credit, save on college tuition, accelerate the time to completing a degree, and gain skills and confidence needed to succeed in College. Jump Start to College has exponentially grown over the last five years, serving 754 students in AY 6-17 to serving over 1400 students in AY 20-21. This 72% increase in Jump Start to College occurred as the College's overall enrollment was contracting.

Middle College programs in engineering, business, and general studies are located at Northwest and Northwood High Schools and allow students to earn a Montgomery College degree. Seventy-seven students have graduated from the program, and 600 more are expected to finish by 2025.

The Early College program provides students an opportunity to experience college-level courses, accelerate the path to degree completion and entrance into the workforce, and save money on college tuition. The program is offered at all three MC campuses—and there are several pathways and degree tracks from which students can choose. Participating students will complete their 11th and 12th grade years of high school while simultaneously completing their first two years of college.

They will graduate with an associate's degree from MC as well as a Maryland State High School diploma.





Early College pathways include:

- Biology
- Biotechnology
- Business
- Computer Science
- Cybersecurity
- Diagnostic Medical Sonography
- Elementary Education/
Special Education
- Engineering Mathematics
- Nursing
- Physical Therapy
- Radiologic Technology
- Surgical Technology
- Behavioral Health
- Cloud Computing and
Network Technology

To date, 250 Early College students have graduated from MC, transferring to selective institutions such as University of Maryland at College Park, Smith College, American University, and Princeton University. Another 1100 are expected to graduate by Spring 2025.

The Pathways in Network and Information Technology (P-TECH)

program enables participating students to earn both an MCPS high school diploma at Clarksburg High School and a tuition-free Associate of Applied Science (AAS) degree in network and information technologies from Montgomery College. Additionally, students will receive mentoring and a paid summer employment opportunity within the technical industry in Montgomery County while enrolled in the program and are guaranteed “first in line” IT job opportunities upon completion. In Fall 2020, 96 students were enrolled and a 41% increase is expected over the next academic year.

Partnerships with 4-Year Institutions

Academic Affairs has prioritized forming alliances that provide transfer opportunities and access to high-need industry jobs. Flexible, affordable options are needed when “traditional” education is not an option. Saving students time and money helps to maximize their investment.

- **University of Maryland Global Campus (UMGC)** allow students to earn credits for prior learning or work experience, making higher education more affordable and accessible for working adults. Montgomery College students automatically qualify for UMGCs Completion Scholarship, which allows them to earn their bachelor’s degree for \$12,000 or less. For Maryland Community College Promise Scholarship recipients, an

associate’s and bachelor’s degrees could cost as little as \$12,000 total.

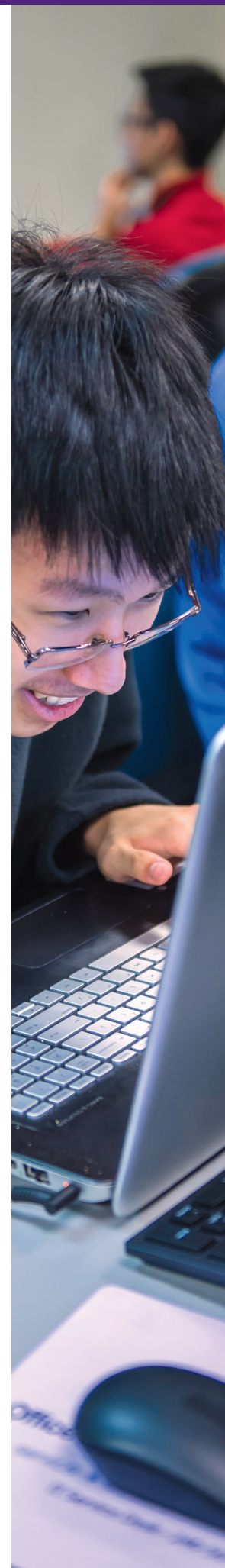
- **SANS Technology Institute** – the nation’s leader in cybersecurity education – partnered with us to create a pathway for AAS in Cybersecurity to Bachelor’s in Professional Studies in Applied Cybersecurity. This online program includes eight Global Information Assurance Certifications and an internship with the Internet Storm Center.
- As Amazon opens its second headquarters in Northern Virginia, we connected with **George Mason University (GMU)** in Fairfax to ensure our students have access to the hundreds of cloud and networking positions. Our AAS in Cloud Computing now articulates to GMU’s Bachelor of Applied Science in Cloud Computing and Networking Technology. GMU will consider students with a 2.85-3.49 GPA and a 3.5-4.0 GPA for a Patriot Transfer Scholarship annual award of \$10,000 and \$12,000, respectively.
- Students interested in biology, chemistry, and engineering can take advantage of the pathways established at the **Universities at Shady Grove** in Rockville:
 - UMD, College Park at USG – AA Computer Science and Technologies, Information Sciences and Systems to BS Information Science; AS General Engineering to BS Biocomputational Engineering; AS General Engineering to BS Embedded Systems and Internet of Things
 - UMBC at USG - AAS Biotechnology to BS Translational Life Sciences Technology

