



MACC 2012 Strategic Plan

*Adopted by MACC Board of Directors
October 26, 2011*

Introduction

Each year the Maryland Council of Community College Presidents (MCCCP) updates the Strategic Plan for the Maryland Association of Community Colleges (MACC). The plan is then submitted to the MACC Board of Directors for review and approval. For FY 2012, here are the five current strategic areas and corresponding goal statements:

I. Completion: College Readiness and Access

Continue the development and implementation of the multi-year strategy initiated in FY2011 to enhance college readiness and access for all Marylanders seeking post-secondary education.

II. Completion: Career Readiness/Job Training/Workforce Readiness

Develop strategies and performance accountability measures that deal with the State's short term job training needs as well as longer term career preparation and certification in both credit and non-credit programs.

III. Completion: Graduation and Transfer

Over the next decade, achieve significant increases in the number and percentage of students who persist and obtain postsecondary credentials, including degrees and certificates, without compromising academic standards or the mission of the institutions. Increase the number of students transferring to four-year institutions and streamline and improve transfer practices and relationships.

IV. Funding

Work with MACC and the Advocacy Committee to develop and implement an advocacy strategy for the highest possible levels of funding of community college operating budget formulas (Cade and BCCC) and capital budgets.

V. Advocacy

Generate public support for Maryland's community colleges, creating a positive climate for them by working collaboratively and proactively with the local, state, and federal governments as well as key publics.

The presidents established committees to advance each of the five goals. In this report, each committee is listed above the goal, and consists of three or four presidents, one of whom is the lead, whose name appears first in bold.

**MCCCP Strategic Plan Development Report
Fiscal Year 2012**

Lead President:	Dr. Charlene Dukes, Prince George's Community College
Team Members:	Dr. Barbara Viniar, Chesapeake College
	Dr. Dennis Golladay, Harford Community College

Goal I. Completion: College Readiness and Access

Goal: Continue the development and implementation of the multi-year strategy initiated in FY2011 to enhance college readiness and access for all Marylanders seeking post-secondary education.

Background: One of three completion goals adopted in the FY 2011 Strategic Plan, in order to give the appropriate attention and focus to the range of issues under the broad label "completion."

FY 2012 Objectives

Objective 1: Review P-20 Council College Readiness Report for recommendations applicable to the Maryland Community Colleges.

Proposed Outcome: Implementation of a minimum of two applicable recommendations from the College Readiness Report submitted to the P-20 Council.

Objective 2: Continue the participation and feedback of the Chief Academic Officers Affinity Group in the desire to align common core standards with readiness assessments and college placement testing through the Maryland team and the Partnership for the Assessment of Readiness in College and Careers (PARCC).

Proposed Outcome: Receipt of a full report on the work accomplished by the Chief Academic Affairs Officers Affinity Group (M4CAO) and the Maryland Team and respond to the recommendations for alignment among the Common Core Standards, college readiness and placement in courses at the collegiate level.

Objective 3: Task Chief Academic Officers, the Chief Student Services Officers, and the Chief Workforce Development and Continuing Education Officers to compile a report, by institution, detailing current early access/college readiness programs to include description of program, numbers of students served, and outcomes.

Proposed Outcome: Receipt of a report detailing current college readiness initiatives and determine ways in which the information can be used to support advocacy, inform the Maryland Higher Education Commission, P-20 Council, and the executive/legislative branches of government.

Objective 4: Convene a series of meetings with the State Superintendent of Education at the Maryland State Department of Education to determine partnership/implementation strategies to increase college readiness for students enrolled in K-12 education as outlined in Race to the Top (RTTT).

Proposed Outcome: Initiation of a partnership with MSDE and a greater role in the Race to the Top activities for the state of Maryland and access to financial resources directed at college and career readiness contained in the grant.

Objective 5: Meet with Superintendents of the 24 Local Education Agencies (LEAs) to identify strategies and implementation plans that support earlier access to students in middle schools and at the freshman/sophomore levels, early placement testing in public high schools and increased opportunities for dual and concurrent enrollment for current high school students.

