

# 2009 Progress Updates for Middle States Suggestions

## Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Institutional Advancement	[In Progress] Continue initiatives to communicate the student-centeredness of the College's mission.	<p>[Satisfactory] The Office of Communications continues its focus on student centeredness in its communication efforts. The Web redesign currently underway will include images of students on the main page and students have been integral in the process. Our publications all feature students prominently on the covers and throughout the pages. Students and their stories continue to be part of the College's marketing campaign from television commercials and print advertisements to Web banner ads. In addition, student stories are shared with reporters in the media. [2009]</p> <p>[Satisfactory] Ongoing initiatives include 'Endless Possibilities' ads that highlight student success stories, donor Scholarship Appreciation Luncheons that feature students, and insertion of student photos throughout all College publications [2008]</p>
Institutional Advancement	[Completed] Assure prominent display of the College's mission statement.	<p>[Satisfactory] The Office of Communications distributed mission statements collegewide to key offices in anticipation of the Middle States visit last spring. The posting of these mission statements was not reflected in the College's self-assessment. Remaining statements are held within the Office of Communications to distribute on an as-needed basis to key stakeholders. [2009]</p> <p>[Satisfactory] Reminded campuses of the availability of large mission statements and the need to display them. [2008]</p>
VP for Planning and Institutional Effectiveness	<p>[In Progress] (MSCHE) The College should continue to periodically review its goals and objectives to ensure their clarity and completeness.</p> <p>[In Progress] Revisit the current mission statement, particularly regarding the following: a. More clearly relate goals and objectives to the principle of "Our Spirit" b. Develop a clear objective under Goal 1 to address the educational needs of specific sectors of the county community, particularly with respect to access to college and academic success (AMP 14, 20, 21), community outreach, and customer service.</p>	<p>[Satisfactory] Prior to the Middle States Team Visit, an in-depth SWOT Analysis was completed and a collegewide meeting was held in Fall of 2007 to create a new set of Goals and Outcomes for use in the FY10-FY12 planning cycle. Current Goals and Objectives were reviewed for completeness prior to revision and a final report will be submitted at the conclusion of the current fiscal year. [2009]</p> <p>[Satisfactory] A proposal to review the current Mission was submitted to the President and was approved for implementation in Fall 2009. Although the College's goals and outcomes have been revised, there is currently not an outcome that specifically addresses the principles of "our spirit" as noted. At the Fall 2007 retreat, it was determined that this portion of our Mission is what we consider as our values which inform the other aspects of our Mission. While there is no dedicated objective under Goal I, many of the FY09 and FY10 strategic plans include strategies and action plans aimed at specific underrepresented populations. [2009]</p> <p>[Satisfactory] Revised goals and objectives that were developed at academic retreat in spring 2007 for use in FY10 strategic planning process. [2008]</p>

## Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Budget Office	[Completed] Institute a feedback loop that includes the unit and departmental level to explain what is and is not funded.	<p>[Satisfactory] Subsequent to the units and departments submitting their budgets, the budget office prepares a budget for the President and Board of Trustees to approve. Once the budget is approved within the College it goes before the County Executive and County Council for approval. Leading up to County approval the Budget Office makes budget presentations to various groups and organizations within the College informing them of the College's budget request which includes a summary of requested items. Once the College receives County approval of the budget in May, the Chief Budget and Management Studies Officer informs the units and departments of what items were funded or not funded via e-mail. [2009]</p> <p>[Satisfactory] Working closely with EVP of Academic &amp; Student Services and with Budget Office to provide information regarding funding requests for strategic resources through the online database. Users can now identify each resource request as either approved, funded, or budgeted and can view this information in real time. The database also contains a feature to allow more detailed information to be entered, notifying users of suggestions, changes, or the rationale for approval/denial. [2008]</p>
Institutional Advancement	[In Progress] (MSCHE) The College needs to continue efforts to provide information consistently to all members of the college community concerning planning and budget considerations, decisions, and progress.	[Satisfactory] Internally, Montgomery College budget information is provided to the College community via presidential communications (From the Desk?), memorandums from the senior vice president of administrative and fiscal services, presentations to College constituency groups, and articles on Inside MC Online, the employee e-newsletter. Montgomery College budget information is communicated to our external audiences through the President's Annual Report to the Community, President's monthly Report to the Board of Trustees (public document), speeches and presentations to county officials by administrators, and the College's press releases. [2009]
Outcomes Assessment Team	[In Progress] Complete the implementation of the TracDat system, and assess its effectiveness in tracking recommendations for institutional renewal.	<p>[Concern] We have limited resources to complete this. Currently, while there is a plan in place to further use TracDat for OA, we have not been able to institute its use for much beyond data collection. TracDat is being used for other tracking and planning purposes, I believe. [2009]</p> <p>[Satisfactory] Installed and implemented TracDat 4.06.1 and placed it online in late November in an Outcomes Assessment (OA) initiative, with 80% of eligible sections participating by January 2, 2008. Captured program and course outcomes in TracDat. In spring 2008, the OA team will map course outcomes to program outcomes, entering course recommendations and tracking follow-up status and results. Will also explore possibilities for using TracDat for the College Area Review process. Met with vendor in January 2008 to request 19 enhancements to the system. [2008]</p>

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VP for Planning and Institutional Effectiveness	[In Progress] (MSCHE) The College needs to continue efforts to streamline the planning process.	[Satisfactory] Collegewide Strategic Planning Database has been updated to allow better tracking of unit budget requests and assessments. Dynamic report feature is currently being developed to allow specialized reports and updates. Planning forms have been shortened and modified to allow for better tracking of resource requests, including IT requests. [2009]
	[In Progress] (MSCHE) The College needs to continue to explore ways to expand participation in and understanding of the planning process.	[Satisfactory] The Collegewide Strategic Planning meeting has been expanded to include representatives from the College community (academic governance groups, faculty council, staff senate, faculty chair and coordinators, deans, students, and academic and non-academic administrators. Additionally, the Planning Office has made more extensive use of Inside MC to broaden planning-related communications. [2009]
	[In Progress] (MSCHE) The College needs to establish a process to systematically review College goals and objectives.	[Satisfactory] Prior to the Middle States Team Visit, an in-depth SWOT Analysis was completed and a collegewide meeting was held in Fall of 2007 to create a new set of Goals and Outcomes for use in the FY10-FY12 planning cycle. Current Goals and Objectives were reviewed for completeness prior to revision and a final report will be submitted at the conclusion of the current fiscal year. [2009]
	[In Progress] (MSCHE) The College needs to establish a process to systematically update the Academic Master Plan and assess its effectiveness.	[Satisfactory] The current AMP document will soon be updated to model the ?Common Academic Goals? which typifies a more current AMP complete with associated benchmarks and assessments. [2009]
	[In Progress] Clarify the connection between strategic planning, tactical planning, and implementation of plans.	[Satisfactory] Current set of FY10-FY12 Goals, Outcomes, and Strategies have been established, explained, disseminated, and accepted as the Strategic Plan. Yearly planning meetings are new used to establish and review the year-to-year tactical implementation of the Strategic Plan. [2009]
	[In Progress] Continue and expand efforts to streamline and formally evaluate planning processes and documents.	[Satisfactory] Beginning with FY 2010 plans, the College will work on a three-year strategic planning process and include an annual tactical planning session to evaluate the progress of the three-year goals and to develop short-term action tasks. Database now allows users to modify FY +1 plans based on current FY assessments. [2008]
	[In Progress] Continue and expand efforts to streamline and formally evaluate planning processes and documents.	[Satisfactory] User feedback surveys have been completed at the end of each planning cycle to assist in identifying strengths and weaknesses of the Collegewide Strategic Planning Database. Database training sessions have also been evaluated by participants to ensure that all topics of interest are covered and to guide future training sessions. Planning meetings also have evaluative components in which all participants are asked to evaluate whether meeting outcomes were met. VPPIE staff meet to review meeting evaluations for areas of concern and for ideas on how to structure future meetings. [2009]

