



Academic Master Plan

Strong Foundations for the Future

A Focus on Student Access, Completion, and
Post-Completion Success

2025-2029

MESSAGE FROM ACADEMIC AFFAIRS SENIOR LEADERSHIP

It is with great enthusiasm that I share our Academic Master Plan for 2025-2029, a bold and student-centered roadmap designed to reinforce our division's fundamental operations as we prepare for a future of even greater opportunities for all Montgomery College students. Rooted in our commitment to access, equity, and academic distinction, this plan reflects our team's best collective vision, in alignment with the College's Strategic Plan.

At its core, the Academic Master Plan is about people—our students, who trust us with their aspirations; our faculty, who inspire and empower them; and our staff, who create the conditions for success. Together, we have envisioned a path forward that strengthens our programs, expands opportunities for engagement, and reaffirms our commitment to meeting the evolving needs of today's students and tomorrow's workforce.

In alignment with Montgomery College's Strategic Plan, this Academic Master Plan emphasizes:

- **Enhancing Connections with Our Community:** We are committed to strengthening outreach efforts to raise awareness of the academic, cultural, and civic opportunities available at the College. By expanding collaborations with local schools and community-based organizations, we aim to create a college-going culture across Montgomery County.
- **Cultivating a Sense of Belonging:** Our Plan focuses on fostering an inclusive environment where every student feels valued and is an important co-author of their education. Through a new academic advising model and authentically aligned faculty development and academic services, we ensure that all members of our community can thrive.
- **Enhancing Educational and Organizational Effectiveness:** We strive for academic excellence by eliminating barriers to program access and progression, implementing teaching practices that democratize learning experiences, and attending to data stories and calls to action that allow us to respond faster when we identify risks. Our goal is to provide an effective learning environment that supports student retention and completion.
- **Increasing Economic Impact:** By identifying employment needs and embedding career readiness into our programs, we prepare students for success in the workforce, providing credentials of value to students and clearing paths to employment after graduation through high-impact work-based experiences that align skills with local and immediate needs. Expanding access to internships and apprenticeships ensures that our graduates are equipped with the competence and confidence to take on new challenges in the workforce immediately upon graduation.

Montgomery College students are the heart of the Plan. The Plan's goals focus us on the most significant milestones on our students' journeys: the opened door, the program pathway, the learning experience, and life beyond college. We know that education changes the trajectory of students' lives and potentially the lives of families for generations to come. It is incumbent upon us to respond with diligence and haste as we build academic systems that work for the good of every student who enters them.

In addition to considering the AMP goals as milestones, it is helpful to envision these milestones as cyclical, anticipating the return of graduates on an ongoing basis for reskilling, upskilling, and new skilling as technology and careers continue to change at an ever-quickening pace and the College stands ready at every turn to meet students not only where they are but where they dream of being. As a model to our own students and as an affirmation of our own beliefs about what it means to be a lifelong learner, we should similarly commit to this body of work as a mix of milestones and cycles. While a tendency may be to think in exclusive, quantitative ways regarding checkboxes and outcomes, to overemphasize product above process might lead us to miss out on the real wins of this completed work: not only that the Plan results in changes but that the work of the Plan also changes us in ways that fully realize our mission, manifest our vision, embody all our values, and put students at the center of every decision we make.

This Plan guides us to strengthen fundamental work within our division while embracing new possibilities in teaching, learning, and student support. I invite you to explore this Academic Master Plan with the same spirit of curiosity and commitment that has shaped it. Together, we will bring this vision to life, ensuring that our students—today and in the years to come—have every opportunity to thrive.

With gratitude and resolve,

Deidre D. Price, Ph.D.

Senior Vice President for Academic Affairs/College Provost

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INTRODUCTION

Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world. At Montgomery College, we fulfill this mission with exceptional academic programs designed with our students in mind and always responsive to the changing demands of the business and industry needs of Montgomery County and the global economy.