Proposed Outcome: Strengthening of relationships with public schools and provision of data based on identified indicators of success that will allow for innovation and creativity in planning programs for K-12 students, parents, and the community. Increase in numbers of students enrolled in early college programs, and dual/concurrent enrollment opportunities.

Objective 6: Work with Chief Academic Officers and the Institutional Research Affinity Groups to identify achievement gaps among college populations and submit a compiled report on institutional strategies to close any gaps.

Proposed Outcome: Development/Continuation of action plans with measurable goals/benchmarks to close identified achievement gaps among college populations and share best/promising practices in support of student success.

Objective 7: Charge the Institutional Research Affinity Group to review data compiled for the Complete College America Grant to and make recommendations for a common methodology for submitting data to MHEC.

Proposed Outcome: Creation of a common methodology and approach for submitting information to MHEC.

Objective 8: Partner with MHEC and state government to address transforming developmental mathematics as outlined in the Complete College America grant obtained by the state of Maryland.

Proposed Outcome: Transformation of developmental mathematics to focus on competencies, decrease time to completion and increase student success.

Objective 9: Charge the CAOs, CSSOs, and CWDCE Affinity Groups to develop and inform the MCCCCPs of feeder strategies designed to transition students from Adult Basic education/GED/ESL programs to credit and/or workforce development training programs.

Assignment(s) for Affinity Groups

Assignment 1: **Academic Officers:** Prepare report on the work accomplished by the Chief Academic Affairs Officers Affinity Group (M4CAO) and the Maryland Team to align common core standards with readiness assessments and college placement testing.

Assignment 2: **Academic Officers, Student Affairs Officers and Workforce Development and Continuing Education Officers:** Compile a report, by institution, detailing current early access/college readiness programs to include description of program, numbers of students served, and outcomes.

Assignment 3: **Academic Officers and Institutional Researchers:** Identify achievement gaps among college populations and submit a compiled report on institutional strategies to close any gaps.

Assignment 4: **Assignment 5: Institutional Researchers:** Review data compiled for the Complete College America Grant to and make recommendations for a common methodology for submitting data to MHEC.

Assignment 5: **Academic Officers, Student Affairs Officers and Workforce Development and Continuing Education Officers:** Develop and inform the MCCCCPs of feeder strategies designed to transition students from Adult Basic education/GED/ESL programs to credit and/or workforce development training programs.

**MCCCP Strategic Plan Development Report
Fiscal Year 2012**

Lead President:	Dr. Sandra Kurtinitis, Community College of Baltimore County
Team Members:	Dr. Bradley Gottfried, College of Southern Maryland
	Dr. Martha Smith, Anne Arundel Community College
	Dr. Guy Altieri, Hagerstown Community College

Goal II. Completion: Career Readiness/Job Training/Workforce Readiness

Goal: Develop strategies and performance accountability measures that deal with the state’s short term job training needs as well as longer term career preparation and certification in both credit and non-credit programs.

Background: The second of three completion goals adopted in the 2011 Strategic Plan, in order to give the appropriate attention and focus to the range of issues under the broad label “completion.”

FY 2012 Objectives

Objective 1: Continue to actively take the lead on the Governor’s Skills2Compete agenda to enhance certificate/degree completion by 20% by 2012.

Proposed Outcome: All 16 Maryland community colleges will increase their certificate/degree completion by 20 percent by 2012.

Objective 2: Promote a broad career readiness completion agenda across our credit and non-credit programming to increase the number of certificate and workforce certification opportunities available.

Proposed Outcome: All 16 Maryland community colleges will continue to work to enhance certificate and workplace certification options within their instructional offerings, particularly within a career ladder model.

Objective 3: Within President Obama’s “Jobs Creation” agenda, work with state agencies, local Workforce Investment Boards, DLLR, Apprenticeship programs, and other stakeholders to align efforts to prepare more Marylanders for high demand jobs as well as address the retraining needs resulting from government and business downsizing.

Proposed Outcome: Several community colleges - either singly or in partnership - will secure Job Training funds from federal or state Workforce Training programs.

