

Montgomery College

Self-Study Design

1998-2008

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Montgomery College
Middle States Commission on Higher Education
Self-Study Design

INTRODUCTION

Montgomery College (College and/or MC) is Maryland's oldest community college, founded in 1946. The College has grown to include three campuses at Takoma Park/Silver Spring (the original campus) serving 5,641 students, Rockville (1965, the second campus) serving 14,728 students, and Germantown (1975, the newest campus) serving 5,273 students. The College offers Workforce Development & Continuing Education to more than 24,000 students each year at numerous locations throughout the County and at two specific sites in Gaithersburg and Wheaton. During fall of 2005, there were 22,263 students enrolled in credit programs at the College and more than 15,000 students enrolled in non-credit programs. Most of our students (63 percent) are 24 years old or younger. Approximately 62 percent of our students attend part-time. MC awarded 1,491 A.A. degrees, 333 Certificates, and 171 Letters of Recognition in academic year 2004-2005. There is no majority race at Montgomery College. Sixteen percent of our students are Asian, 29 percent are Black, 15 percent are Hispanic, and 41 percent are White. We serve students from 170 different countries around the world. In a recent study it was determined that, in the fall semester following graduation, approximately 60 percent of Montgomery County Public High School graduates who stayed in-state for college attended MC. One-in-four of all graduates who enrolled in college, both in-state and out-of-state, attended MC.

The College was first accredited by Middle States on April 28, 1950 and has remained on the accredited list of the Middle States Association of Colleges and Schools ever since with accreditation reaffirmed in 1957, 1968, 1978, 1987, 1992, 1998, and 2003. While the three separate campuses are accredited individually, this reaccreditation will be a single process looking at the entire institution as one college.

Montgomery College is a candidate for re-accreditation by the Middle States Commission on Higher Education in 2008. In preparation for the Middle States visit, the College will prepare a Self-Study Report that will consist of reports generated by five separate work groups that will collectively address 14 Middle States Standards of Excellence. The work groups are not expected to discover definitive solutions for every problem. Their charge is to identify critical issues for the institution and to propose possible courses of action that might lead to improvements.

This document sets forth the overall design of the Self-Study effort.

NATURE AND SCOPE OF THE SELF-STUDY

Montgomery College has chosen to use the Comprehensive Report Self-Study Model, with Reordering Standards to Reflect an Institution. This approach provides the flexibility to address institutional needs for review and analysis while focusing on the broad assessment of outcomes required by the Middle States Commission on Higher Education. The Commission notes that the selection of a model can fall along a continuum, and the Comprehensive with Reordering Model provides the College with the opportunity to meet both internal and external assessment needs.

Five work groups have been organized to address the 14 regrouped standards in the *Characteristics of Excellence*. The Work Groups are charged with evaluating their standards in light of institutional priorities as appropriate to each standard. These priorities center on the College Mission Statement and on the College Goals and Objectives, which have been framed within the context of the Learning College and include issues of access, capacity, and retention. The comprehensive review, addressing all 14 standards, will allow the College to measure progress to date on priorities and issues that have been identified by the institution and to determine how the College is poised programmatically and structurally to address these priorities and issues. It is hoped that the outcome of a self-study designed in this fashion will provide a blueprint for future direction and evaluation. An important advantage of this approach is that it will allow the College to incorporate its recently adopted focus on the Learning College, with its emphasis on student learning outcomes and shared accountability, into the standards when and where appropriate.

The Fundamental Elements, suggested in each standard in the *Characteristics of Excellence*, have provided the basis for the development of charge questions. Each charge question is also linked to appropriate College Goals and Objectives.

INTENDED OUTCOMES OF THE SELF-STUDY

- To craft a document grounded in solid research and based on data that will lead to the College's reaccreditation by the MSCHE and will serve as a blueprint for the continued integration of planning and assessment to guide us in the future enhancement of College operations
- To involve and inform all constituencies in the ongoing process of self-evaluation
- To affirm the currency of the College's Mission, Goals, and Objectives
- To further integrate systematic assessment into College programs and operations, including educational programs, student services, administrative units, Workforce Development and Continuing Education, and leadership and governance
- To demonstrate the strength of the College's educational programs, to determine areas where change is mandated, and to begin the process of implementing those changes
- To assess the utilization of resources in support of the educational and institutional goals as articulated in the College's Goals and Objectives and in its evolving Learning College focus
- To identify appropriate steps to address the challenges facing the institution in the near and long terms, including issues of access, capacity, and student achievement

ORGANIZATIONAL STRUCTURE

Reflecting the complexity of the multi-campus structure, a large Steering Committee has been constituted to ensure the participation of all major constituencies. The work of the Steering Committee will be facilitated through a smaller Executive Committee. The five Work Groups will address the 14 standards in the Characteristics of Excellence, as reordered. Work Group membership may be found at Appendix A.