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Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
VP for Planning and Institutional Effectiveness	[In Progress] Explore additional ways to expand participation in and understanding of the planning process.	<p>[Satisfactory] Mapped Collegewide Goals and Objectives from the Academic Master Plan to PAR indicators and Strategic Plan Assessments as appropriate. [2008]</p> <p>[Satisfactory] The Collegewide Strategic Planning meeting has been expanded to include representatives from the College community (academic governance groups, faculty council, staff senate, faculty chair and coordinators, deans, students, and academic and non-academic administrators. Also held unit meetings with directors and personnel to better explain the planning process and assist them in developing better strategic plans. Put out periodic publications in Inside MC to highlight various aspects and components of the strategic plan. [2009]</p> <p>[Satisfactory] Facilitated strategic planning training at the Academic Leadership Institute in May 2007; in August held a one-day collegewide planning retreat with more than 80 participants; in September 2007 met with subgroup of faculty, staff, and administrators to finalize the 2010-2012 goals. In October 2007 facilitated the annual planning meeting with 70 reps from across the College. In February 2008, conducted a two-day planning retreat to prioritize the focus areas for 2010-2012. For the first time, the retreat included students as well as academic and non-academic personnel. [2008]</p>

## Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Facilities	[In Progress] (MSCHE) In the current economic climate, public funding for new capital construction and renovation is rarely sufficient for the pressing needs of public higher education. Montgomery College should continue to use its well articulated planning protocols for linking high impact needs with available funding.	[Satisfactory] Central Facilities is currently working in support of the FY 10 Capital Budget request at both the State and County levels. This is an annual process. [2009]
Human Resources	[In Progress] Examine position classifications and descriptions to assure alignment, especially of positions requiring technological skills.	[Satisfactory] A consultant is currently performing a classification study of all staff and administrative positions as a result of the collegewide Classification & Compensation Focus Group recommendations. The results are expected in April with an anticipated implementation in FY10. [2009]

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Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Human Resources		[Satisfactory] Currently reviewing all job class descriptions to ensure that all positions are consistently presented to meet the current College needs. Working through recommendations of Classification Focus Group to move forward with a collegewide classification study. Previous review took place 15 years ago and most job class descriptions do not accurately reflect current duties and responsibilities. [2008]
Institutional Advancement	[In Progress] Aggressively continue the pursuit of alternate sources of funding to support new construction and renovation of existing space.	[Satisfactory] Since March of 08, we have raised \$500,000 for equipment for the Biotechnology Program at our Germantown Campus and \$250,000 to both improve the appearance and "green" the Paul Peck Art Building on the Rockville Campus. [2009]  [Satisfactory] Montgomery College Foundation is financing a bond for the new garage at TP/SS campus. The Silberman family donated \$500,000 to renovate the art gallery in Paul Peck Building at Rockville. Marriott Foundation donated \$600,000 to renovate a classroom at Rockville. Several donors are interested in naming buildings or supporting renovations and equipment purchases. [2008]
VP for Administration and Fiscal Services	[In Progress] (MSCHE) Continue to monitor costs with due care that assures mission critical services are funded in balance with resource limitations.  [In Progress] (MSCHE) Use of any portion of the unrestricted fund balance to support the annual operating budget should be limited in order to assure that reserves are not systematically reduced or depleted. The current underlying strength of the college's financial structure should be guarded by assuring that annual budgetary costs remain in balance with annually recurring revenues.	[Satisfactory] Various budget reductions and saving plans were implemented this year. Only mission-central items were funded. [2009]  [Concern] This recommendation is being reviewed for applicability [2009]

### Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
*EVPASS; Academic Assembly	[In Progress] (MSCHE) The review of the governance processes by the Academic Assembly should continue and its findings should be carefully considered by the College community.	[Satisfactory] A group of members of the Academic Assembly is currently reviewing the work of the Assembly's committees and will be making recommendations to share with the College community later in the year. [2009]
*VP for Student Services; Institutional Advancement	[In Progress] Ensure that student publications, orientation sessions, and Web resources inform students who wish to be heard on ways to provide input and feedback.	[Satisfactory] The Office of Information Technology has created a student portal on the MyMC website. The Advocate, the Rockville student newspaper, is now available to students online. Students have created a Facebook page and have published a Blog. The Offices of Student Life on each campus provide orientation sessions each semester and students have been included in the President's Listening Tours. [2009]

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*VP for Student Services; Institutional Advancement		[Satisfactory] Will be instituted after hiring the VP of Student Services. [2008]
Academic Assembly	[In Progress] Ensure that the Academic Assembly fulfill the charge of identifying all academic committees and that it complete its review of governance structure.	[Satisfactory] A subcommittee within the Academic Assembly continues to work on identifying all academic committees along with collecting data on their mission and a current contact person. As this information is being compiled, we continue to look at where each committee fits, if appropriate, into our governance structure and what lines of communication are in place and whether or not they are appropriate and effective. When the committees have been fully updated, designation of a person who will be responsible for yearly updates will be explored. [2009]  [Satisfactory] An Academic Assembly subcommittee has met, categorized, clarified, and compiled the list of committees and will distribute that list to faculty and staff to obtain further input. [2008]
Human Resources	[Completed] Include sessions on shared governance and the role of faculty members in this process in the faculty professional development program.	[Satisfactory] Shared governance and the role of faculty in this process is incorporated with the New Faculty Orientation offered each August and January. In addition, the role of faculty is a key consideration for the Center for Teaching and Learning, often in cooperation with the Center for Professional and Organizational Development. [2009]  [Satisfactory] Center for Professional, Organizational Development offers a 25 minute New Faculty Orientation each August and January that provides information on the AAUP and Academic Assembly. Is facilitated by past AAUP president, chair of the Academic Assembly, and an employee relations specialist. [2008]
Office of the President	[In Progress] (MSCHE) The College should formalize a communications plan to improve the flow between and among faculty and staff and the governance structures.  [In Progress] Create and monitor effective communication and feedback procedures (including a comprehensive communications plan) in the development and implementation of major academic initiatives, following the model of the student e-mail initiative and the Middle Sates Self-Study.	[Satisfactory] The Office of Communications has created a draft College Communications Plan that will direct all communication activities for the College with a focus on utilizing all available resources to improve Collegewide communications. [2009]  [Satisfactory] A working group and the Academic Assembly are addressing short and long-term communications issues both internally and externally. In December, 2007, developed action steps for the 2008 tactical communications plan that will include tactical and strategic plans in annual communications' planning. As informed by the draft College Communications Plan, all Collegewide communications activities and technologies are implemented using established best practices with a focus on improving and monitoring all communications activities. [2009]

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Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Office of the President	[In Progress] Fully implement the procedure for the periodic, objective assessment of the Board of Trustees to meet stated governing body objectives.	<p>[Satisfactory] A working group and the Academic Assembly are addressing short and long-term communications issues - both internally and externally. In December, 2007, developed action steps for the 2008 tactical communications plan and will include tactical and strategic plans in annual communications' planning. [2008]</p> <p>[Satisfactory] Procedures are being developed based upon the standing governing body objectives that will allow for the periodic assessment of the Board of Trustees in fulfilling its responsibilities as governing officials of the College. [2009]</p> <p>[Satisfactory] Board is working on creating a new assessment for themselves. They have developed a new presidential assessment instrument to be conducted in June that will be in sync with the fiscal calendar. [2008]</p>
VP for Academic Initiatives and Partnerships	[In Progress] Continue the review of the Learning College, its related initiatives, and administrative structures. Include all College stakeholders in the review process.	<p>[Satisfactory] On December 5, Dr. Johnson, President of Montgomery College, issued a memo to the College community indicating that the Learning College has been "dissolved" at MC. Acknowledging that the labeling presented one of the primary challenges, those who subscribe to continuous improvement are determining the optimal way to continue the outstanding initiatives that have flourished since 2004. Those initiatives include: the First Year Experience, Writing in the Disciplines, Learning Communities, Service Learning, the Make It Happen Innovation Grants process, and the Student Leadership Summits. Using the work of the last five years as a launching pad, the College will continue to engage in transformative conversations that seek to sustain a culture of learning and innovation. [2009]</p> <p>[Satisfactory] The Learning College undergoes continuous scrutiny by the College community. Each semester faculty, staff, and students have an opportunity to participate in the Learning College Retreats, Student Leadership Summits, and Make It Happen Innovation Grants. Nearly 70 grants, attached to at least one of the six teams- First Year Experience, Service Learning, Assessment &amp; Accountability, Writing in Disciplines, and Student Achievement &amp; Retention- have been awarded. Each semester team members meet to address individual goals and core objectives centered on learning &amp; student engagement. [2008]</p>
VP for Student Services	[In Progress] Include collegewide student participation in the advisory group for MyMC	<p>[Satisfactory] The Office of Information Technology has identified several students for participation in the advisory group for MyMC and has encouraged more students to work with them. [2009]</p> <p>[Satisfactory] VP of Student Services will work with VP of Institutional Effectiveness to monitor the student involvement. [2008]</p>

## Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

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*EVPASS; VP for Administration and Fiscal Services	[In Progress] (MSCHE) The importance and significance of the 'One College' concept should be reinforced in particular with reference to the current and future allocation of resources throughout the College.	[Satisfactory] With the current fiscal situation, the need for the College to closely examine all of its resources as part of the "One College" concept has become paramount. This examination, undertaken on a collegewide basis, is expected to result in the best possible decision making in regard to current and future resource allocations. [2009]
*Office of Information Technology; Institutional Advancement	[In Progress] Develop a plan and guidelines for the use of technology to improve communication.	<p>[Satisfactory] There has been use of technology to deliver communications content in the past year including automatic delivery of Inside MC Online daily news to desktop computers when signing in, and completion of testing of video conferencing in phase one for five campus sites. The important project of web redesign for the main College web page and thousands of department web pages has been funded and is underway under the sponsorship of the Web Design Team. Justification of further use of technology will be through the communications strategic plan. This plan was assigned to Dr. Baker as Interim Director of Institutional Advancement, until the naming recently of a new Director, Mr. Bruce Berman, and Director of Communications, Mr. Brett Eaton. All three have been working with Vicki Duggan and Donna Schena of the Office of Information Technology to be sure technology is integrated into the plan. A strategic communications audit is being conducted in March. After completion of the plan, the college will be able to determine the technology needs, as well as needs in other areas, under the direction of Institutional Advancement. [2009]</p> <p>[Satisfactory] The Office of Information Technology is implementing a video conferencing project to improve communication across campuses. Plans are underway to redesign the College's edu site and to implement a content management system to help assure that information on the web is both accurate and current. [2008]</p>
Deans group	[In Progress] Review the academic management and reporting structures between faculty and deans.	<p>[Satisfactory] Deans reviewed their respective unit reporting measures. [EVP office requests the status to remain as 'In Progress' in order to review this recommendation regularly.] [2009]</p> <p>[Satisfactory] Results of a survey on associate deans indicate mostly positive perceptions of those positions. [2008]</p>
Human Resources	[In Progress] (MSCHE) The College community should be notified of changed or added administrative positions. This will strengthen the understanding and rationale of various administrative structures throughout the College.	[Satisfactory] The Executive Vice President for Academic and Student Services spent an extraordinary amount of time visiting the campuses and governance groups explaining her organizational structure and plan for three vice presidential positions in that office ? VP of Academic Initiatives and Partnerships, VP for Institutional Effectiveness, and Vice President for Student Services. This is a model for notifying the College community of changed or added administrative positions. [2009]
	[In Progress] (MSCHE) The institution should attempt to fill all vacancies within the Department of Human Resources.	[Satisfactory] The Director of Employee Engagement vacancy is expected to be filled within the next 30 to 45 days. Other vacancies within the Office of Human Resources are expected to be filled as quickly as possible within the constraints of the current hiring freeze. [2009]

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Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Human Resources	[In Progress] Develop and implement a plan to review the entire job classification system.	<p>[Satisfactory] A collegewide Classification &amp; Compensation Focus Group was convened and met in January through March, 2008. The Group's recommendations were summarized in a report in April and such recommendations included, among other things, a collegewide classification study of all staff and administrative positions. As a result, a RFP was issued over the summer and at the September BOT meeting the Board awarded a contract to a consultant to perform the study. The results are expected in April with an anticipated implementation in FY10. [2009]</p> <p>[Satisfactory] Human Resources has established a focus group to examine classification and compensation issues as described under Standard 3. [2008]</p>
	[Completed] Evaluate the effectiveness of using faculty for non academic administrative work.	<p>[Satisfactory] Despite a shared belief that using faculty as full-time Administrative Associates benefits both the College and the faculty involved, recent fiscal concerns have resulted in the elimination of Administrative Associate positions. All faculty who held such positions have returned to their previous academic duties. [2009]</p> <p>[Satisfactory] Will survey units to determine if faculty are used for continuing non-academic administrative work or for ad hoc projects. If for continuing work, will evaluate the cost and effectiveness of using staff instead. [2008]</p>
	[In Progress] Explore the use of staff salary increases related to levels of performance.	<p>[Satisfactory] A sub-committee of the collegewide Classification &amp; Compensation Focus Group has been meeting over the last few months to develop a compensation philosophy.? This is currently in draft form and has been discussed with the full Focus Group as well. [2009]</p> <p>[Satisfactory] Review will follow the revision of the job classification system. [2008]</p>
	[In Progress] Review the current administrator evaluation process to ensure it is efficient, consistent, and objective.	<p>[Satisfactory] A proposal to convene a committee to determine if modifications to the current administrator evaluation process system is needed, has been presented to the President's Cabinet and will be discussed at the next P.I. meeting with the Executive and Sr. Vice President. [2009]</p> <p>[Satisfactory] The administrator performance review process has been streamlined to a three page memo with instructions published in January and February. The tools used are intended to be efficient, consistent, and objective. All administrators are finally reviewed by an executive vice president or president. Recommend the convening of a new committee to determine if modifications to the current system, now in existence for six years, are needed. [2008]</p>

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Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Office of the President	[In Progress] Refine the infusion of the 'One College' concept across the institution.	<p>[Satisfactory] The College has made significant strides in aligning curricula and providing consistency in faculty, staff, and resource allocations. Planning and budgeting are executed collegewide; faculty hold collegewide discipline meetings and groups of administrators, deans, VPPs and members of the ASSET committee are comprised of leaders from all campuses. The College will continue to value and promote the "One College" foundation and culture in the future. Under the direction of the Office of the President and as specified in the draft College Communications Plan, the College has instituted Collegewide best practices for infusing the ?One College? Concept into all College communications, processes, and activities. [2009]</p> <p>[Satisfactory] The College has made significant strides in aligning curricula and providing consistency in faculty, staff, and resource allocations. Planning and budgeting are executed collegewide; faculty hold collegewide discipline meetings and groups of administrators - deans, VPPs and members of the ASSET committee - are comprised of leaders from all campuses. The College will continue to value and promote the "One College" foundation and culture in the future. [2008]</p>
President's Executive Council	[In Progress] (MSCHE) There should be a continuing review of the administrative organization across the College including reporting capacity, the role and function of the academic chairs, and allocation of support staff.	[Satisfactory] A specialized consultant is under contract to the College to examine the current administrative organization including reporting, roles and functions of all academic and operational administrators, resource allocation, and support staff with a goal of creating recommendations for new operational and administrative efficiencies Collegewide. [2009]
VP for Administration and Fiscal Services	[In Progress] Include a consideration of cost, benefit, and percent of budget per student when conducting administrative evaluations of special programs.	<p>[Satisfactory] This recommendation is in progress. It is included in a larger project that will review administrative and academic programs. [2009]</p> <p>[Satisfactory] Our present accounting system is based on unit expenses and does not support this examination. Could work with the deans to estimate the costs of special programs. [2008]</p>

## Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
*Academic Assembly; Deans group	[In Progress] (MSCHE) Members of the College community should continue to promote integrity in student research and scholarship by developing and publicizing both the definitions of plagiarism and the instructional techniques that will enable students to ethically meet College approved research standards.	[Satisfactory] A committee has been in the process of gathering all activities being created and/or promoted by the college that address and support Academic Integrity. A response from the Deans of Student Development raised some areas that they want to improve in terms of the current inconsistent reporting of students and the development of a tracking system that could help identify multiple incidents per student. Reports are now being gathered from the other departments and offices at the college. Some of the activities being identified are the numerous workshops and retreats, both for native speakers of English and non-native speakers of English, and a tutorial and quiz that the libraries provide to students. [2009]