Objective 4: Work closely with the committee responsible for Goal #3 to compile completion data on completion rates of credit and non-credit workforce development programs.

Proposed Outcome: The Institutional Research affinity group will develop a rubric – comprised of data from all 16 community colleges - to display the full complement of community college completion data, based on our broad definition of completion. This should be completed in time for use with this year’s Legislative Session.

Objective 5: Encourage the new Executive Director of MACC to review and, if appropriate, fill the position Director of Workforce Development.

Proposed Outcome: A decision will be made on whether to fill this position. If affirmed, a director will be hired.

Objective 6: Explore Best Practices in other states designed to provide financial support for completion of non-credit, non-Pell eligible training programs.

Proposed Outcome: Explore at least one such initiative (possibly the State of Washington) for I Best programming, career ladders, and performance funding with consideration of applicability of “lessons learned” to Maryland’s Workforce Development agenda.

Assignment(s) for Affinity Groups

Assignment 1: **Institutional Research:** Develop a comprehensive collation of Completion data (degrees, certificates, workplace certifications) for Maryland’s community colleges in time for the FY’12 Legislative session.

Assignment 2: **Academic Officers:** Work closely with the Continuing Education Officers to strengthen and enhance the menu of credit and non-credit instructional pathways to bridge the separation between the two. Develop career ladders between both areas that lead to workplace readiness.

Assignment 3: **Continuing Education Officers:** In partnership with Institutional Research staff, conduct a gap analysis of occupational areas and seek to create consortial partnerships whenever feasible to address the State’s employment and downsizing.

Assignment 4: **Public Relations Officers:** Develop an enhanced marketing approach to promoting the strength of community colleges within the construct of “Everything we do is Workforce Development.”

**MCCCP Strategic Plan Development Report
Fiscal Year 2012**

Lead President:	Dr. Ray Hoy, Wor-Wic Community College
Team Members:	Dr. Cynthia Bambara, Allegany College of Maryland
	Dr. Richard MacLennan, Garrett College

Goal III. Completion: Graduation and Transfer

Goal: Over the next decade, achieve significant increases in the number and percentage of students who persist and obtain postsecondary credentials, including degrees and certificates, while maintaining the open access mission of the institutions. Increase the number of students transferring to four-year institutions and streamline and improve transfer practices and relationships.

Background: The final of three completion goals adopted in the 2011 Strategic Plan, in order to give the appropriate attention and focus to the range of issues under the broad label “completion.”

FY 2012 Objectives

Objective 1: Develop position paper to recommend resolution to identified policies that hinder graduation.

Proposed Outcome: A joint position paper by CAOs and CSA officers will provide recommendations to modify policies and practices that hinder graduation.

Objective 2: Presidents will host the Second Annual College Completion Summit.

Proposed Outcome: A College Completion Summit will be conducted by December 2011.

Objective 3: Best institutional practices and developing strategies for degree completion, including improving success and reducing time in developmental coursework, faster pathways to degrees, and reducing degree attainment gaps related to race, income and gender will be topics for the Summit.

Proposed Outcome: Best institutional practices and strategies to improve college completion, improving success and reducing time in developmental coursework and faster pathways to degrees and reducing degree attainment gaps are shared at the College Completion Summit.

Objective 4: Resurrect the Maryland Transfer Council to:

- a) Develop and recommend policies to support the completion agenda.
- b) Operationalize collaborative reverse transfer mechanisms between the two-and four-year institutions.
- c) Improve ARTSYS by planning and developing an online suite (portal) of educational planning tools to support the student's ability to plan and transition through the state's educational systems.

Proposed Outcomes: The Maryland Transfer Council begins meeting again. Select community colleges and USM institutions will partner to pilot reverse transfer processes. Recommendations for improving ARTSYS are defined.

Objective 5: Expand 2+2 program statewide competency-based articulation agreements with USM, and possibly other four year institutions, by at least one (e.g., cyber security) and identify at least two other programs to begin competency-based articulation discussions.

Proposed Outcomes: One additional 2+2 competency-based degree transfer agreement(s) are completed by June 2012. Two additional 2+2 competency-based degree transfer programs are identified and workgroups begin meeting to develop transfer agreements.