This Academic Master Plan responds to the College's Strategic Plan, our roadmap to transform lives, strengthen communities, and position the College as the best college choice and source of help and hope for all residents of Montgomery County. This Plan endeavors to empower all within the College community to enrich the broader community. By integrating targeted goals that will broaden access points for educational programs, incorporate academic advising support as a fundamental and constant part of the student experience, and make intuitive the pathways from students' starting points to the graduation stage, we advance equity, academic excellence, and learning that extends into life beyond MC.

Montgomery College's Academic Master Plan charts the path forward for academic excellence, equity, and innovation. Built through cross-college collaboration among students, faculty, staff, and administration, this Plan is grounded in our shared mission to serve the educational needs of our diverse student body and community. It serves as a compass for aligning our academic priorities with the Strategic Plan, the Student Enrollment Plan, and the Integrated Marketing Plan.

The AMP is a foundational guide and a living document, created in response to and in aspirational fulfillment of the College's Strategic Plan as approved by the Board of Trustees. It signals the beginning of a continuous cycle of implementation, evaluation, and institutional growth in the service of our students and all residents of Montgomery County.

Broadly, we look to eliminate access barriers—to educational programs, to transfer institutions, and to present and future careers. Specifically, we look to improve retention and completion rates by streamlining and clarifying program pathways, by accelerating students' average time-to-degree completion, and preparing the institution to serve Montgomery College students of tomorrow.

Notable features of this Academic Master Plan are the centering of all our efforts on the student experience, student learning, and new opportunities for students beyond MC. As a continuation of efforts from the prior Academic Master Plan, the Academic Affairs Division will continue to deepen and strengthen programmatic relationship to bring together credit and noncredit programs, making strategic moves that expand access to credentials, promote program completion, and respond to critical workforce needs in Montgomery County.

ALIGNMENTS FOR ACADEMIC STRATEGY AND ACTIONS

The Academic Master Plan outlines strategic activities managed through the Division of Academic Affairs through which the institution will achieve the outcomes of the Strategic Plan in fulfillment of the College's mission. The development and determinations of specific strategies further respond to key priorities and strategic goals from major state, regional, and local stakeholders. As the community's college, Montgomery College fulfills its mission with thoughtful alignment with current expectations and opportunities in state and local government, with K-12 and university partners, and leaders in business and industry throughout our community. Through each of these relationships, the College maximizes its response to industry need and catalyzes opportunities for educational access and post-completion success for all Montgomery College students and the residents we seek to serve.

Moore–Miller Maryland Administration

Governor Wes Moore's administration emphasizes educational equity and workforce readiness through the Blueprint for Maryland's Future and substantial investments in community education.

- Expand early childhood education and student supports
- Increase college and career readiness for all students
- Use data to improve educational outcomes and decision-making
- Invest in teacher workforce and mental health services

Maryland Higher Education Commission (MHEC)

MHEC's State Plan for Higher Education sets goals to increase access, ensure quality, and promote student success through financial support and innovation.

- Enhance access and affordability through expanded aid and supports
- Address student mental health and holistic success
- Ensure program integrity, accountability, and alignment with workforce needs

Montgomery County

The County government supports education at all levels through budget investments and early learning systems designed to reduce barriers and promote equity.

- Dedicate significant funding to education, including community colleges
- Strengthen early childhood systems and partnerships
- Promote equitable access and outcomes

Montgomery County Public Schools (MCPS)

MCPS's Strategic Plan focuses on academic achievement, equity, and well-being. These efforts are critical for Montgomery College's collaboration with the K–12 pipeline.

- Improve academic performance and readiness in literacy and math
- Promote safe, inclusive, and anti-racist learning environments
- Support student mental health and family engagement

Accreditation Support for Middle States Commission on Higher Education

This Plan also exists within the context of the College's ongoing preparation for its Middle States reaccreditation with its next self-study evaluation occurring in 2026-2027. While the Academic Master Plan primarily serves as an internal, guiding document, the Plan dually provides a focused view of the institution's long-term academic vision, continuous improvement, and capacity building, each of which tells a story about the intentional, data-informed strategies that shape how we serve students and influence the outcomes we achieve, measure, and respond to across academic programs.