MIDDLE STATES SELF-STUDY STEERING COMMITTEE

Self-Study Co-Chairs

<u>Position/Name</u>	<u>Campus</u>	<u>Title/Discipline</u>
Sharon Fechter	Rockville	Reading, ESL, Foreign Lang., Philosophy
Karen Roseberry	Germantown	Dean, Student Development

Committee Members

<u>Position/Name</u>	<u>Campus</u>	<u>Title/Discipline</u>
<i>Academic Liaison</i>		
Clarice Somersall	Mannakee	VP, Learning & Academic Effectiveness
<i>Editor</i>		
Stephen Newmann	Germantown	English
<i>Work Group I Co-Chairs</i>		
Kathi Carey-Fletcher	Rockville	Director, Auxiliary Services
Susan King	Rockville	Mathematics
Michelle Scott	Mannakee	Acting Chief of Staff
<i>Work Group II Co-Chairs</i>		
Tito Baca	TP/SS	Physical & Health Education
Vicki Duggan	OITB	Deputy Chief Information Officer
Kathy Wessman	Rockville	Acting Chief, Policy, Planning and Research
<i>Work Group III Co-Chairs</i>		
Melissa Gregory	Rockville	Director, Student Financial Aid
Hilda Smith	Rockville	Counseling
Jennie Wells	TP/SS	Acting Dean, Student Development
<i>Work Group IV Co-Chairs</i>		
Maria Donahue	TP/SS	English, AELP
Tony Hawkins	Germantown	Instructional Dean, Humanities, Social Science
Randy Steiner	Rockville	Architectural Technology
<i>Work Group V Co-Chairs</i>		
Steve Cain	WD & CE	Instructional Dean, WD&CE
Avis Jones-Petlane	Rockville	Reading, ESL, Language, Philosophy

Margaret Latimer	Germantown	Mathematics
<u>Position/Name</u>	<u>Campus</u>	<u>Title/Discipline</u>
<i>Vice President Provost Representative</i>		
Judy Ackerman	Rockville	Vice President & Provost
<i>Chief Administrative Officers Representative</i>		
Vivian Lawyer	Mannakee	Chief Human Resources Officer
<i>Faculty Outcomes Assessment Chair</i>		
Ken Weiner	Rockville	Mathematics
<i>Academic Assembly Chair</i>		
John Hare	Germantown	Humanities, SS, Education
<i>Staff Senate Chair</i>		
Robin Cook	OITB	Tech. Project & Planning Analyst Staff Senate Chair
<i>Student Representative</i>		
TBA	TBA	
<i>Ex-Officio Members</i>		
Bill Campbell	Mannakee	Exec. VP, Admin. & Fiscal Services
David Sears	Mannakee	VP, Institutional Advancement
Mary Kay Shartle-Galotto	Mannakee	Exec VP, Academic & Student Services
<i>Resource Members</i>		
Anne Holte	Mannakee	Webmaster, Sr. Technical Aide
Ron Liss	Mannakee	Director, Academic Services
Robert Lynch	Mannakee	Director, OIRA
Kevin Long	Mannakee	Sr. Planning and Policy Analyst
George Payne	WD & CE	Vice President and Provost
Hercules Pinkney	Germantown	Vice President and Provost
Steve Simon	Mannakee	Director, Communications, IA
Brad Stewart	TP/SS	Vice President and Provost
Julie Shackelford	Mannakee	Sr. Administrative Aide

CHARGES TO THE WORK GROUPS

The Standards have been assigned to the work groups as follows:

Standard #1:	Work Group I
Standard #2:	Work Group I
Standard #3:	Work Group I
Standard #4:	Work Group II
Standard #5:	Work Group II
Standard #6:	Work Group II
Standard #7:	Work Group V
Standard #8:	Work Group III
Standard #9:	Work Group III
Standard #10:	Work Group II
Standard #11:	Work Group IV
Standard #12:	Work Group IV
Standard #13:	Work Group IV
Standard #14:	Work Group V

Standard #1: Mission, Goals, and Objectives

The institution's mission clearly defines its purpose within the context of higher education and explains whom 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 utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Two primary questions will guide the inquiry for this standard:

1. How does the current mission reflect the character and purpose of the College?
2. How are the College's mission and goals monitored, reviewed, and evaluated?

The following questions might be helpful in gathering data that provide evidence for assessing the College's programs and practices within the context of the primary questions.

1. What is the College's mission? How was the mission developed? To what extent does the current mission accurately reflect the character and purpose of the College?
2. What are the College's goals, and objectives? How were the goals and objectives developed? To what extent do the current goals and objectives accurately reflect the character and purpose of the College?
3. What evidence is there that administrative, curriculum, and resource allocation decisions are driven by and connected to the College's mission, goals, and objectives? (**Cross-reference Standards 2 and 11**)
4. To what extent are the College's mission, goals, and objectives clearly stated and understood internally and externally, by institutional leaders in the academic, continuing education, and administrative areas, including the Board of Trustees? Does each of these areas have goals and objectives which support the mission?
5. How do the mission, goals, and objectives incorporate issues of diversity and equity and reflect broad representation and participation of the College community and its stakeholders?
6. In what ways are the College's mission, goals, and objectives clarified, realistic, and achievable?
7. How are "Learning College" initiatives being incorporated into the College's mission, goals, and objectives? What is the process for development and articulation of these initiatives within the College?
8. How do the College's current mission, goals, and objectives identify and assess student learning and institutional improvement? (**Cross-reference Standards 7 and 14**)

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

An institution conducts ongoing planning and resource allocation based on its mission 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.