Objective 6: Work with the USM to develop incentives to promote associate degree completion prior to transfer, such as:

- a) expanding the Transfer Scholarship Program and target its funds solely to associate degree completers
- b) Reviewing COMAR regulations permitting transfer at 56 credits rather than graduation.

Proposed Outcome: Get USM support for transfer scholarship funding increases and designate transfer scholarships contingent upon community college graduation.

Objective 7: Building on the UMUC Dual Admissions Program, develop a system-wide Dual Admissions Program with USM institutions.

Proposed Outcome: Begin meeting with joint community college and USM representatives to develop a system-wide Dual Admissions Program.

Assignment(s) for Affinity Groups

Assignment 1: **Academic Officers, Student Affairs Officers, and Institutional Researchers:** Referencing the results of the 2010 survey, which identified policies and practices that hinder graduation and outlined best practices, have the Chief Academic Officers, Chief Student Affairs officers, and Institutional Researchers develop a joint position paper providing recommendations on how to modify, change or eliminate policies and practices that hinder graduation as well as develop a method for measuring progress on implementing best practices.

Assignment 2: **Academic Officers:** Have Chief Academic Officers identify at least two programs of study that should be considered for competency-based articulation agreements.

**MCCCP Strategic Plan Development Report
Fiscal Year 2012**

Lead President:	Dr. Stephen Pannill, Cecil College
Team Members:	Dr. DeRionne Pollard, Montgomery College
	Mr. Doug Browning, Frederick Community College

Goal IV: Funding

Goal: Work with MACC and the Advocacy Committee to develop and implement an advocacy strategy for the highest possible levels of funding of community college operating budget formulas (Cade and BCCC) and capital budgets.

Background: Since 2008 community college enrollments have risen by 20,000 FTEs. State aid per FTE has dropped by 24%. Although reports indicate that State revenues are increasing, the 2012 Session is expected to further reduce the State budget by \$700 million.

FY 2012 Objectives

Objective 1: The Cade and BCCC funding mechanisms are to be maintained with progress to funding the full statutory intent of 29 percent (Cade) and 68.5 BCCC by FY 23 or sooner.

***Proposed Outcome:** The Cade and BCCC funding formulas remain in statute as a means to calculate and distribute the annual state appropriation to community colleges.*

Objective 2: Community colleges are not reduced from the State's 2012 funding level.

***Proposed Outcome:** The Governor's 2013 budget for community colleges is in excess of the \$214.3 million appropriated for total state aid last session.*

Objective 3: The \$5 million "Keeping Maryland Colleges Affordable Grant" from FY 2012 is to be incorporated into the base appropriation in # 2 above.

***Proposed Outcome:** The Governor's 2013 Budget increases the direct aid to community colleges by \$5 million, bringing the direct aid to \$199.4 million while maintaining full funding for the community college grant programs (small college grants, statewide & health manpower shortage programs, ESOL).*

Objective 4: No further shifting to Colleges the cost of retirement and pension benefits or other costs now born by the state is to occur.

***Proposed Outcome:** State retirement and pension costs remain a responsibility of the State. In addition, the MHEC program approval process fees are rescinded; the administrative fees charged for employees participating in the State Retirement Agency are repealed; full funding is reinstated for the Statewide Health Manpower shortage program; and no further budgetary action is taken by the Governor or General Assembly that would further erode the community college operating budgets.*

Objective 5: Funding of the Capital Priorities for 2013 is to be sufficient to move all top priority projects forward including BCCC (\$79.2 million). The long term capital allocation for Maryland Community Colleges by the State must be \$80 million or higher.

Proposed Outcome:** The 2013 capital appropriates \$67 million to fully fund the 21 projects located at 10 community colleges across the state that are requested in the MACC's 2013 CIP request, along \$11.6 million for 2 projects at the Baltimore City Community College. **(specific no. may change)

Objective 6: Continue efforts to shift the stance of the State regarding their participation in the costs of parking garages and decks.