THEMES OF THE ACADEMIC PRIORITIES

Core themes in the Plan are student success, equity and access, system alignment, accountability and accreditation, and instructional innovation. These themes have informed key actions that target achievement of the College's Transformational Aspirations of access, completion, and post-completion success and that demonstrate ongoing commitment and responsiveness to the changing higher education landscape.

Core Themes	Key Actions
Student Success	Metrics-driven strategies to target retention, graduation, and transfer rates; academic systems that consider and respond to individual student needs and create conditions that support mental health and wellness
Equity & Access	Data-informed outreach services designed to increase access and eliminate barriers to completion; provision of services and resources to strengthen transfer success and workforce readiness
System Alignment	Bridges with MCPS, local four-year institutions, and employers to enhance and clarify program and career-placement pathways that guarantee post-completion success
Accountability & Accreditation	Robust assessment systems and archives aligned with MSCHE standards
Instructional Innovation	Expanded alternative and accelerated pathways, radically inclusive scheduling practices, ongoing prioritization of experiential learning with an emphasis on ingenuity, adaptability to change, civic engagement, and global awareness

LEXICON

Every strategic plan has a vocabulary that reflects its design. This Academic Master Plan uses terms with these definitions in mind:

Terms	Definitions
<i>Academic Master Plan</i>	<i>Academic Affairs Division's roadmap to reach goals</i>
<i>Goal</i>	<i>desired result</i>
<i>Supporting Strategy</i>	<i>plan of action</i>
<i>Intended Outcome</i>	<i>consequence</i>
<i>Indicator</i>	<i>standard unit used to express the size, amount, or degree of achieving the outcome</i>

Put together, Goals will be actualized by Supporting Strategies that lead to Intended Outcomes, which are tracked by Indicators.

In alignment with the College's Strategic Plan, a central term and indeed the focus of the Plan is the word *students*. In this Plan, "students" means all students. This Plan seeks to achieve the same level of institutional attention for students pursuing credit and noncredit opportunities.

THE PLAN

STRONG FOUNDATIONS FOR THE FUTURE – A FOCUS ON STUDENT ACCESS, COMPLETION, AND POST-COMPLETION SUCCESS

Four Goals

As we work to serve all students at each chapter of their stories, the **four goals** of the Academic Master Plan are organized by the markers along the academic journey: connecting with MC, navigating program options and opportunities, learning in the classroom, and crossing the graduation stage and preparing for life after MC.

Goal 1: Serving all students through academic advising

Goal 2: Designing programs and pathways to meet students' needs

Goal 3: Leading learning through student-centered teaching

Goal 4: Preparing students for life beyond MC

Overall, the Plan provides a holistic framework for advancing student success, strengthening community partnerships, and positioning Montgomery College as a leader in higher education excellence and accessibility.

At Montgomery College, we believe that the academic journey begins with connection and guidance. Advising is more than scheduling classes—it's an act of belonging, a moment to inspire confidence, and a commitment to every student's potential. This goal sets the foundation for holistic, milestone-based advising that reflects our values of equity, access, and integrated support.

Goal 1: Serve All Students Through Academic Advising *Advising That Inspires, Informs, and Influences*

Intended Outcomes

- Expanded student access to program advising
- Strengthened alignment between Student Affairs and Academic Affairs advising
- Improved transparency about program pathways
- Broadened awareness about academic and student services
- An increased sense of belonging across all student populations

Supporting Strategies

- **Create and implement an “Advising Forward” model that is designed to deliver effective, structured program advising at key milestones**
 - Define returning student populations who require program advising and determine the frequency, type, and purpose of each advising session
 - Adopt research-backed approaches that target retention and completion