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*Academic Assembly; Deans group	[In Progress] Continue discussion among faculty of all disciplines to develop both definitions for plagiarism and instructional techniques to enable all students to meet the expectations of American research and scholarship.	<p>[Satisfactory] A subcommittee of Academic Assembly continues to work on further discussions among faculty to continue the work that has begun on the definition and instructional techniques that will enable all students to meet the standards set for Academic Integrity. [2009]</p> <p>[Satisfactory] Information literacy workshops and writing in the disciplines initiatives support this recommendation. [2008]</p>
General Counsel	[Completed] Continue ongoing review to ensure that the College is compliant with best practices and legal obligations.	<p>[Satisfactory] Doing so every day. [2009]</p> <p>[Satisfactory] Offices are participating in ongoing review. [2008]</p>
VP for Academic Initiatives and Partnerships	[In Progress] Update College community on international initiatives	<p>[Satisfactory] Renewed attention will be paid to international initiatives that the College engages in for student/faculty cultural exchanges and professional development for instructional faculty. The Office is developing a totally new, comprehensive Web site which will contain textual and pictorial accounts of partnerships with college and universities throughout the world. [2009]</p> <p>[Satisfactory] In reviewing the International Education Program at Montgomery College, attention will be paid to the numerous international partnerships that have occurred in recent years. [2008]</p>
VP for Academic Initiatives and Partnerships; *Director for Academic Initiatives	[In Progress] Explore alternatives for making more assessment information available to the public.	<p>[Satisfactory] Working in concert with the Director of Academic Initiatives, we are attempting to make the placement testing process at MC transparent to our feeder school system, MCPS. Meetings have been held with middle school and high school counselors to share placement testing practices. Also, ongoing discussions are occurring between MC and MCPS administrators, faculty, and staff to encourage curricular alignment. Additionally, a task force is currently working on the development of a MOU which will undergird data sharing between our two institutions. The recently established Pre-K through 20 Council is focused on creating a seamless educational pipeline for the students of Montgomery County. All of these activities will ultimately lead to an enhanced understanding of assessment practices within both educational institutions and greater transparency for the general public. [2009]</p> <p>[Satisfactory] In reviewing and strengthening the partnership between the College and the public education system, more information regarding the Appropriate Placement Policy and placement testing practices will be made available for public access. [2008]</p>

MSCHE - suggestion came from the Middle States visiting team on March 2008

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## Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
VP for Planning and Institutional Effectiveness	[In Progress] (MSCHE) It is recommended that the College develop an institutional assessment plan document with periodic progress reports for distribution to the College community.	[Satisfactory] All of the necessary components are in place, but the various institutional assessment processes each have their own document and distribution schedule. No single document exists at this time that consolidates College Area Review, Outcomes Assessment, Strategic Planning, PAR, CCSSE, Trustee's Reports, etc. The College will explore ways to articulate the assessment processes into one overall reporting document. [2009]
	[In Progress] (MSCHE) The College needs to devote more attention to the coordination of assessment processes and practices.	[Satisfactory] Most of the assessment processes and practices at the College are coordinated via the Office of Planning and Institutional Effectiveness. There is continual effort to synchronize timing of surveys, collection of data and information. [2009]
	[In Progress] (MSCHE) The goals, objectives, and results should be communicated in a manner that can be more fully understood by the entire college community.	[Satisfactory] The Office of the Vice President for Planning and Institutional Effectiveness compiled and disseminated the FY08 Strategic Plan Assessment Report in a variety of formats and venues. An Assessment Highlights document was distributed at the Fall Opening Meeting and posted on Inside MC. The full Assessment Report was posted on the public website and distributed through Inside MC and individual unit reports were prepared and distributed. Additionally, the FY09 Strategic Plan Highlights and Initiatives document was prepared, posted, and distributed through Inside MC and on the VPPIE website. [2009]
	[Completed] Continue the effort to streamline assessment processes under the new College Area Review process, reviewing the links of responsibility for various College units and academic programs.	[Satisfactory] Streamlining of the assessment processes was completed in FY 2008. [2009]
	[In Progress] Enhance data reporting by fully implementing online database tools for managing the College Area Review process. In addition, make use of online tools for managing the development and analysis of unit plans with systematic links to College goals and objectives.	[Concern] An online database tools for CAR is not in place. In 2008, CAR worked diligently with OIT to evaluate various applications, including a homegrown application, TracDat and CurricuNet. CurricuNet was recommended for procurement. The procurement process is on-hold at the moment to await OIT to complete their technical feasibility assessment for CurricuNet. [2009]
[In Progress] Establish guidelines for consistency, while recognizing that campuses may have good reasons for differing implementation of programs.	[Satisfactory] Working with contractor from Information Technology to address this issue. [2008]	
		[Satisfactory] There is ongoing discussion among the Executive team to review the various processes. In 2008, a chair and coordinator ESH allocation model has been put in place across the College to assign ESH based on enrollment, staffing and programs. Recognizing the uniqueness of various disciplines, an appeal process is institutionalized to address any exceptions. [2009]
		[Satisfactory] The Outcomes Assessment process recognizes there may be campus specific as well as collegewide recommendations. [2008]

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## Standard 8: Students Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Director of Enrollment Management	<p>[Completed] (MSCHE) The College should finalize and implement its Enrollment Management plan.</p> <p>[Completed] Finalize the updated Strategic Enrollment Management Plan, and ensure the continued coordination between enrollment management and marketing.</p>	<p>[Satisfactory] The EM Plan was finalized and approved in Summer of 2008. It was presented to and adopted by all constituencies during the fall 2008 semester. [2009]</p> <p>[Satisfactory] The Plan has been finalized, presented to all constituencies, and adopted college-wide. The A &amp; EM team works hand-in-hand with the Marketing team. All activities are jointly discussed and evaluated. [2009]</p> <p>[Satisfactory] Director of Enrollment Management is drafting an updated plan. [2008]</p>
VP for Student Services; *Deans of Student Development	<p>[In Progress] Consider ways to collect and report accurate goals and students support needs.</p> <p>[In Progress] Continue to offer programs and services to support retention and success, with a renewed focus on Hispanic and African-American students.</p>	<p>[Concern] The Deans of Students have submitted a request for a collegewide student tracking system through the strategic planning process. It is being considered by IT and given a high priority by the EVPASS. A needs assessment has been conducted and submitted for consideration. It is our understanding that funding is available. We are ready to proceed! [2009]</p> <p>[Satisfactory] Student tracking system will support this recommendation. [2008]</p> <p>[Satisfactory] Programs such as Global Connections and Men of Color continue to be offered. There has been a renewed effort to increase enrollment in the First Year Experience Courses, as retention data shows that students of all racial backgrounds return at a higher (than average) rate if they complete a DS course. In addition, efforts are being made to make advising "mandatory" at specific credit levels. To fully implement this, additional counselors would be needed. [2009]</p> <p>[Satisfactory] Plans include continuance of various programs and awards celebrations that focus on Hispanic and African American students. [2008]</p>
	<p>[In Progress] Develop a process for students to reassess their goals on an ongoing basis.</p>	<p>[Satisfactory] The Advising Steering Group has been re-energized and has proposed three contact points for all students-- new, at the 16th credit, and at the 30th credit. There is general agreement that more of a developmental advising model is needed. The A.S.G. is working on how this would be staffed, and what kind of computer support is possible. [2009]</p> <p>[Satisfactory] Student tracking system will enable students to reassess their goals. [2008]</p>
	<p>[In Progress] Evaluate and make improvements in the advising and registration process.</p>	<p>[Satisfactory] The re-energized Advising Steering Group is addressing advising issues. A lot of progress has already been made. For example, a counselor has been identified at each campus to develop and implement a collegewide advising training program beginning in the fall of 2009 through the CTL. Any issues related to registration will be forwarded to the office of enrollment management. [2009]</p> <p>[Satisfactory] A reconstituted collegewide advising steering committee is working to address these issues. [2008]</p>