1. In what ways do the College's strategic planning processes ensure that planning is linked to the College mission, goals, and objectives? How does the College ensure that there are appropriate plans for the maintenance and expansion of:

- academic initiatives and programs
- instructional and information technology
- facilities
- other instructional equipment

How are these plans linked to and based on student learning and institutional assessments, which are based on mission, goals, and objectives? (**Cross-reference Standards 1, 7, and 14**)

2. To what extent is the conceptual and procedural relationship between the College's various strategic plans and the budget process effectively understood and integrated?

3. How is the standard annual planning process maintained and communicated to the College community? To what extent are various constituencies included in the planning process?

4. How specifically are outcomes monitored during the plan implementation phase of the planning process to evaluate if the plan is being achieved for programs, services, and initiatives according to the related mission, goals, and objectives:

- at the institutional level
- at the campus level
- at the unit level
- at the department level

In what ways are the procedures that monitor outcomes the same across the College?

5. How does assessment of planning occur at the College? How are both quantitative and qualitative assessments used and reported? Who is responsible for ensuring this takes place:

- at the institutional level
- at the campus level
- at the unit level
- at the department level

What specifically happens at the College to ensure that assessment data are used to renew the institution and maintain quality?

6. How will the suggestions for improvement under other standards be included in the strategic planning processes?

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.

1. What quantifiable assessment measures are in place to continually evaluate the utilization and allocation of financial, technical, physical, and human resources throughout the College in support of its mission? How have findings from these assessments been used to affect current and future resource acquisition and allocation?
2. In what ways are financial, technical, physical, and human resources and their allocation related to and supportive of the College's mission, plans, goals and objectives?
3. How are staffing procedures and needs identified and communicated to the College? How does the College determine that it has sufficient faculty and staff to support and maintain its mission?
4. How are staffing procedures and needs communicated to the College? Does the College have sufficient faculty and staff to support and maintain its mission?
5. To what extent is the College committed to professional development among faculty and staff, and how is that commitment reflected in the budget and College goals and objectives?
6. How do the operating and capital budget processes and planning reflect the College's mission, goals, and objectives? How are budget priorities established? By what means are these priorities communicated throughout the College?
7. How do the operating and capital budget processes utilize planning and assessment documents and data to address resource acquisition and allocation for the College?
8. How does the College determine facility resource trends and needs? How does the College utilize and disseminate data to assess these needs for planning and budgeting?
9. How does the College ensure efficient and timely acquisition and allocation of physical resources, technical resources, and equipment to directly support the instructional program? Are there comprehensive facilities and infrastructure life-cycle management plans appropriate to the College's mission, goals, and objectives?
10. How do the various internal constituents have input into the configuration and maintenance of College space, including buildings, office space, classroom space, parking lots, and shared space?
11. How is the annual audit conducted and who is involved? How is the external auditor selected? How are concerns addressed, remedied, and documented?

Standard #3: Institutional Resources (cont.)

12. How is the internal audit procedure initiated and conducted? What is the process for requesting an internal audit? Who can request an audit? How are internal audit findings addressed, remedied, and documented?
13. How do we identify and monitor direct support of our instructional programs? How do we determine that direct funding of the instructional programs is sufficient to meet the academic goals and objectives of the College?

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.

1. To what extent are the distinct roles and responsibilities of each constituent group within arenas of shared governance communicated and accepted by those involved?
2. To what extent are existing structures utilized for decision making? What are the criteria used to determine variances or differences in the established governance processes?
3. How have the institution's for-profit ventures been structured and managed so as to avoid possible conflict of interest among participating administrators, faculty, or board members?
4. In what ways and for what reasons have the institution's governance systems changed over the past five years? What has been the impact of these changes?
5. How effective is the Board of Trustees in raising resources?
6. To what extent do students have the opportunity to provide input regarding decisions of the institution that will impact them? How is student input evaluated and incorporated for responsiveness?
7. How is the Board of Trustees constituted, and how are members selected? What are the qualifications for membership, and how is it assessed? Is the membership of the Board reflective of the surrounding community? How are Board members oriented and kept up-to-date on institutional programs, objectives, and assessments?
8. What is the process by which college wide policies and procedures are developed, disseminated, and maintained? How is input from various College constituencies sought and implemented?
9. What language exists in the by-laws of governing bodies to support impartiality of decision making and prevention of conflict of interest? Has it been effective?
10. How and how often is the effectiveness of the institution's governance systems assessed, and how often are the results used to implement change?