- Incorporate Guided Pathways research to integrate career and transfer advising to identify, monitor, and respond to students' academic and career goals
- Evaluate the Advising Forward model to assure that it is and remains responsive to and aligned with the new student advising work led by Student Affairs.
- **Build program advising infrastructure that supports faculty and staff in this work and expands institutional capacity to deliver exceptional advising experiences**
 - Adopt and implement a common advising platform, shared with Student Affairs, that promotes cross-divisional transparency on students' personal stories and academic progress and allows faculty and staff to work more collaboratively to support students
 - Use data analytics to guide strategic planning and resource allocation, evaluating current program advising capacity and identifying needs for additional resources (new faculty lines, new assignments of ESH) to support scaling program advising
 - Create a professional development series to enhance retention-focused advising, socialization of all forms of student services, and navigation of resources leading to post-completion employment
 - Establish a Center for Learning Recognition and Advancement that leads the development and implementation of procedure infrastructure, academic program collaboration, and student support related to credit for prior learning, microcredentials, and other forms of accelerated mechanisms to drive completion
 - Establish a Center for Transfer Success that leads advocacy for transfer solutions in collaboration with community college and university partners across Maryland, serves as a resource hub for continuous improvement of transfer agreements, supports professional development for transfer-related topics for program advisors, and provides direct support to faculty, staff, and students escalating transfer challenges and clearing a path to post-completion success
- **Deepen and nourish partnerships with all divisions of the College to communicate, align, evaluate, and update resources and services that strengthen a thriving, comprehensive Advising Forward model**
 - Align advising with Student Affairs initiatives and other activities in the Student Enrollment Plan, such as first-year experience and orientation, as well as develop and implement advising modules in gateway and core courses to help students connect academics with career goals
 - Update program information as needed such that new program information is shared with the Office of Advancement and Community Engagement's marketing team to ensure that advisors have the most current information to hand out to students and prospective students
 - Collaborate with Administrative and Fiscal Services to coordinate full integration of the advising platform and related tools, as well as to communicate collaborative efforts and platform updates between the divisions to all faculty and staff, supporting continuity of operations and maximized technology adoption and use

Programs and pathways shape the futures of our students. As the higher education landscape and industry across our region evolves, so must our program offerings. This goal reflects our

responsibility to meet students where they are, align education with opportunity, and create flexible, forward-looking pathways to success—including new skilling, transfer, and workforce training options.

Goal 2: Design Programs and Pathways to Meet Students' Needs

Unifying Academic and Workforce Programs to Increase Access and Completion

Intended Outcomes

- Strengthened Catalog of academic and workforce programming
- Broadened awareness of educational programs
- Increased enrollment and retention across all student populations
- Expanded and diversified skilled-talent pipelines for Montgomery County

Supporting Strategies

- **Evaluate and recommend updates to program and curriculum review processes**
 - Collaborate with the Office of Institutional Research and Effectiveness and program faculty to add new value to the College Area Review (CAR) process used for academic programs, incorporating feedback on review cycles, report format, opportunities for engagement with instructional faculty, and meaningful use of results following each assessment
 - Implement a procedure to annually review designated statewide programs and health workforce shortage programs, recommending deletions and additions as appropriate
- **Create tools and resources that help students navigate programs and pathways**
 - Establish and publish program maps that show program onramps and the progression through related educational programs, including youth programs, microcredentials, credit for prior learning, workforce development and community education, dual enrollment options, credit programs, internships, apprenticeships, career placements, new skilling, and transfer pathways to four-year institutions
 - Develop an external communication plan in collaboration with the Office of Advancement and Community Engagement to socialize program pathways among prospective students
 - Develop an internal communication plan in collaboration with College Governance Councils, the faculty unions, and various administrator groups to socialize program pathways collegewide
 - Develop a continuous improvement plan to review and update program maps through the Curriculum Committee when program changes occur
- **Redesign course scheduling through a student lens**
 - Fully implement and utilize Ad Astra, the College's scheduling platform, to bring greater awareness of schedule offerings and obstacles to program completion, with inclusion of noncredit course offerings, use of the schedule optimizer feature, and predictive analytics to inform scheduling decisions based on current students' programs of study
 - Create two-year academic schedules for all academic programs