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## Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Office of Information Technology	[In Progress] Continue budget initiatives for a collegewide tracking system to conduct meaningful, collegewide outcomes studies for student development areas.	<p>[Satisfactory] Budget including staffing was obtained for collegewide tracking systems based on studies over the past three years including a detailed study of the needs of student development by OIT and the Student Development Deans. The funding also included other areas requesting tracking and as a result additional studies have been started to determine if systems can be obtained to meet the additional needs. While the report is satisfactory in progress considering other area needs, depending on the length of the study implementation for the student development areas will be later than originally planned and at some point a decision may be needed to implement this part of the college tracking system separately. For this recommendation, the Student Development Deans have been meeting with OIT operation units and planning units to complete the study, and my understanding is their portion of the study is completed. [2009]</p> <p>[Satisfactory] Student tracking system is included in the budget for FY 09. [2008]</p>
VP for Student Services; *Deans of Student Development	<p>[In Progress] (MSCHE) Examine the college-wide advising system to ensure that students who need advising receive it appropriately and that advising practices are assessed in relation to current national advising pedagogy.</p> <p>[Completed] (MSCHE) The College should more prominently and widely publish its existing statement regarding student complaints or grievances to ensure that they are easily accessible to students.</p> <p>[In Progress] Conduct an examination of the collegewide advising system to ensure that students who need advising receive it appropriately and that advising practices are assessed in relation to current national advising pedagogy.</p> <p>[In Progress] Investigate ways to improve student access to counseling, testing, and tutoring services during peak periods.</p>	<p>[Satisfactory] The Advising Steering Group started by looking at various advising models and reviewing the results of the advising survey which was measured the advising learning outcomes of students at the 15, 30, and 45th credit. The A.S.G. also looked at the 2006 and 2008 CCSSE results. A proposal for advising is in draft form and is being considered for IT and staffing implications. [2009]</p> <p>[Satisfactory] A full page on "how to get help" was added to the Student Insider's Guide which is given to every new student. It is also on the First Year Experience website. In addition, the policies are available on the web via the Student Code of Conduct and Policies and Procedures (P&amp;P). However, the Insider's Guide is written in more student-friendly language. [2009]</p> <p>[Satisfactory] National advising models and best practices have been examined by the Advising Steering Group to determine what changes might be needed at MC in current advising practices. In addition, an advising survey was conducted and is being evaluated to help determine any "gaps" in advising. Counselors regularly attend NACADA and are often presenters on our own best practices. [2009]</p> <p>[Satisfactory] Student tracking system will support this. Banner advising screen being developed will be more user-friendly. Advising audit (NACADA) is being considered by the advising steering committee. [2008]</p> <p>[Satisfactory] Testing schedules have been coordinated between campuses. Funds for summer advising during the summer of 08 were used for advising services only (no special projects) due to the collegewide limits on summer esh which stabilized the amount of advisors available. Some "advisor sharing" occurred between campuses. [2009]</p> <p>[Satisfactory] College has implemented an electronic advising program as an alternative to in-person advising. Increased marketing of First Year Experience courses, such as DS 107, support expanded counseling connections. [2008]</p>

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Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
VP for Student Services; *Deans of Student Development	[In Progress] Review and implement the recommendations of the 2006 DSS report.	<p>[Satisfactory] The temporary assistive technology specialist has been made permanent with a collegewide coordinating focus. Funds have been made available for assistive technology in FY 09. The ADA Coordinator job description has been written and review by DSS counselors; however, it is waiting for a procedure to request exemption to the hiring freeze before it can move forward. [2009]</p> <p>[Satisfactory] Developed a job description for the Coordinator of ADA/DSS, with plans to hire in FY 09. [2008]</p>

## Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
*Academic Assembly; Deans Group	[In Progress] Fully implement the formal process to assess departments chairs, including peer evaluation as well as dean evaluation	<p>[Satisfactory] The Faculty Issues committee has been working on the department chairs evaluations. Feedback from peers and deans have been worked into their evaluation. They hope to have this approved this spring and ready for implementation in the Fall 2009 semester. [2009]</p> <p>[Satisfactory] The process to assess faculty in their roles as chairs is being considered by the Faculty Issues Committee. Members have developed a draft evaluation that has been piloted on a limited scale. The collegewide deans will encourage the use of this tool on a broad basis. [2008]</p>
*Academic Assembly; Deans Group;	[In Progress] Consider revisions to the full-time faculty evaluation format, especially to take into account the evaluation of nonteaching roles, such as that of administrative associate.	<p>[Satisfactory] The Faculty Issues committee has been working on the revision of the full-time faculty evaluation forms. They have received feedback from faculty, Chairs and Deans. Their plan is to have the revisions approved by the end of the Spring 2009 semester. [2009]</p> <p>[Satisfactory] Faculty Issues Committee of the Academic Assembly has established a committee to address these concerns. [2008]</p>
*Deans Group; Human Resources	[In Progress] (MSCHE) A plan for utilizing more full-time faculty should be developed to address the difficulty in finding adjunct faculty in some departments.	[Satisfactory] Doing so is budget dependent. The Dean's group continues to study faculty workload, especially the amount of ESH and type of work the ESH represents. [2009]
*Human Resources; Deans Group	[In Progress] Increase formal and informal part-time faculty recruitment to assure that part-time faculty are available to staff the growing numbers of course sections. Proactively recruit applicants, and routinely provide applications to departments for review.	[Concern] While part-time faculty hiring efforts have improved, OHR is concerned about the volume of applications received as compared to the number of applications requested by the departments. As noted, OHR would like to establish a Collegewide focus group to further enhance the faculty hiring process. [2009]

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*Human Resources; Deans Group		<p>[Satisfactory] HR is working with deans to have chairs and faculty anticipate needs and contact faculty recruiter as early as possible. Examining ways to respond to non-exempt employees' interest and ability to teach part-time. Currently there is a conflict with the fair labor standards' overtime regulation. [2008]</p> <p>[Satisfactory] Human Resources has increased the number of ads placed in the Chronicle of Higher Education for difficult-to-fill part-time faculty positions. The part-time faculty fairs were suspended because of insufficient applicants for the effort expended. Might be worthwhile to re-institute these fairs with much targeted advertising preceding them. Also, will continue to hire retired faculty, perhaps advertising more widely and sending letters early each summer to inquire of their interest. [2008]</p>
*VP for Administrative and Fiscal Services; Human Resources	[In Progress] Subsidize the tuition for part-time faculty to take classes at Montgomery College.	[Satisfactory] Will await the results of the on-going labor negotiations [2009]
Deans Group	[In Progress] Develop a collegewide template and timeline for the part-time faculty evaluation process.	<p>[Satisfactory] Will make a recommendation through the FY09 policy/procedure changes to allow part-time faculty to utilize Tuition Waiver for classes at Montgomery College. Fiscal impact should be minimal since nearly one third of the part-time faculty are already eligible under current policies and procedures. [2008]</p> <p>[Satisfactory] Developing a college-wide standard evaluation tool for adjuncts by Fall 09. [2009]</p> <p>[Satisfactory] Department chairs conducted a survey to determine what evaluation instruments are being used and at what intervals. The survey confirmed that the evaluation process varies among departments and across campuses. The collegewide deans will address the issue more fully. [2008]</p>
Human Resources	[Not Started] Increase current unit professional development/distant travel monies or broaden the scope of Educational Assistance Program funding to cover distant travel in order to facilitate increased faculty participation in conferences and off-campus meetings.	[Concern] In light of the current fiscal situation, the Office of Human Resources has concerns about the economical implications associated with expanding the use of EAP (Educational Assistance Plan) funds to cover non educational expenses. EAP dollars were originally intended to provide employees with funds for job-related professional development opportunities. Whether this meant pursuing additional degrees, or taking classes, attending seminars and conferences. EAP funds were never meant to cover travel expenses as departments had funds available to them for this purpose under their professional development funds. If EAP funds are expanded, there will be a need for additional funding. Further discussion on this topic will be assessed as part of the Policy and Procedure Chapter III Review. [2009]

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Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Human Resources		[Satisfactory] Will make a recommendation through the FY09 policy/procedure changes to allow use of EAP funds for distance travel costs. Though there will be a fiscal effect, annual EAP fiscal limits will minimize the overall impact. [2008]
	[In Progress] Streamline full-time faculty hiring processes as well as the hiring committee's workload.	[Concern] The Office of Human Resources continues to streamline the faculty hiring process by beginning the recruitment process for budgeted positions as soon as a position becomes vacant. Rather than wait until January to advertise with a onetime printed publication for example, OHR began advertising online at various Web sites every two weeks during the recruitment period. In addition, search committee training for faculty was offered in January in conjunction with professional week. Also, the faculty recruiter tracked the progress of each search and offered the search committees personalized attention as needed. As a result of these and other efforts, OHR has assisted in successfully filling 75%-96% of all full and part-time faculty vacancies ranging from 43-64 positions during the fall semester over the past three years. As with the staff hiring process, OHR would like to establish a Collegewide focus group to assess and further enhance the faculty hiring process. In addition, OHR will seek further input from the College community as part of the Policy and Procedure Chapter III Review. [2009]
		[Satisfactory] One consideration is to have permanent search committees that are always trained and ready to go; that would need to be decided by departments. All of the previous items listed by HR for staff would also apply to streamlining the hiring process for faculty. [2008]

## Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
*EVPASS; VP for Administration and Fiscal Services	[In Progress] (MSCHE) The College should investigate whether creative applications of class scheduling, distance education, and/or College calendaring could relieve some of the educational programming constraints being experienced because of physical capacity limitations.	[Satisfactory] The College has been creative in scheduling winter sessions that have steadily increased enrollment in recent years. Also, the College, which has offered distance education through its credit and non-credit programs for many years, has recently doubled enrollment in online credit courses. The number of blended courses as well as the number of classes offered at off-campus locations continues to increase. Director of Admission and Enrollment Management, VP/Provosts, and Deans worked to increase alternative times and length of courses offered for the 2010 academic year. [2009]
*Gen-Ed committee; Deans Group	[Not Started] (MSCHE) When the General Education curriculum revision is completed, the College may wish to consider whether to expand learning communities or linked-courses offerings in the delivery of general education in order to increase the likelihood of student success.	[Concern] The General Education curriculum revision will be completed in September 2009. At that time, the General Education Committee will investigate whether expanded learning communities or linked courses could be expanded to increase offerings for students. Currently, the Renaissance Scholars program offers linked/paired general education courses to evening honors students. [2009]

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Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
*VP for Administration and Fiscal Services; EVPASS	[In Progress] Continue funding support and institutional encouragement for initiatives which build on the premise that all knowledge interconnects.	[Satisfactory] This recommendation will be considered as a component of our program review and resource allocation processes. [2009]  [Satisfactory] Strategic planning & budgeting process will ensure that learning-centered initiatives are included in the budget. [2008]
Deans Group	[In Progress] (MSCHE) The College should review operating policies and procedures in the tutoring/learning center programs to ensure consistency of operation across all three campuses.	[Satisfactory] This issue is being addressed through the CAR process. The CAR review was conducted in 2008-09. [2009]
Director of Enrollment Management	[In Progress] Continue to monitor the winter session and other alternative course formats for consistency in course outcomes and objectives.	[Satisfactory] We have just completed our third year of Winter Session and the grades continue to significantly exceed those earned for the same courses in a regular semester. Follow-up studies on performance in subsequent courses the first two years indicated a continued high level of performance. The College has not yet undertaken such a study for Distance Learning and Blended courses. [2009]  [Satisfactory] Students who enrolled in winter session 2007 did very well in subsequent spring courses. The enrollment and grade distribution for students in 2008 will be evaluated and the outcomes forwarded to the Outcomes Assessment Committee to ensure that the courses are included in the appropriate assessment processes. [2008]
EVPASS	[Completed] Create a comprehensive listing of the College's accreditation memberships in a format that is accessible to the College community.	[Satisfactory] After contacting various faculty and deans, the list of the College's accreditation memberships has been updated. The revised list will appear in the upcoming College catalog where it can be accessed by the entire College community. [2009]  [Satisfactory] A list of accreditation exists in the Office of the EVPASS. The collegewide deans have reviewed the list and will submit any updates to that office. [2008]
Office of the President	[In Progress] Continue to advocate at the country and state level for full funding of proposed capital improvement projects.	[Satisfactory] Ongoing initiatives to press for funding will continue at the county and state levels. [2009]  [Satisfactory] Ongoing initiatives to press for funding will continue at the county and state levels. [2008]
VP for Administration and Fiscal Services	[Completed] (MSCHE) It is suggested that the organization and reporting structure for the libraries be reviewed to determine whether some organizational modification could facilitate integrating the library's instructional support function into the academic mainstream of the College.	[Satisfactory] The reporting structure for the libraries were reviewed. We now have to decide whether it is properly aligned to better support the academic programs of the college. [2009]

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## Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
*Academic Assembly; VP for Planning and Institutional Effectiveness; Deans Group	[In Progress] Develop a general education resource and communication plan for faculty and students.	<p>[Satisfactory] The General Education Committee has developed an active website where their on-going work is posted and feedback is gathered. Members of the committee are also available to attend other meetings, as requested. [2009]</p> <p>[Satisfactory] General Education Committee is in the process of addressing this. [2008]</p>
*Academic Assembly; VP for Planning and Institutional Effectiveness	[In Progress] Continue to pursue a revision of the general education program.	<p>[Satisfactory] The General Education Program was voted on and approved in the spring of 2008. The Speech and Health foundation courses were maintained. At this time, courses continue to be reviewed to determine if they meet General Education status as well as how they are incorporating the competencies and proficiencies into their courses. [2009]</p> <p>[Satisfactory] The revision of the General Education Program is in process and nearing completion. [2008]</p>
*General Education Committee; Academic Assembly	[In Progress] (MSCHE) Montgomery should make every effort to adhere to the Gen Ed Assessment Plan timeline.	[Satisfactory] The General Education Assessment Plan is developed and administered by the College Outcomes Assessment Team (COAT). The General Education Committee supports COAT efforts by making faculty aware of general education competencies through discipline meetings and the on-going General Education Review Process, which is generating a list of the two primary competencies and related assessment activities for every general education course, to be completed in September 2009. The Academic Assembly hears reports from both the COAT group and the General Education Committee. [2009]
*General Education Committee; Outcomes Assessment Team	[Completed] Continue to pursue the creation of additional competencies or areas of proficiency.	<p>[Satisfactory] At the recommendation of the General Education Committee, the faculty voted to update the language of two of the five general education competencies and added two new "Areas of Proficiency." These areas cover abilities we hope students will acquire that were not previously addressed in the general education program. The new areas are: "Arts and Aesthetic Awareness" and "Personal, Social and Civic Responsibilities." [2009]</p> <p>[Satisfactory] Agreed to MHEC and Middle States mandates; will need to obtain recommendations from the General Education Committee to complete. [2008]</p>

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Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
<p>*Outcomes Assessment Team; VP for Planning and Institutional Effectiveness</p>	<p>[In Progress] Include a member of the General Education Committee on the Outcomes Assessment team.</p>	<p>[Concern] While we have made some progress with this recommendation, we have not fully completed it. General Education members attended the December OA Plan review session where we reviewed the OA plans for the Beta OA groups. The Gen Ed committee members provided good feedback on the various Gen Ed assessment plans. COAT also worked with Gen Ed to develop a Collegewide Faculty meeting agenda and discussion about Gen Ed Competencies held during the Jan 2009 Professional week. We scheduled COAT meetings on alternate Thursdays at a compatible time for the Gen Ed committee meetings to better facilitate Gen Ed attendance at COAT meetings or vice versa. There is better collaboration between the Gen Ed committee and the COAT, but to date, there are no members of Gen Ed regularly attending COAT meetings. [2009]</p> <p>[Satisfactory] The Outcomes Assessment Team continually seeks the input of the General Education Committee, as appropriate. [2008]</p>
<p>General Education Committee</p>	<p>[In Progress] Identify general education courses in the Schedule of Classes, and include general education outcomes information in the syllabus.</p>	<p>[Concern] All courses offered in the General Education Program will list general education outcomes information beginning in Spring 2010. This information is being gathered as part of the General Education Course Review Process which will be completed in September 2009. No progress has been made on noting current general education courses in the Schedule of Classes. A goal of the General Education Review is to identify general education courses in the Schedule in Spring 2010. [2009]</p> <p>[Satisfactory] The General Education Committee will submit a list to the Director of Enrollment Management to include in appropriate publications. [2008]</p>
<p>VP for Academic Initiatives and Partnerships</p>	<p>[In Progress] Pursue additional general education transfer articulation agreements.</p>	<p>[Satisfactory] General education transfer articulation agreements are being forged on an ongoing basis. With a staff member who is charged with overseeing the process of establishing and maintaining articulation agreements, the process will become more systematized. [2009]</p> <p>[Satisfactory] This is an ongoing process that will be strengthened by the outcomes of MC's internal review of general education. [2008]</p>
<p>VP for Student Services; *Deans of Student Development</p>	<p>[In Progress] Develop an aggressive advising program for general education.</p>	<p>[Satisfactory] A collegewide advisor training program is being developed and will be offered beginning the fall of 2009. In addition, DS 107 instructors and advisors/counselors focus on the importance and purpose of general education during MAP, IMAP, eMAP, and one-to-one advising sessions. Written and online materials are readily available on the General Education Program. [2009]</p> <p>[Satisfactory] The First-Year Experience outcomes require that all students have an advising plan that includes general education, as appropriate. A collegewide educational planning template will be developed by the advising steering committee. [2008]</p>

