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Chapter: Student Affairs

Modification No. 001

Subject: **Student Success**

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I. Student Success

Student success is the primary goal of Montgomery College. Achieving student success will be 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. 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. Montgomery College fulfills its implicit contract with the larger community when student success is achieved.

II. Defining Student Success

Acknowledging that success goals are unique to individual students, all stakeholders in the educational enterprise will contribute to strategies that enhance student learning outcomes with particular attention to the success rates of students who begin their studies in developmental courses, students who plan to transfer in a particular field, and students whose goals are to increase skills by earning a certificate or Associates Degree.

Montgomery College believes in specific actions and measurable results to support students towards their academic and career goals. There are many valid measures of student success and achievement. Montgomery College measures will include:

- A. academic progress measured by GPA (by semester, cumulative, and trend direction);
- B. retention and persistence measured by continuous enrollment and by credit hour acquisition over time; and
- C. student goal attainment measured by transfer, employment, licensure and graduation.

III. Principles of Student Success

- A. Student success is accomplished when students:
  - 1. read, write, and speak at the college level;
  - 2. use mathematics tools and concepts at the college level;
  - 3. use information resources, including developing technology, to support continued learning;
  - 4. are positive, motivated learners who accept responsibility for their success;
  - 5. are self-confident, independent, and active learners with critical thinking skills enabling lifelong learning; and
  - 6. are tolerant and flexible, and aware of the interdependence of modern society.
- B. Student success is facilitated through:

1. assessing student academic skills and placing students in appropriate courses;
2. counseling and advising students to establish focused and realistic educational, career, and personal goals;
3. assessing ongoing development, clarification, and refinement of student goals throughout the educational process;
4. teaching students with challenging, but nurturing and encouraging, instructional methods; and
5. providing effective and appropriate learning support programs and services.

C. Student success is enabled when faculty and staff are committed to:

1. providing a positive, welcoming climate that reflects an ethical, caring college community;
2. taking a personal interest by encouraging, assisting, and respecting the individual potential in each student; and
3. setting personal performance expectations that reflect their commitment to student success.

D. Student success is further ensured when the College:

1. is responsive to the community's needs and sets goals to meet them;
2. clearly and effectively communicates information internally and externally;
3. provides a physical environment conducive to learning and the development of a sense of community among students, faculty, and staff;
4. offers students a comprehensive co-curricular program;
5. is responsive to the needs of faculty and staff directly involved in the learning process;
6. develops plans, allocates resources, and assigns administrative time to activities contributing to student success;
7. provides professional development opportunities for faculty and staff that enhance the learning environment;
8. maintains a reward system that recognizes faculty and staff contributions to students and their learning; and
9. regularly evaluates (with student input) all aspects of the College instruction, as well as support and administrative offices, and uses the data to improve such aspects.

IV. Student Commitment to Success

Furthermore, as committed partners toward their continued success, Montgomery College students will:

A. Be champions of their own learning.

MC students will become familiar with policies, programs, and activities expressly established to promote student success. Students will also attend adviser meetings and respond to email prompts from the College.

B. Be champions of their peers' learning.

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MC students are part of a campus culture that leaves no one behind. Students will work with faculty and staff and take leadership in engaging peers in creating conditions for equity in achievement at Montgomery College.

C. Connect with Montgomery College.

Students will utilize, to their benefit, the tremendous variety of *supports* (financial aid, grants, scholarships), *programs* (ACES, federal grants), *services* (welcome centers, faculty advisers, tutoring, learning centers, libraries, community engagement centers), and *opportunities* (clubs, councils, community service events).

D. Commit to academic progress.

Degree seeking students and transfer students, with support from Montgomery College, will establish a reasonable yet ambitious course plan to which they are expected to adhere. Recognizing that requirements are established to support their success, students will attend class, register on-time, meet deadlines, and participate in all required activities for their program and for the College.

V. Student Success Practices

Montgomery College will require students to engage in practices recognized as maximizing student success. These include, but are not limited to the following.