- Design a scheduling framework that defines expectations for the appropriate modality and term length mix by program, class location, and semester to support a variety of offerings as diverse as the students we serve
- Develop scheduling guidelines that make transparent expectations for resolution of waitlists, course cancellations, and course additions
- Develop and implement a plan to gather, organize, and respond to student input to create optimal schedule conditions to address barriers to enrollment
- Revise the student-facing schedule to assure that days of the week, class locations, modality language, and course notes are written in ways that can be understood by students
- **Reimagine and implement academic systems that are radically inclusive and responsive to present and future needs of Montgomery County students**
 - Review assessment criteria and resources to support placement, considering opportunities to update, streamline, and simplify communication to students
 - Investigate how academic program structures and resources are seen, known, and understood by students and make recommendations for program alignments and updates to increase general awareness, student engagement, and use of programs' onramps and offramps as students navigate toward their ultimate desired credential or educational experience
 - Develop program maps and scheduling strategy to support Honors College and Early College program recruitment, enrollment, retention, and completion
 - Propose new and updated uses of current and prospective additional instructional sites to reduce barriers associated with transportation, scheduling, and cost
 - Develop a comprehensive plan to expand dual-language supports for multilingual students
 - Design a pilot for a cohort of parenting students to enroll in and complete a two-year associate degree program with hybrid classes scheduled concurrently with free childcare onsite with additional childcare hours available each week for study hours and academic services
 - Design a pilot for MC Online Scholars, a General Studies program that allows students enrolled 100% online to progress through the program in a learning community
 - Conduct a needs assessment to evaluate the demand and viability of a cohort-based Friday College or Weekend College at one or more locations
 - Build a comprehensive library of resources to increase students' awareness and support students' acquisition of credit for prior learning and microcredentials

Goal 3: Lead Learning Through Student-Centered Teaching

Expanding Learning Opportunities through Responsive Instruction

Intended Outcomes

- Increased post-completion success outcomes (e.g., job placement, earnings, baccalaureate completion following graduation from a two-year program at MC)
- Focused faculty development on data-informed, strategic priorities
- Broadened awareness of faculty support services and other academic programs
- Enhanced return on investment for MC credentials

Supporting Strategies

- **Scale experiential learning and civic and global engagement to give students more opportunities to strengthen social awareness and communication skills**
 - Create exceptional academic experiences, leveraging hands-on, problem-based learning, and research opportunities where possible, for all students such that students leave a course knowing not only the academic content but also why that knowledge and the skills they've used to acquire it matter to their future
 - Establish a system to collect data on instances of experiential learning and civic engagement in all programs providing students the opportunity to relate classroom knowledge to real-world situations and the space to reflect upon and respond to their experience
 - Use collaborative assignments, writing-intensive courses, and global learning opportunities to foster effective communication skills necessary for professional success
- **Expand service, community-based, and interdisciplinary learning**
 - Create a Center for Teaching and Learning, a collaborative and innovative think tank and professional development department, dedicated exclusively to faculty development and responsible for a coordinated response to student success and learning data
 - Evaluate current interdisciplinary programming across the division and respond to any gaps, adding dyads, learning communities, or other collaborations to assure that all departments have at least one initiative in partnership with another academic program
 - Identify and promote successful cross-departmental, faculty-led projects and programs that can be replicated or scaled to benefit students collegewide
- **Future-proof the value of the credentials delivered by building in flexibility and an expectation for responsiveness, preparing students to respond with resilience and grit to ongoing and unpredictable change in tools and systems**
 - Ensure digital literacy as an academic competency
 - Develop comprehensive AI-inclusive curriculum guidelines
 - Train faculty in responsive technological integration
 - Create assignments that foster critical technological evaluation

Goal 4: Prepare Our Students for Life Beyond MC

Co-authoring Our Students' Post-Completion Success Stories

Intended Outcomes

- A systematic approach to inclusion of industry perspectives and opportunities to elevate program outcomes
- Broadened awareness of workforce readiness and career preparation skills and knowledge
- A thriving transfer ecosystem that includes agreements and four-year program access on campus
- Students' interest and engagement in civic, social, and cultural initiatives to broaden their perspectives, empathy, and agency as they graduate to become even more contemplative, empowered, and active community members, positioned to change the world