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.

1. How is the president held accountable for leading the institution toward achieving its goals?
2. How are decision-making roles and responsibilities among the College's top administrators clearly defined, related to the mission, and communicated?
3. How are the College administrators identified as accountable for implementation of the College's operational and planning goals?
4. How is the process for selection of a new president determined? What are the criteria used to determine variances or differences in the process? How does the broader College community play a role in determining the skills and experience a president needs to accomplish its institutional goals?
5. What is the process for hiring administrative leaders and staff, and what criteria are used to determine that administrators and staff possess appropriate skills, degrees, and training to carry out the responsibilities for which they are charged?
6. What opportunities exist for professional development for administrators and staff, and how are the results assessed?
7. How are administrators and staff evaluated and assessed, and how are assessment results used for improvement?
8. How are administrative decisions communicated to all College constituencies (faculty, students, administrators, and staff)? How is critical organizational information communicated among administrative units (Deans of Student Development, Continuing Education, Instructional Deans, etc.), departments, and disciplines?
9. How is technology effectively utilized in facilitating administrative intra-organizational communications?
10. How does the administrative structure allow for effective management and coordination among the various departments and disciplines, as well as across the College's three campuses and WD&CE?
11. How do the College's governance process and collective bargaining agreements define lines of authority between administration and faculty?
12. To what extent are administrative structures and services relative to College goals assessed for effectiveness?

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 to academic and intellectual freedom.

1. What are the policies and procedures that govern student grievances, behavior, evaluation, and grade disputes? (**Cross-reference Standard 9**) How does the educational program address plagiarism and academic integrity? To what extent are these policies and procedures clearly articulated within and outside of the College?
2. What patterns, if any, are evident within student grievances over the past three years? What steps, if any, has the institution taken in response to these patterns?
3. How does Montgomery College demonstrate fair and impartial hiring, evaluation, and dismissal practices? What is the role of faculty in helping to develop fair and equitable hiring, evaluation, and dismissal policies and procedures?
4. How consistently does the institution follow through on its stated policies in communicating with students, faculty, and staff?
5. What evidence is there that the institution adheres to principles of academic freedom? When there have been challenges to academic freedom principles, how has the institution responded? What has been the outcome or resolution? (**Cross-reference Standard 10**)
6. How effective is the institution's mechanism for handling complaints from outside the institution?
7. Through what kinds of communication vehicles does the College make factual information, such as information resulting from accreditation and assessment activities, available to employees, students, and the public? How is this communication assessed for consistency and accuracy? Where is this information archived and how easy is it for the College community to access the information?
8. How does the College assess the integrity of its institutional policies, processes, and practices? How often are assessments conducted? How are recommendations implemented?

Standard #7: Institutional Assessment

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

1. What are the components of the College's existing assessment process for evaluating success in the following areas:
 - college wide mission, goals, and objectives
 - campus goals and objectives
 - departmental goals and objectives (including academics and administration)
2. How were the current assessment activities developed and how are they conducted?
3. To what extent do existing assessment activities help us achieve the College's mission, goals, and objectives?
4. How does the College evaluate the usefulness, effectiveness, and sustainability of its current assessment practices?
5. How does the College's use of assessment information impact key College services related to supporting student success?
6. Which administrative services and processes at the College have improved or gained efficiencies as a result of assessment feedback?
7. How does the College disseminate and utilize assessment data on student learning to inform institutional assessment activities related to:
 - planning
 - resource allocation
 - mission
 - goals and objectives
8. What evidence does the College have that our assessment activities are meaningfully reflected in decisions regarding planning, budgeting, and resource allocation?
9. To what extent do assessment data influence the development and/or refinement of institutional strategic plans?

Standard #8: Student Admissions

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.

1. How does the College ensure that a student's interests, goals, and abilities are in keeping with the College mission?
 - What policies and services are in place?
 - What are the College's recruiting goals? Who helped determine these goals?
 - How are students' interests, goals, and abilities determined?
 - What are the ways in which the College supports and promotes the match between these and the mission?
 - Is accurate information available on outcomes, assessment and placement, academic programs, and support services, so that students can make informed decisions?
 - How does the College know this is working?
2. To what extent do the admissions and enrollment policies, procedures, and practices support and reflect the College's mission, specifically that:
 - Students are the center of our universe;
 - We are welcoming, compassionate, and service-oriented to our diverse community;
 - We operate in a creative, innovative, flexible, and responsive manner;
 - We are accountable for key results centered around learning?
 - What is the mission with respect to enrollment?
 - How is that mission reflected in policies, procedures, and practices?
 - How does the College know this is working?
3. How is enrollment and retention data used to identify and utilize strategies?
 - To what extent is data tracked?
 - How is it used to improve outreach and support?
 - Is there an ongoing measure of student retention and success?
 - To what extent are policies and services in place to support students who are not ready for college?
 - Is there a disparity among student populations and/or ethnic groups? If yes, what policies/services are in place to address it?
 - How does the College know they're working?