Dual Enrollment Program Totals

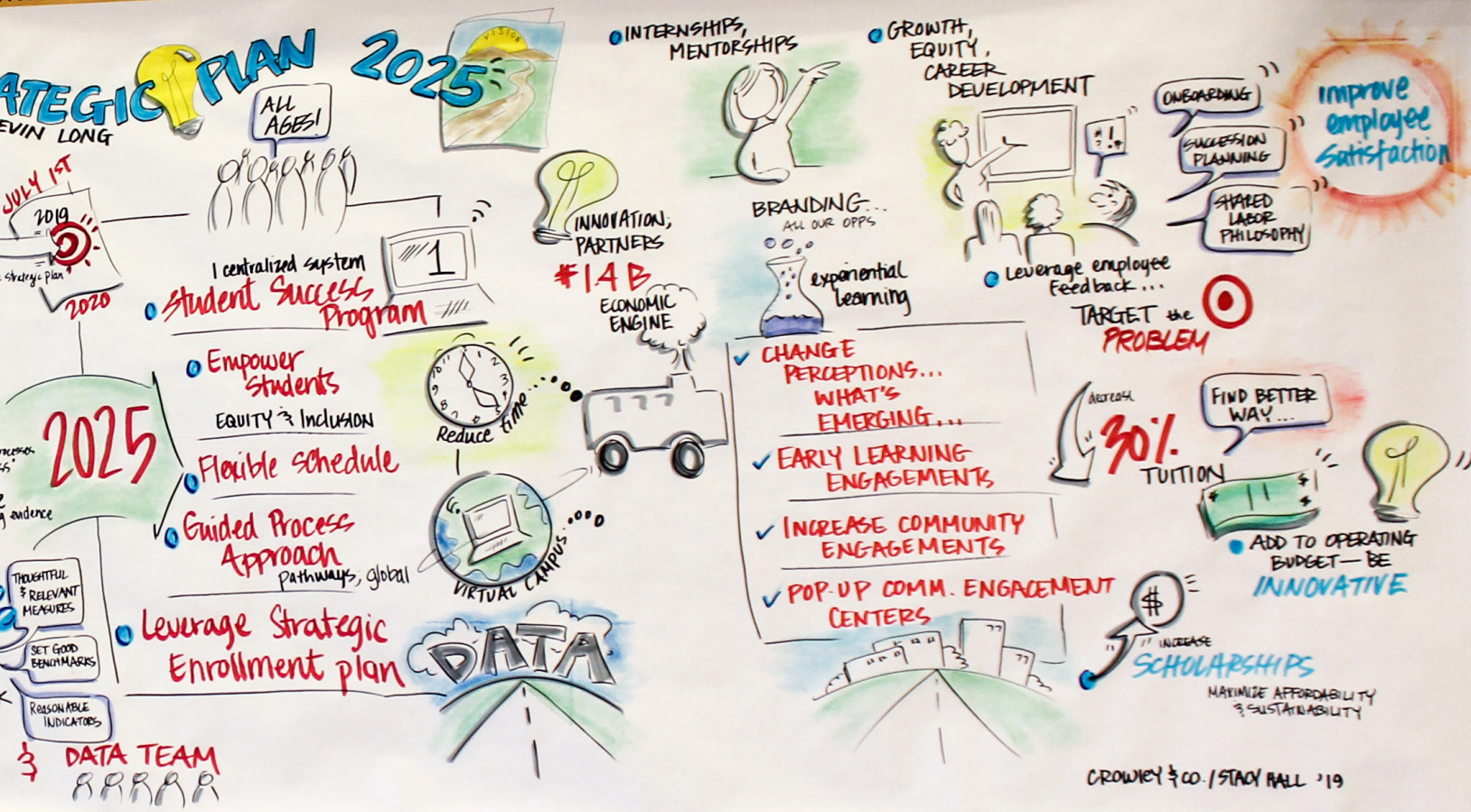
6-year comparison

Program Growth (Students)	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Early College	0	4	50	151	361	415
Middle College	31	75	116	207	300	453
General Dual Enrollment	754	832	797	936	1406	1001
Dual Enrollment (Overall)	785	911	963	1294	2067	1869
Percentage Growth (Students)	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Early College	n/a	n/a	1150%	202%	139.1%	15%
Middle College	n/a	141.9%	54.7%	78.4%	44.9%	51%
General Dual Enrollment	n/a	10.3%	-4.2%	17.4%	50.2%	-28.8%
Dual Enrollment (Overall)	n/a	16.1%	5.7%	34.4%	59.7%	-9.6%

Program Growth (Courses)	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Early College	0	4	422	1432	3088	3807
Middle College	82	270	426	694	1447	2141
General Dual Enrollment	1353	1446	1497	1998	2889	2203
Dual Enrollment (Overall)	1435	1720	2345	4124	7424	8151
Percentage Growth (Courses)	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Early College	n/a	n/a	10450%	239.3%	115.6%	23.3%
Middle College	n/a	229.3%	57.8%	62.9%	108.5%	48%
General Dual Enrollment	n/a	6.9%	3.5%	33.5%	44.6%	-23.7%
Dual Enrollment (Overall)	n/a	19.9%	36.3%	75.9%	80%	9.8%







Access. Success. Excellence.

In this final and cumulative update of the *2016 – 2021 Academic Master Plan: Access, Success, and Excellence*, we have shared the results – the accomplishments – of the work of an incredibly committed, tireless, and innovative group of individuals: you, the faculty and staff of Academic Affairs Division. To the steering committee, 200 members strong, that developed the plan that would provide the framework for this work and to every member of the Academic Affairs Division, I express my sincere gratitude for what you have done. Your efforts have yielded significant results: increasing degree completion rates, reducing the time and cost of a degree, reducing or eliminating the achievement gap in some areas and for some groups, and in developing courses and credentials that align with the demands that students must meet when they leave Montgomery College – dynamic demands in a turbulent environment. This report highlights what we have measured in laying claim to our results. What it cannot measure, what is immeasurable, is the talent, time, and effort to achieve them. What we could not predict in 2015 is that so much of this work would be done during a global pandemic and surge in anti-racist awareness and activism that combined to unleash transformational change. I am honored to be part of this team that responded to the disruption and adapted, never losing site nor focus on our mission. I humbly offer my gratitude, personally, and on behalf of the thousands of students whose lives you have changed.