***Proposed Outcome:** Those colleges seeking state support for parking garages are incorporated into the annual MACC CIP request beginning 2014.*

Assignment(s) for Affinity Groups

Assignment 1: Track and support the committee work associated with parking garages and decks.

Assignment 2: Continue to project the future capital needs of the institutions.

**MCCCP Strategic Plan Development Report
Fiscal Year 2012**

Lead President:	Dr. Kate Hetherington, Howard Community College
Team Members:	Dr. Carolane Williams, Baltimore City Community College
	Dr. Faye Pappalardo, Carroll Community College
	Dr. DeRionne Pollard, Montgomery College

Goal V: Advocacy

Goal: Generate public support for Maryland’s community colleges, creating a positive climate for them by working collaboratively and proactively with the local, state, and federal government as well as key publics.

Background: The Advocacy goal was added to the MACC Strategic Plan in 2009. In the past, advocacy was always viewed as an inherent part of MACC activities and a means to an end. The advocacy goal was successful in leading to more coordinated efforts among the sixteen colleges to develop a unified message and get that message out to important constituencies.

FY 2012 Objectives

Objective 1: Develop an ongoing and broadly-based education, communication, and advocacy program targeted to local, state, and federal government leaders as well as the media.

Proposed Outcome: Refinement and expansion of a comprehensive and integrated advocacy campaign entitled “Support = Success.”

Objective 2: Foster the public appreciation of community colleges’ contributions to the economic and social welfare of the community, state, and the nation, communicating their academic excellence and affordability as well as the opportunities they provide students and businesses.

Proposed Outcome: Increase legislators’ support for community colleges.

Objective 3: In collaboration with the other state partners, promote the Governor’s Skills2Compete initiative and the role of community colleges as well as initiatives to enhance college completion through “Complete College: Call to Action,” including the marketing of the Maryland Transfer Compact.

Proposed Outcome: Promotion by USM and MACC colleges of the Maryland Transfer Compact with resulting increase of community college graduates entering at junior level status.

Objective 4: Expand Community College Caucus by strengthening relationships with legislative “champions” (i.e., members of the Maryland General Assembly) to seek funding for the state’s community colleges and secure an active role for them in the development of relevant policies..

Proposed Outcome: Increase in legislators supporting bills for community colleges.

Objective 5: Establish a core of advocates, including Trustee and Foundation Boards, parents of students, business people, and heads of local chambers of commerce among others, who will speak effectively on behalf of community colleges

Proposed Outcome: Develop a list of a core of advocates willing to testify for community colleges.

Objective 6: Contextualize data regarding student persistence and completion for state and national stakeholders to ensure understanding of the metrics used to provide such data, the student populations being described, and the barriers affecting student success. Hire a consultant to work with MACC to convey the community college message.

Proposed Outcome: Increased awareness among legislators and stakeholders of the critical role that community colleges play in the completion agenda and workforce development.

Objective 7: Enhance MACC’s marketing strategy to continue to promote community colleges as part of the state’s workforce development solutions by emphasizing a broad agenda of completion.

Proposed Outcome: In both print and electronic format, MACC and the individual colleges will highlight the contribution of community colleges to the state’s workforce agenda by promoting Completion in terms of degrees, certificate and workplace certificates.

Assignment(s) for Affinity Groups

Assignment 1: **Marketing and Public Relations Officers:** Task marketing and PR officers with developing talking points for community college advocates to use with elected officials (including community college return on investment statistics).

Assignment 2: **Marketing and Public Relations Officers:** Task marketing and PR officers with developing promotional literature to encourage students who obtain employment before completing their degrees to continue pursuing a degree based on the benefits of a degree later on in their careers. Market the Maryland Transfer Compact as the fundamental cornerstone of associate degree completion.

Assignment 3: Task institutional research officers with contextualizing data on student persistence and completion. In turn, task marketing and PR officers with developing cogent talking points that ensure state and national stakeholders have a better understanding of the data with the assistance of a consultant hired by MACC.

Assignment 4: **Public Relations Officers:** Develop an enhanced marketing approach to promoting the strength of community colleges within the construct of “Everything we do is Workforce Development.”