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.

1. What support services are available for students, including special populations (i.e. distance learning, honors, international, re-entry adults, tutoring, part-time, developmental, and disciplinary)?
 - How are these services communicated to students and faculty?
 - How do these services support and reflect the College's mission and goals?
2. How are the support needs of students identified? How are students connected with appropriate services in a timely way?
3. How does the College determine the use and effectiveness of support services, and how these services contribute to student learning?
4. To what extent are available support services adequately funded and staffed?
5. To what extent does the College provide student life/co-curricular programs and services?
 - Do programs and activities support the diverse needs, abilities, and cultures of the student body?
 - How is their impact on students assessed and used for program design and improvement?
6. To what extent are orientation-to-college programs available?
 - How does the College assure that their design and format contribute to the success of all students?
 - How does the College know these programs are effective?
7. To what extent does academic advising contribute to student selection of programs and courses that support their educational goals? How does the College know?
8. Are record-keeping procedures in place to ensure a student's confidentiality and right to grievances? How are they communicated?
9. To what extent are student athletes supported academically and are they successful in meeting their educational goals?
10. What are the ways in which students are encouraged to engage in a full college life experience?

Standard #10: Faculty

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

1. How does Montgomery College assure students that the teaching faculty are qualified to serve in their respective instructional roles?
2. What are the internal guidelines for hiring competent teaching faculty? To what extent does Montgomery College follow internal guidelines for hiring teaching faculty?
3. How does Montgomery College determine, articulate, and assess minimum hiring criteria for each instructional position?
4. What is the process for developing, modifying, and assessing curricula? To what extent is the process clearly articulated, driven by, and inclusive of qualified faculty members from all representative campuses and disciplines?
5. What professional development programs are provided at Montgomery College to support the needs of faculty? How does Montgomery College encourage, support, and recognize professional development among the faculty? To what extent are the existing professional development programs at Montgomery College effective, and how are they assessed?
6. What are the policies and procedures that govern faculty promotion, retention, discipline, and grievances? How are these policies assessed? To what extent are faculty involved in the development and assessment of such policies and procedures?
7. What patterns, if any, are evident within faculty or staff grievances over the past three years? What steps, if any, has the institution taken in response to these patterns?
8. What are the criteria for evaluating faculty? How are faculty involved in the development of policies and procedures for evaluation? How have faculty assessment results been utilized for improvement? To what extent does the evaluation and assessment process differ among full- and part-time faculty?
9. How does the faculty demonstrate effective and responsible academic freedom in the development and presentation of their curricula? To what extent does Montgomery College support academic freedom in the instructional process? (**Cross-reference Standard 6**)

Standard #11: Educational Offerings

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

1. To what extent do course offerings reflect the College's mission, goals, and objectives? **(Cross-reference Standard 1)**
2. How does the College know that its educational offerings are coherent, sequentially appropriate, and rigorous enough to ensure that students are able to succeed as transfer students and professionals?
3. How does the College assess student learning outcomes and use the results of such assessments to improve student effectiveness as learners?
4. How does the College assess academic program outcomes and use the results of such assessments to improve program effectiveness? How well communicated and easily accessible are statements of learning outcomes at both the course and program levels? Do course syllabi incorporate learning outcomes?
5. How well do facilities, labs, instructional equipment, and information technology support student learning? **(Cross-reference Standard 3)**
6. What evidence is there that students are meeting Montgomery College's goals for student information literacy? How well do the library staff, administrators, and faculty promote student learning and information literacy?
7. How does the College ensure consistent outcomes and standards across campuses, satellite locations, and different delivery modes, including distance learning and accelerated courses? **(Cross-reference Standard 13)**
8. How dynamic and responsive to change and student and community needs are the College's courses, programs, and other extra- and co-curricular experiences? **(Cross-reference Standard 9)**
9. What evidence demonstrates that students understand how different requirements interconnect and are able to integrate knowledge from other courses?

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.

1. How does Montgomery College assure that its programs offer a sufficient number of General Education courses that enable students to graduate with sound intellectual and academic skills?
2. How does the College integrate and assess General Education requirements? How are assessment outcomes used to improve curricula? How are General Education skills linked to the overall course offerings at the College?
3. To what extent is Montgomery College able to demonstrate that students integrate and apply the core knowledge and skills acquired in their General Education coursework to their major program?
4. How do the core components of the General Education program incorporate the study of values, ethics, and diverse perspectives in keeping with Montgomery College's mission?
5. How do we determine that Montgomery College graduates are able to:
 - express themselves orally and in writing
 - use quantitative and scientific reasoning
 - possess the knowledge necessary to use technology and information tools appropriately
 - think critically?
6. How does Montgomery College clearly and accurately publish and disseminate its General Education requirements? To what extent do students, faculty, administrators, and staff understand and support the purpose of the General Education program?
7. How do faculty, academic counselors, and support staff assess and advise students for entry into General Education courses? (**Cross-reference Standard 10**) To what extent are students appropriately advised to ensure successful completion of the General Education program? (**Cross-reference Standard 9**)
8. What evidence exists that the College's General Education courses transfer to other institutions?