Supporting Strategies

- **Systematize and scale workforce readiness and career preparation activities**
 - Update programs and curricula regularly to align with current workforce needs and emerging industry skills ensuring academic rigor and market relevance
 - Expand apprenticeships, internships, and hands-on learning by developing strategic industry and community partnerships and providing students with comprehensive placement support
 - Collaborate with Student Affairs and the Office of Advancement and Community Engagement to expand career fairs featuring partners from business and industry
 - Develop and implement a career readiness “passport,” a microcredential requiring tracking structured, adaptable workforce-preparation experiences across academic and student support areas
 - Implement a system for employers and students to share feedback about their experiences in apprenticeships and internships for program assessment purposes
- **Revolutionize what it means to be a transfer student at MC**
 - Complete the Maryland Transfer Initiative, supported by the Aspen Institute, to inform updates to the College’s articulation agreement development strategy in support of transfer agreements that optimize levels of support for MC students
 - Establish MC4U, a reimagined set of transfer agreements that include an option for instructional space at MC to bring collaborative, transfer-supportive four-year universities (4U) to campus and to bring visibility and accessibility to transfer pathways, similar to the model where we embed the next academic step onsite at MCPS high schools
- **Leverage the Advising Forward, holistic model for academic services**
 - Structure student engagement to align with specific program milestones, proactively leveraging digital learning centers, writing centers, and libraries as part of the career readiness “passport” model, encouraging students to complete competency-based experiences that demonstrate and document evidence of skills for review by prospective employers
 - Develop assessment mechanisms and review cycles to confirm or renew academic services’ alignment with faculty and student needs, access, and correlation with student outcomes
- **Prepare students to participate fully in the civic, social, and cultural lives of their communities**
 - Foster foundational skill development so that students possess the communication skills, information literacy skills, and analytical skills to express their own ideas and respond to those of others
 - Promote intellectual exploration in the classroom so that students develop critical-thinking and perspective-taking skills that enable them to engage constructively in a diverse society and workplace
 - Embed in courses the knowledge, skills, and values that empower students to make a difference in the civic lives of their communities and improve quality of life

- Provide opportunities for campus-based and community engagement that enable students to recognize the intrinsic and the public value of all facets of postsecondary education in a thriving society

MEASURING SUCCESS

Montgomery College's commitment to excellence extends far beyond goal setting—it requires a rigorous, comprehensive approach to measuring institutional progress. Our assessment framework is designed to be dynamic, nuanced, and deeply aligned with our strategic objectives.

Student Achievement

The cornerstone of our evaluation process focuses on student outcomes, recognizing that true institutional success is measured by student achievement. We will conduct comprehensive tracking of the following:

- Fall-to-fall Retention Rates
- Number of Credits Taken Each Semester
- Three-year Graduation Rates
- Number of Transfer Students with an MC Associate Degree
- Longitudinal Student Tracking for Transfer, Transfer Graduation, and Employment Data

Transformational Aspirations

The Academic Master Plan has been designed to catalyze progress toward the institution's Transformational Aspirations. Progress will be regularly reviewed for the following intended outcomes from the College's Transformational Aspirations that align with supporting strategies within the Academic Master Plan:

Access: Create a college-going culture

- Structured learning experiences designed for K-8 students to discover their passions and unlock their potential at Montgomery College
- Post-secondary participation rate at Montgomery College for each high school in the college service area will exceed 40% in their first year after graduation
- Fifty percent of graduating MCPS students will have taken at least one course at Montgomery College by the time of high school graduation

Completion: Provide experiences of economic, social, and community impact

- One hundred percent of offerings (credit and non-credit) will be mapped to a credential of economic, social, and community impact
- Fifty percent completion rate for all student cohorts, regardless of demographic category
- Increased access and greater affordability relating to four-year credentials
- Increased civic engagement

Alignment with Student Enrollment Plan Indicators

Academic Affairs and Student Affairs will concurrently review the following indicators which align with supporting strategies from both the Academic Master Plan and the Student Enrollment Plan:

- Increased unduplicated headcount (enrollment target: 65,000)
- Increased percentage of county high school graduates enrolling at Montgomery College
- Decreased withdrawal rates across academic programs
- Increased percentage of graduates employed in-field within six months

Qualitative Data from Students, Faculty, and Staff

Through this Plan, we also seek to understand the qualitative dimensions of student success—how our programs transform individual lives and contribute to broader community development.