- A. On-time registration: Students will be expected to register for classes before class begins. Late registration will be limited to a small set of exceptions.
- B. Preparation for college: College programs will engage the community and local schools to inform and prepare prospective students regarding college-readiness skills and programs to ensure highest performance on placement assessments.
- C. College preparatory requirements: College programs will engage the community and local schools to inform and prepare prospective students about the college-readiness skills needed to enter and to be successful in their chosen field of study.
- D. Selection of degree or certificate plan: Processes will be in place for students to understand their options for transfer and/or career academic programs and develop plans to meet their desired goals.
- E. Comprehensive advising system: The College will engage in consistent, ongoing, and well-defined advising efforts for students beginning with the admission process and continuing through completion of student goals.

VI. Holding Ourselves Accountable

Student success at Montgomery College will be tracked and measured for the purpose of achieving individual student success and the purpose of identifying potential systemic improvements.

Montgomery College is committed to adhere to and respond to success measures as reflected in annual federal and state accountability reports, College departmental

performance matrix, and other accountability assessment methodologies. The Montgomery College performance evaluation process will ensure that all college employees have a clear understanding of their role in helping students succeed and will be responsible for improvements. The College president and employees will primarily focus their decisions and actions on the Montgomery College Student Success Report Card.

- VII. The president is authorized and directed to establish procedures necessary to implement this policy.

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Board Approval: June 16, 2015

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I. Principles of Implementation

- A. 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 extra-curricular activities outside the classroom.
- B. Montgomery College and Montgomery College students work as partners for the shared goal of student success. As such, this policy makes explicit expectations and responsibilities of the College and students toward this joint goal.
- C. The College community crafted the Seven Truths of the 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 7 Truths serve as a guide for how the College can provide a successful student experience from the first connection with the College through the completion of a student's desired goals. These truths support 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.

II. Actions for Implementation

Consistent with the principles above, Montgomery College will take the following actions:

A. Create an institutional culture of evidence

Montgomery College will regularly collect, analyze, share, and act on student success and achievement data that is clearly delineated and disaggregated by outcomes for low-income students and students of color. Results of data collected will be integrated into program planning, reviews, budgeting, and resource allocations.

B. Support successful, informed access into the Montgomery College community through actions such as:

- 1. mandating academic plans;
- 2. mandating orientation
- 3. providing timely and clear financial aid and scholarship information;
- 4. ensuring skill-appropriate course placement; and
- 5. requiring accessible, informative orientations.

C. Implement a deliberate and developmental advising program.

Montgomery College will ensure effective and accurate academic advising at specific course/credit milestones; will help students distinguish between transfer and career goals; will use technology consistently to track students' progress; will celebrate successful progress; and will respond to potential warning signs through intrusive intervention measures such as immediate outreach, referrals, and registration blocks, all designed for faculty and staff to engage with the student and support successful progress.

- D. In addition to effective instructional practices, provide a wide range of targeted programmatic supports.

Montgomery College, will provide, for all students, a wide range of support programs including comprehensive first year experience courses, academic Learning Centers, Open Educational Resources (OERs), Achieving Collegiate Excellence and Success (ACES), federal grants, mentoring programs, Disability Support Services, career services, childcare services, and other supportive referrals.

- E. Connect students to the MC community through organizational structures, policies and practices that support priorities for student achievement and success.

Montgomery College will establish a college-wide mentoring program that includes peer mentoring as well as mentoring by faculty and staff, provide opportunities for leadership development, community and civic engagement, undergraduate research with faculty, and participation in service learning, co-curricular and extra-curricular programs.

- F. Provide a safe, equitable, respectful, inclusive and supportive learning environment.

Montgomery College will provide a safe and supportive environment for all members of the community, through such measures as enhanced communication among faculty, staff, and students, the *Behavioral Intervention Team*, the *Code of Conduct* and other college policies including Title IX.

Montgomery College recognizes the unique needs of students from diverse and varying economic and academic histories and experiences and is committed to supporting successful environment for all, paying particular attention to the experiences of African American and Latino students.