Standard #13: Related Educational Activities

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

Basic Skills

1. How effective is the identification and placement of students who need college preparatory skills?
2. To what extent do pre-collegiate level courses help under-prepared students achieve college-level proficiency? How is student improvement evaluated, and how are findings used toward program improvement?

Certificate Programs

3. To what extent are certificate programs offered by the College:
 - consistent with the College's mission, goals, and objectives
 - consistent with appropriate national criteria
 - appropriately sequenced to ensure student success
 - provided with appropriate student support services
 - transferable to other institutions
 - designed to meet the needs of students and the community?
4. How are certificate programs assessed in terms of their effectiveness in meeting the criteria listed above?

Prior Learning

5. What evidence is there that credit for experiential and prior learning (including portfolios, A.P. courses, etc.) is appropriately assessed and matches the level, quality, and quantity of learning expected? How rigorously and effectively is credit for experiential and prior learning awarded?
6. How does Montgomery College publicize and define the procedures used to record evaluated prior learning by the awarding institution? To what extent are the policies and procedures consistently implemented?

Non-credit Offerings

7. To what extent are non-credit offerings designed, approved, administered, and periodically evaluated under established institutional procedures?
8. How are the needs of both internal and external constituencies determined and assessed within the College's non-credit programs?
9. To what extent do non-credit offerings provide access into credit programs?
10. How does the College assess the impact of non-credit offerings on the institution?

Standard #13: Related Educational Activities (cont.)

High School Student Programs

11. How does the College determine that collaborative programs for high school students offered on campuses or at other locations meet the College's standards, mission, goals, and objectives?
12. How does the College assess the impact of these programs on the institution?

Distance or Distributed Learning

13. How do distance learning offerings fulfill Montgomery College's mission, conform to institution-wide standards and expectations as well as legal and regulatory requirements, and/or compare to on-site offerings?
14. How do distance learning offerings, materials, and resources demonstrate program coherence, academic rigor, and a commitment to renewal and degree completion?
15. How available, accessible, and adequate are physical, technical, and learning resources for distance learning offerings? What evidence is there of ongoing training and support for faculty teaching distance learning courses?
16. How does the College assess the impact of distance learning courses on the institution?

Contractual Relationships and Affiliated Providers

17. How does Montgomery College protect its integrity and oversee, and assess activities carried out in its name by affiliated providers and other institutions or organizations?

Standard #14: Assessment of Student Learning

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

1. How are student learning expectations at the course and course sequence levels developed, communicated, and integrated?
2. How are students made aware of the learning outcomes expected at the program level (i.e., degree, certificate, and letter of recognition)?
3. How are students made aware of the general education learning outcomes?
4. What is the College's student learning outcomes assessment process?
5. What are the College's guidelines and procedures for assessing academic areas' effectiveness?
6. How does the College evaluate the usefulness, effectiveness, and sustainability of its current student learning assessment practices?
7. What types of direct (i.e. exams, portfolios, papers) and indirect (i.e. retention and graduation rates, surveys) assessments of student learning does the College administer?
8. How has the use of student learning assessment data improved student learning outcomes?
9. To what extent have assessment processes been utilized to measure programmatic impacts and to consider possible actions for improvement?
10. How has outcomes assessment been used to drive teaching and learning changes in the classroom?
11. How is change resulting from the outcomes assessment process implemented?
12. How have student learning outcomes measures been utilized in broader college wide planning efforts?
13. How are the results from student learning outcomes assessment incorporated into the institutional-level assessment to help drive institutional change?

INVENTORY OF SUPPORT DOCUMENTS

An annotated list of support documents may be found at Appendix B.

THE ORGANIZATION OF THE SELF-STUDY REPORT

The organization of the Self-Study Report is planned as follows:

Executive Summary and Eligibility Certification Statement

- Description of the Self-Study Process
- Organization of the Steering Committee and Work Groups
- Communications Activities
- Review Process
- Eligibility Certification Statement

Introduction to Section A

Standard 1, Mission, Goals and Objectives

- Institutional Overview
- Methodology and Analysis of Evidence
- Findings
 - Strengths
 - Concerns
- Suggestions and Recommendations

Standard 2, Planning, Resource Allocation, and Institutional Renewal

- Institutional Overview
- Methodology and Analysis of Evidence
- Findings
 - Strengths
 - Concerns
- Suggestions and Recommendations

Standard 3, Institutional Resources

- Institutional Overview
- Methodology and Analysis of Evidence
- Findings
 - Strengths
 - Concerns
- Suggestions and Recommendations

Introduction to Section B

Standard 4, Leadership and Governance

- Institutional Overview
- Methodology and Analysis of Evidence
- Findings
 - Strengths
 - Concerns
- Suggestions and Recommendations