Our multipronged approach looks at curriculum, institutional and faculty performance, and data-driven decision making. Continuous curriculum review is fundamental to maintaining academic excellence, including conducting regular assessments of program alignment with workforce demands; tracking technological advancements in various disciplines; gathering feedback from industry partners about graduate preparedness; and analyzing emerging skill requirements in regional job markets. This process ensures that our academic offerings remain responsive, innovative, and directly connected to real-world opportunities. Evaluating institutional performance requires a multifaceted approach including, recognizing faculty contributions beyond traditional metrics; emphasizing equity and innovation in performance reviews; analyzing professional development impact; and measuring the effectiveness of teaching and support strategies. We recognize that our faculty are powerful educators and also critical change agents in our institutional ecosystem and in the lives of our students. Incorporation of faculty and staff voices that inform our perspectives on progress on each of these topics is critical to understanding the extent to which the Plan has reached its intended outcomes. A comprehensive system of collecting faculty and staff input will be coordinated to systematically reflect on data collected, assess continuous improvement opportunities for supporting strategy refinement, and ensure incorporation of the full range of activities across the division that are contributing to progress toward Plan goals.

The development of detailed metrics in the early phase of implementation will occur for all intended outcomes through an Academic Data Advisory Team assembled with leads assigned for each goal, outcome, and strategy and charged with engaging stakeholders to determine the appropriate baseline data and annual targets for each indicator. This work will include assessing needs for new and refined dashboards or data systems to track progress on new indicators.

An **outcomes-indicator template** with high-level indicators on the following page shows the foundation on which the detailed metrics will be established.

Goals	Intended Outcomes	Indicators
Goal 1: Advising	Expanded student access to program advising	Full implementation of Advising Forward model Development of faculty development modules targeting program advising knowledge and skills Number of program advisors
	Strengthened alignment between Student Affairs and Academic Affairs advising	Establishment of an advising matrix that accounts for where, how, and how frequently information is shared with students
	Improved transparency of program pathways	Creation of program maps from dual enrollment to transfer agreements
	Broadened awareness of academic and student services	Number of students seeking academic supports through the Learning Centers
	An increased sense of belonging across all student populations	Number of students receiving advising support
Goal 2: Curriculum	Strengthened Catalog of academic and workforce programming	Number of program-level and curriculum actions informed by annual reviews
	Broadened awareness of educational programs	Number of students simultaneously and sequentially taking noncredit and credit coursework
	Increased enrollment and retention across all student populations	Number of faculty who have been trained in the pedagogy of the appropriate modality/term length for the period AY2024-2029 The percentage of students enrolled full-time Retention and completion rates
	Expanded and diversified skilled-talent pipelines for Montgomery County	Number of microcredentials produced that map to a specific business or industry partnership and result in direct and guaranteed benefit to the student Credit hours earned through credit for prior learning

		Number of graduates earning more than one credential from MC
Goal 3: Instruction	Increased post-completion success outcomes (e.g. job placement, earnings, baccalaureate completion following graduation from a two-year program at MC)	<p>Increase in job placement rates</p> <p>Increase in reported employment rates among graduates six months after graduation; increase in reported salary among graduates one year after graduation</p> <p>Increase in graduation rates among students who transfer to a four-year institution after graduation from a two-year MC program</p>
	Focused faculty development on data-informed, strategic priorities	Reduced access and success disparities observed in disaggregated data
	Broadened awareness of faculty support services and other academic programs	<p>Increase in number of full-time and part-time faculty engaging in faculty development</p> <p>Creation of the Center for Teaching and Learning</p> <p>Increased number of new interdisciplinary collaborations resulting in direct student support or program advancement</p>
	Enhanced return on investment for MC credentials	<p>Strengthened faculty and staff use of artificial intelligence</p> <p>Strengthened communication skills and digital literacy among graduates of associate degree programs</p>
Goal 4: Alumni Life	A systematic approach to inclusion of industry perspectives and opportunities to elevate program outcomes	<p>Assembly of credit/noncredit advisory councils for each program</p> <p>Increased number of students participating in apprenticeships and internships</p>
	Broadened awareness of workforce readiness and career preparation skills and knowledge	<p>Increase in the volume and type of career fairs</p> <p>Creation of the career readiness microcredential</p>