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## Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
CAPDI (Collegewide committee for Assessment, Placement, and Developmental Issues)	[In Progress] Examine appeals processes for all students to ensure fairness and appropriate placements.	[Satisfactory] CAPDI workgroup is finalizing recommendations for consideration by CAPDI. As part of their charge they presented (February 2009) a draft update of Procedures 58002CP to reflect current and recommended practice. At the next CAPDI meeting (June) they will have specific recommendations regarding ongoing implementation and communication about assessment and placement procedures. [2009]
		[Satisfactory] Committee on Assessment, Placement, & Developmental Issues is reviewing placement processes for special populations, such as College Institute, Montgomery Scholars, Biomedical Scholars who benefit from additional information. Will recommend any needed changes in placement policy. [2008]
CAPDI (Collegewide committee for Assessment, Placement, and Developmental Issues)	[In Progress] Develop suitable curriculum and placement instruments for non-native students; continue to investigate placement instruments for speaking tests, including appropriate hardware.	[Satisfactory] AELP subcommittee of CAPDI continues to investigate alternative instruments for assessment and placement of students whose first language is not American English. One test developer was working on a test for community college students but has abandoned this project. The subcommittee is recommending that there be a pilot in which the cutoff scores are changed in the hope of reducing the number of students who are moved during the first day check on placement test. If successful, it may not be necessary to test everyone on the first day of classes. [2009]
	[In Progress] Facilitate faster tracks for advanced American English Language Program students to take credits courses.	[Satisfactory] The AELP program worked with ETS to develop a new assessment instrument; effort was tabled. Now working to determine how current instrument's matrices can be improved to make better discrimination levels. [2008]
		[Satisfactory] There has been some discussion among AELP faculty about submitting a proposal to CAPDI that would permit AELP students taking their last AELP course to take a designated credit course. Those who are working on this proposal are in discussion with discipline faculty to find a suitable course for this pilot. [2009]
		[Satisfactory] General Education program revision proposes to leave the assessment level for General Education Courses up to the individual disciplines. [2008]
Distance Learning Office	[In Progress] (MSCHE) Continue to build faculty and counselor engagement with Distance Learning.	[Satisfactory] A brochure on distance learning was created so that counselors had a document to provide to students who express an interest in this type of course. In addition, the new director of distance learning is working on meeting with counselors to form a partnership so students are ready to take a distance course. [2009]
	[Completed] (MSCHE) Develop a better assessment tool to determine student readiness for online learning.	[Satisfactory] The Office of Distance Learning has implemented a web-based assessment tool that helps determine a student's readiness to take an online course. READI examines a student's preferred learning style and technical, typing and reading skills. [2009]

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\* -- signifies the primary responsible party entering the status updates

## Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
Distance Learning Office	[In Progress] (MSCHE) Develop outcomes and assessment for Office of Distance Learning.	[Satisfactory] The Office of Distance Learning is in the process of creating outcomes and assessments that will focus on increasing distance learning enrollment and training, and improving student retention and success. [2009]
	[Completed] (MSCHE) Strengthen outreach to students who demonstrate difficulties with online learning early in the courses.	[Satisfactory] For the spring 2009 semester, emails were sent to more than 900 late-registering students advising them of the various student services available to distance students. Registering late for distance classes is a factor in dropout rates. In addition, campus distance learning orientations and a drop-in question-and-answer session were held prior to the start of the semester to further prepare students. [2009]
	[In Progress] Create a process more closely involving all constituencies in decisions regarding distance learning contracted services: fill gaps such as online tutoring in online student services.	[Satisfactory] In response to this suggestion, the Distance Learning Advisory Committee was formed to provide a collegewide focus on distance learning. Discussion will include examining course management systems and possible online tutoring. Members include administrators, faculty, staff and students. In addition, the Distance Learning Task Group examines issues pertinent to faculty and deans. [2009]
		[Satisfactory] The Offices of Distance Learning & Information Technology are collaborating to improve current services and make changes when contract expires. Links to Online Student Services Center and two special WebCT sites support online students. Services are comprehensive with the exception of online tutoring; a Web specialist, hired in Jan. 2008, will work to improve all services. [2008]
	[In Progress] Develop a unified research and data plan that quantifies key factors affecting learning students, particularly regarding attrition in courses offered at a distance.	[Satisfactory] The Office of Distance Learning gathers data each semester that identifies student success in distance courses. Increased attention needs to be given to reporting this information to the college community. In addition, the ODL has created an Online Student Retention Project that aims to address and reduce the problems of dropout and lack of success in online courses. This project is in the first year of a three-year implementation. [2009]
	[Satisfactory] Directors of Distance Learning were trained in Dec. 2007 on software that can track retention and success for distance and blended courses, enabling the identification of areas in need of improvement. The DL Task Group and the Office of DL are conducting a pilot using software from course management system. Online student evaluations will be fully launched in fall 2008. [2008]	
EVPASS	[Completed] (MSCHE) The College should consider organizing information about Assessment of Prior Learning in the college catalog in one place, perhaps cross-referencing appropriate departments as needed, for ease of understanding by staff and potential students.	[Satisfactory] The College catalog for 2009-2010 will include information about the Assessment of Prior Learning. This information will explain transfer of credits from other postsecondary institutions, Advanced Placement and International Baccalaureate examinations, the College Level Examination Program (CLEP), as well as credit by examination for courses with a CE designator in the College catalog, and credit by learning assessment through the Portfolio Development Program. [2009]
Outcomes Assessment Team	[Not Started] (MSCHE) The College should develop measures for the assessment of certificate program outcomes.	[Satisfactory] One of the priorities for the 2009-2010 academic year is exploring the feasibility of assessing program outcomes. [2009]

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WDCE	[In Progress] (MSCHE) Develop a regular opportunity for individuals in the college with responsibility for business outreach to meet and exchange information and plans to better coordinate college's relationships with area businesses.	[Satisfactory] A quarterly meeting with Institutional Advancement is now standardized and current business partnering activity is shared by all attending. We should engage Student Employment Services in these meetings. [2009]
	[In Progress] Enhance the description and marketing of certificate programs, and explore ways to make closer connections between credits and noncredit areas.	[Satisfactory] Certification and credential programs are expanding in large part by campus departments assistance in structuring appropriate course offerings as well as linking the offerings to the degree program outreach materials [2009]  [Satisfactory] Developed additional web pages on program options; increased recognition of pre and post degree noncredit options. Expanded co-listing of non-credit and credit introductory courses; non-credit follows credit department's recommendations and supplements credit offerings with further specialization. Increased collaborative grant activities with credit and noncredit have occurred in the areas of childhood education, health sciences, automotives, and building and construction trades. [2008]
	[In Progress] Review the policy of limiting noncredit enrollments in co-listed courses, and establish systematic procedures for evaluating all noncredit offerings.	[Satisfactory] Present departmental judgement on number of colisted seats is appropriate. Course offerings are reviewed from a student evaluation perspective, from a course enrollment perspective, and from an instructor evaluation perspective. Student learning outcome activities are underway in each instructional area as well [2009]  [Satisfactory] Also used student interest to evaluate offerings; low enrollment results in dropping more than 75 courses each year and revising offerings to suit demographics, market conditions, licensure and certification requirements. [2008]  [Satisfactory] Changed employer evaluations from an annual schedule to an ongoing survey following each course delivery. At end of each semester, students evaluate courses and instructors; program coordinators monitor the outcomes and make decisions regarding courses, instructors, and needs for professional development. [2008]  [Satisfactory] Documented successful completion rate of courses with end of course mastery or proficiency exams, such as, ESL, AELG, HS, and AT and analyze factors of concern regarding success rate. [2008]  [Satisfactory] Developed a process for monitoring co-listed enrollments that views credit and noncredit tallies on same page and has a balancing tool to adjust available seats. [2008]

## Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Office Responsible	Status of Suggestions from Self-study Report or MS Team Report	Progress Updates
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*Deans Group; Outcomes Assessment Team	[In Progress] (MSCHE) Course syllabi should be audited to ensure that student learning outcomes are formally communicated in all courses.	[Satisfactory] Ongoing. [2009]
*Outcomes Assessment Team; College Area Review committee	[In Progress] (MSCHE) The College 2005 Assessment Plan should be updated to include the proposed general education, OA and CAR processes.	[Satisfactory] The plan is currently being rewritten to include many modifications and refinements to the OA plan including better coordination with CAR and a process for tracking and reviewing recommendations. A draft should be complete by May 1, 2009. [2009]
*Outcomes Assessment Team; Deans Group	[Not Started] (MSCHE) The College should develop measures for the assessment of discipline/program outcomes.	[Concern] We are still getting faculty to buy into comprehensive course assessment with demonstrable results. We have made significant progress on this; however, we do not have the resources to devote to expanding to discipline and program outcomes, and we feel that pushing too far will undermine the progress we have made Collegewide on assessment. Ideally, we will be able to start looking at this next year in terms of connecting it to current course assessments- That is, we hope to find a way to use combination of indirect assessment measure and direct course assessments to look at program outcomes. [2009]
	[In Progress] Implement further reliability studies and assessment pilots, and encourage disciplines to norm assessments, as appropriate, to encourage consistency of scoring.	[Satisfactory] At this point, we are still attempting to develop assessment points (standards) for each Gen Ed competency. Until these are established and adopted by the Gen Ed committee, we cannot complete reliability studies as it will be difficult to correlate data to make any meaningful report. We continue to encourage disciplines to norm rubrics, when appropriate, but we cannot force them to. In one of the new workshops we are offering, the use of rubrics and norming is covered. While this doesn't directly address faculty involved in assessment, necessarily, hopefully the practice of norming will become more commonplace at the College. [2009]
		[Satisfactory] Outcomes Assessment Team adjusted the cycle of assessment for courses to include all those with 10 or more sections offered in a spring or fall semester. This increases the number of courses participating in assessment beyond those of General Education. The team is encouraging disciplines to involve many full-time faculty in the pilot and increase the required percentage in the next academic year. Team will collect samples and complete reliability studies on General Education assessment as part of the regular cycle. Team is working on Information Literacy and will hold a series of workshops on those standards for faculty. [2008]
*Outcomes Assessment Team; VP and VP/Provost Group		[Satisfactory] The Outcomes Assessment Team notifies units who are to be included in review and also distributes the results to each unit. [2008]

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<p>*Outcomes Assessment Team; VP and VP/Provost Group</p>	<p>[In Progress] Develop a communications plan that articulates the purpose of various assessment efforts at the institution and that includes procedures for centralizing assessment responsibilities, and for disseminating results and gathering feedback.</p> <p>[In Progress] Develop a plan to ensure appropriate implementation of OA-driven change; include training and professional development for part-time faculty.</p>	<p>[Satisfactory] We have a structure in place that addresses this recommendation. The COAT is structured to do this; however, we need to continue to improve the functioning of the COAT in this area. We have standardized the meeting times for COAT and invited the Deans and other interested constituents to the OA plan review to involve them in a discussion about the plans. We have set aside time during the Jan Prof week for disciplines to discuss OA plans, results and recommendations. We continue to publish an OA newsletter/update. We have added a position on the COAT that is a special assistant who is responsible for keeping track of documents and disseminating things. Many of the elements of this plan are included in the forthcoming revision of the MC OA Plan. [2009]</p> <p>[Satisfactory] We have developed and offered several new OA related workshops and expanded the number of people who can lead workshops. We have designed several new workshops, but have not had the opportunity to offer them yet. We have tentatively designed an series of OA workshops that could function like a curriculum. We will work with the CTL to schedule and offer these workshops next year, and we will talk to the CTL about creating an OA PD Certificate of some type. Additionally, we are compiling a list of OA texts and resources for the CTL to have on hand for faculty and staff. We have worked with CAR team to develop a recommendations process to "close the loop" and ensure that recommendations are meaningful and that disciplines implement them. This process includes the Executive Vice Presidents and the Provosts. It also means the OA recommendations are rolled into the CAR process and tracked there. We have opened meetings to the Deans or Discipline representatives when we review OA plans to ensure the quality of the assessment projects. We have instituted a formal review of the data reports by COAT to provide targeted suggestions based on the data for the disciplines to respond to. We have revised the recommendations forms, instructions and process to ensure that recommendations are meaningful, action oriented, related to student learning and based on the data and assessment process. [2009]</p> <p>[Satisfactory] Outcomes Assessment Team is getting recommendations from faculty groups and will relay information to HR. CPOD Initiative: Information on Outcomes Assessment is provided at the New Faculty Information Fair each August and January. Professor Veneruso, from Outcomes Assessment, attends each session, answering questions and providing materials to support and promote outcomes assessment. [2008]</p>
<p>*Outcomes Assessment Team; VP for Planning and Institutional Effectiveness</p>	<p>[In Progress] (MSCHE) Assessment training opportunities should extend to discipline chairs and deans.</p>	<p>[Satisfactory] We are in the process of developing additional formal workshops to develop a series of offerings on Outcomes Assessment. Additionally, we are exploring the idea of an institute or OA certificate with the CTL. Deans and Chairs will be encouraged to attend these workshops. Additionally, we have opened OA feedback sessions to Deans and/or Dean representatives. This past year this included several chairs. In the future, we will look creating a session as part of the LDI or other leadership trainings at MC. [2009]</p>

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<p>*Outcomes Assessment Team; VP for Planning and Institutional Effectiveness</p>	<p>[In Progress] Develop a procedure for clearly linking, tracking, disseminating recommendations and follow-up with planning and outcomes, and investigate ways to streamline the processing of the data generating by AARs.</p>	<p>[Satisfactory] Outcomes Assessment Group has begun to actively use TracDat to collect data and plans to have the courses that completed the OA process fall 2007 fully entered into the system. [2008]</p>
		<p>[Satisfactory] We have worked with CAR to develop a process for incorporating OA generated recommendations into CAR recommendations. Recommendations from disciplines are reviewed by COAT, which includes the CAR coordinator, and recommended or returned to the discipline for revision. The Recommendations are then forward to the EVP's for final approval and approved recommendations are put into the discipline CAR recommendations. Yearly follow up on the recommendations is then part of the CAR process. We have worked with CAR to encourage disciplines to use CAR data to identify things to assess, and to use OA data are part of the CAR. [2009]</p>
<p>*VP for Planning and Institutional Effectiveness; Outcomes Assessment Team</p>	<p>[In Progress] (MSCHE) Direct measures of student learning should be incorporated within the Academic Area Review process. Outcomes Assessment results should be utilized in conjunction with direct assessment of discipline outcomes.</p>	<p>[Satisfactory] The results of OA analysis are part of the foundation data for AAR discipline course data report. [2009]</p>
<p>College Area Review committee</p>	<p>[Completed] (MSCHE) The College should incorporate regular external review in the AAR.</p> <p>[In Progress] (MSCHE) The inclusion of a student representative on the College Area Review Committee should be considered.</p>	<p>[Concern] Due to budget constraints we are not able to follow through on this suggestion at this time. [2009]</p> <p>[Satisfactory] This suggestion is under advisement. [2009]</p>
<p>EVPASS</p>	<p>[In Progress] (MSCHE) A section regarding student learning assessment should be included in the Montgomery College Faculty Handbook and the college catalog.</p>	<p>[Satisfactory] A section regarding Student Learning Assessment activities is found on pages 18 and 19 of the 2008-2009 Montgomery College Faculty Handbook. Reference to these activities will be inserted in the next College catalog. [2009]</p>
<p>Outcomes Assessment Team</p>	<p>[In Progress] (MSCHE) The College should review tracking and communication processes for student learning assessment results via TracDat or a similar program for possible improvements.</p>	<p>[Concern] We have reviewed using TracDat for these purposes and developed some ideas for using TracDat this way, we have not been able to implement these plans as of now. However, we have improved communication and tracking of OA plans, recommendations and workflow with the addition of a Special Assistant and a clarification of OA Cadre responsibilities. [2009]</p>

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Outcomes Assessment Team	[In Progress] (MSCHE) The Outcomes Assessment process for all courses should be expanded.	[Satisfactory] At this time, this is not feasible. We have expanded the assessment process to include all courses which offer 10 or more sections in a Spring or Fall semester, and we are open to courses which decide to voluntarily participate. However, expanding to require all courses will create create problems with returning data because it will violate our Data Protocol agreement and will undermine many of the principles our assessment process is grounded in. We hope that in the future, Provosts, Deans, Chairs and/or faculty will recommend/require courses which do not currently fall in the mandatory process to participate. We are attempting to encourage this in many ways including the CAR process. [2009]
VP for Planning and Institutional Effectiveness	[In Progress] (MSCHE) By synchronizing the timing of OA with AAR in a logical manner, assessment processes will be implemented more effectively and efficiently.	[Satisfactory] There is ongoing discussion to synchronize the processes between OA and AAR teams. Recent decision was made that all OA recommendations will be reviewed, approved, and tracked in the same manner and timing as all the AAR recommendations. [2009]