Standard 5, Administration

Institutional Overview
Methodology and Analysis of Evidence
Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Standard 6, Integrity
 Institutional Overview
 Methodology and Analysis of Evidence
 Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Standard 10, Faculty
 Institutional Overview
 Methodology and Analysis of Evidence
 Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Introduction to Section C

Standard 8, Student Admissions
 Institutional Overview
 Methodology and Analysis of Evidence
 Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Standard 9, Student Support Services
 Institutional Overview
 Methodology and Analysis of Evidence
 Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Introduction to Section D

Standard 11, Educational Offerings

Institutional Overview
Methodology and Analysis of Evidence
Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Standard 12, General Education
 Institutional Overview
 Methodology and Analysis of Evidence
 Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Standard 13, Related Educational Activities
 Institutional Overview
 Methodology and Analysis of Evidence
 Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Introduction to Section E

Standard 7, Institutional Assessment
 Institutional Overview
 Methodology and Analysis of Evidence
 Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Standard 14, Assessment of Student Learning
 Institutional Overview
 Methodology and Analysis of Evidence
 Findings
 Strengths
 Concerns
 Suggestions and Recommendations

Conclusion
Summary of Major Conclusions
Summary of Recommendations
Appendices

EDITORIAL GUIDELINES AND FORMAT OF ALL REPORTS

Introduction

“The goal of the self-study process,” according to the Middle States Commission on Higher Education document, *Self Study: Creating a Useful Process and Report*, “is a report that fairly and honestly represents Montgomery College, that avoids institutional politics and personal agendas, that warrants and receives broad support among campus constituencies, and that demonstrates College compliance with Commission standards. The process leading to that report is a series of written drafts, punctuated by periods of data collection, analysis, and review.” Each Self-Study Work Group Team will produce a written report of its findings regarding the Standards it has been charged with examining.

Each individual report will become part of a single report that will guide the Middle States Evaluation Team as it reviews the College and determines our eligibility for re-accreditation. In order to aid in the compiling of a single report that is consistent in style, format, and structure, the Self-Study Steering Committee has adopted the following Editorial Guidelines.

The final Self-Study Report must be no more than one hundred pages which means that each work group report needs to be no more than about fifteen pages. Please try to stay within the fifteen page limit for your report.

The Work Group members who are charged with writing each group’s report should become familiar with these Guidelines and follow them consistently throughout each individual report.

Template for Work Group Reports

The reports should be essentially narrative. The guidelines are intended to provide a plan that ensures that each report follows a similar format and organization.

Middle States Standard Heading

Overview

The overview should identify the standard that is being considered. Use the questions to identify major issues, common themes, and/or important functions within the standard. The overview should be a summary of what will follow.

- The Standard statement
- Identification of major issues, common themes, and/or important functions (developed as a result of the charge questions):

Analysis of Evidence

The analysis of evidence is the main body of the report. From the results of the investigation, which was guided by the charge questions, look for major issues, important topics, and/or major

functions that answer the standard. For each major issue/topic/function within the Standard, write the following:

Describe the first major issue/topic/function being reviewed

Cite and analyze the evidence of the first major issue/topic/function being reviewed

Strengths
Areas of Concern
Suggestions
Recommendations (if there are any)

Describe the second major issue/topic/function being reviewed

Cite and analyze the evidence of the second major issue/topic/function being reviewed

Strengths
Areas of Concern
Suggestions
Recommendations (if there are any)

And so on for each major issue/topic/function being reviewed

Conclusion

Summary of findings
Summary of suggestions/recommendations (if there are any)

Document Format

Word Processor: MS Word for Windows XP is the designated word processing program for all Self-Study Reports.

Font style: Times New Roman

Font size: 12

Line spacing: Single spaced with one (1) extra space between paragraphs

Margins: Standard 1 inch margins for top, bottom, left, and right of page

Header and footer margins: 0.5

Tab stops: 0.5

For Automatic Numbered Lists:

- **Bullets**—Click left mouse button on the bullet icon on the toolbar (top right, next to the numbering icon). Pressing ENTER will create a new bullet at the beginning of the next line of text with a tab between bullet and text. It also creates a “hanging indent” so that all text will be aligned. Hitting ENTER two times at the end will stop the automatic bullets.
- **Numbering**—Click left mouse button on the number icon on the toolbar (top right). Pressing ENTER will create a new number at the beginning of the next tab line of text with a tab between the number and the text. MS Word will automatically number down this list every time you hit Enter. Hitting ENTER two times at the end will stop the automatic numbering.

Use *italics* for the title of any book, magazine, or newspaper.

Use bold-face for headings and sub-headings.

Use quotation marks for titles of articles.

Use the tab and not the space bar for alignment

Chapter titles should be all uppercase and centered.

Major headings should be centered, but the first letter of each main word should be uppercase. (MS calls this Title Case.)

Minor headings should be left-justified, again in Title Case (the first letter of each main word capitalized).

Always use upper case B and T for Board of Trustees.

Acronyms should be written out with the first usage, followed by the acronym itself: Middle States Commission on Higher Education (MSCHE).