		Increase in number of student engagements with each academic services unit
	A thriving transfer ecosystem that includes agreements and four-year program access on campus	<p>Increase in the quality of revised transfer agreements that maximize credit transfer, minimize inclusion of additional prerequisites for transfer, and commit to student support</p> <p>Creation of an MOU template to allow institutions to participate in MC4U</p>
	Students' interest and engagement in civic, social, and cultural initiatives to broaden their perspectives, empathy, and agency as they graduate to become even more contemplative, empowered, and active community members, positioned to change the world	<p>Increase in the number of faculty reporting incorporation of civic engagement in their courses</p> <p>Increase in success rates on a post-test delivered to assess communication skills, information literacy skills, and analytical skills</p>

TIMELINE

The Academic Master Plan is active for FY26 through FY29, ending June 30, 2029. The timeline is aligned with the College's Strategic Plan, with interim checkpoints to measure and revise strategies.

Together, we will establish the infrastructure, metrics, and accountability systems that will ensure this Plan not only inspires but transforms our academic work.

Year One	Implementation begins with launch of initial supporting strategies.
	Detailed metrics are developed with the Academic Data Advisory Team and internal stakeholders whose work most closely aligns with the activities outlined within the Plan.
Years Two-Three	Supporting strategies continue to be phased in with implemented assessment and communication plans to share routine updates with the college community.
	Ongoing data collection and analysis to inform decisions about revised supporting strategies or updated targets.
Year Four	Data-informed decision-making for next steps with supporting strategies (scale, sustain, sunset). Completion of final report-outs for Academic Master Plan intended outcomes and progress toward goals.
	Development of new Academic Master Plan in alignment with the new Strategic Plan.

CONCLUSION

The Montgomery College Academic Master Plan is a comprehensive and transformative roadmap designed to uphold the College's mission of empowering students and enriching the community. Guided by four goals—Serving Every Student Through Academic Advising, Designing Programs and Pathways to Meet Students' Needs, Leading Learning Through Student-Centered Teaching, and Preparing Our Students for Life Beyond MC—this Plan underscores the institution's commitment to equity, academic excellence, and lifelong learning.

Through targeted strategies, such as expanding dual enrollment opportunities, strengthening transfer pathways, fostering local and statewide collaborations, and leveraging innovative teaching methods, Montgomery College is positioned to meet the evolving needs of its diverse student body. This Plan reimagines a path forward where programs and services are radically inclusive, action-oriented to make positive changes in response to data, technological advancements, and students' perspectives. This Plan mobilizes us to meet more students' needs with greater intentionality and care—and reinforces foundational elements of the division to ensure that we are strong, unified, aligned, and proactive in our approach to serving students. This Plan makes space for us to continue to learn and grow, to make positive change, and to be resilient as a unit as we continue working together to establish inclusive and accessible pathways to economic mobility in today's dynamic educational landscape.

We are holding ourselves accountable to this work by integrating evaluation metrics to ensure success, a focus on student outcomes, curriculum relevance, and teaching excellence. By embedding continuous improvement and stakeholder engagement into every initiative, the College reinforces its commitment to evolve with purpose and impact.

This Academic Master Plan 2025-2029 is more than a document; it is a call to action—a shared vision to advance educational excellence and community impact. Montgomery College remains steadfast in its role as a beacon of opportunity, preparing students to succeed in an ever-changing world and driving progress for the broader community.