This year, we are also celebrating the College's 75th anniversary. As we close out the AMP, this milestone also provides an opportunity to reflect on the College's ongoing journey and to see the role of the AMP.

In 1946, the new College's post-war focus was on access and technical training. In the decades that followed, we realized that access alone is not sufficient. Nationally and regionally, we were challenged to do more than offer courses. President Obama challenged the country to graduate one million students. Governor O'Malley's *Maryland Ready Plan* focused on completion and degree attainment: by 2025, 55% of Maryland adults will have a college degree. So we – you – focused on *Access, Success, and Excellence*. We recognized that we cannot tell the world that our students are successful. Our students and the world must tell us that they are successful, that they are well prepared to compete and succeed. You focused on excellence and alignment with external partners. You ensured that our standards meet the standards of transfer institutions and employers.

As our journey continues, we know that access, success, and excellence are not sufficient in the current environment to ensure that students will find well-paying jobs, upward mobility, and satisfying work-life balance.

Access, now, must include access to in-demand jobs. It must include access to the knowledge and skills that are the fuel of the knowledge economy. Post-pandemic higher education will be keenly focused on social justice, social justice that is achieved when anyone who wants to acquire that knowledge and those skills is able to do so and is supported in reaching local, national, and global standards of excellence.

We have demonstrated that we can make advances in closing the achievement gap. As we continue the journey, we are already focusing on closing the employment gap. We are uniquely positioned to develop the talent needed to meet the current and emerging needs of industry. And so, my fellow travelers, it is with deep gratitude and hope that I look forward to our continuing journey together.





Academic Master Plan 2016-2021
www.montgomerycollege.edu/academic-master-plan



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Montgomery College is an academic institution committed to promoting equal opportunity and fostering diversity among its students, faculty, and staff.