Do not use contractions. Avoid the use of the passive voice when possible.

Deadlines

First Self-Study Report Draft submitted to Self-Study Co-Chairs February 1, 2007

Second Self-Study Report Draft submitted to Self-Study Co-Chairs June 30, 2007

Final Self-Study Report Draft submitted to Self-Study Co-Chairs October 1, 2007

Institutional Acronyms

EVP/A&SS	Executive Vice President for Academic and Student Services
EVP/A&FS	Executive Vice President for Administrative and Fiscal Services
G	Germantown Campus
HR	Human Resources
IT	Information Technology
MACC	Maryland Association of Community Colleges
MHEC	Maryland Higher Education Commission
MSCHE	Middle States Commission on Higher Education
MC	Montgomery College
MCPS	Montgomery County Public Schools
R	Rockville Campus
TP/SS	Takoma Park/Silver Spring Campus
USG	Universities at Shady Grove
USM	University System of Maryland
VP/P	Vice President/Provost
WD&CE	Workforce Development and Continuing Education

TIMETABLE FOR THE SELF-STUDY AND EVALUATION

AY 2005-2006

Work Group Chairs meet	January 17, 2006
Work Group membership finalized	March 15, 2006
Steering Committee membership finalized	March 15, 2006
Work Group charges written (Chairs)	April 15, 2007
First Draft of Self-Study Design completed	April 15, 2006
Steering Committee meets	May 1, 2006
Visit by MSCHE Liaison, John Erickson	May 1-2, 2006
Communications Plan completed	May 2006
Timetable for AY 2006-2007 Draft submissions set	May 2006
First Draft of Self-Study Design reviewed by Campuses, Cabinet, President, and Board of Trustees	May-June 2006
Second Draft of Self-Study Design completed	August 2006

AY 2006-2007

Self-Study Kick-Off during Professional Week	August 2006
Second draft of Self-Study Design reviewed by Campuses, Cabinet, President, and Board of Trustees	September 2006
Final draft of Self-Study Design completed and submitted to MSCHE Liaison	October 2006
Steering Committee meetings held monthly	September 2006-May 2007
Work Groups develop research and initial findings	Fall 2006
First draft of Self-Study Report completed	February 28, 2007
College discussion of first draft Self-Study Report	April-May 2007

AY 2007-2008

Second draft of Self-Study Report completed	August 2007
College discussion of second draft of Self-Study Report	September 2007
Steering Committee meetings held monthly	September 2007-April 2008
Self-Study Report reviewed by Cabinet, President, and Board of Trustees	Fall 2007
Self-Study Report sent to Evaluation Team Chair for review	Fall 2007
Visit by Evaluation Team Chair	Fall 2007
Final College discussion of Self-Study Report	Fall 2007
Final Self-Study Report approved by Cabinet, President, and Board of Trustees	December 2007
Self-Study Report sent to Evaluation Team	January-February 2008
Evaluation Team visit	(Spring 2008)
MSCHE action	(June 2008)

TIMETABLE FOR THE SELF-STUDY COMMUNICATIONS PLAN

Montgomery College Self-Study Communications Plan

Website Launch	August 2006
Self-Study Newsletter	Quarterly
Presentations and Progress Reports to Constituent Groups	
Board of Trustees	Fall 2005, Fall 2006, Spring 2007, Fall 2007, Spring 2008, Summer 2008
President's Cabinet	Fall 2005, Fall 2006, Spring 2007, Fall 2007, Spring 2008, Summer 2008
Administrative Staff	Spring 2006, Spring 2007, Fall 2007, Spring 2008, Summer 2008
Asset	Fall 2006, Spring 2007, Fall 2007, Spring 2008, Fall 2008
Collegewide Deans	Fall 2006, Spring 2007, Fall 2007, Spring 2008, Fall 2008
Workgroup Chairs	January 2006, ongoing
Steering Committee	April 2006, ongoing
College Wide Meetings	August 2006, May 2007, August 2008
Campus Meetings	August 2006, January 2007, August 2008
Faculty Councils	September 2006, April 2007, September 2007, February 2008, September 2008
Academic Assembly	September 2006, April 2007, September 2007, February 2008, September 2008
Chairs Groups	Fall 2006, Fall 2007, Fall 2008
Staff Senate	September 2006, February 2007, September 2007, February 2008, September 2008

Student Governments

October 2006, October 2007,
October 2008

Community Forums and Reports

Rockville, Germantown, Takoma Park/Silver Spring,
WD&CE/Gaithersburg, WD&CE/Wheaton

Fall 2006

Rockville, Germantown, Takoma Park/Silver Spring

Spring 2007

Rockville, Germantown, Takoma Park/Silver Spring,
WD&CE/Gaithersburg, WD&CE/Wheaton

Fall 2007

Rockville, Germantown, Takoma Park/Silver Spring

Spring 2008

Collegewide Meetings

Fall 2008

PROFILE OF THE VISITING EVALUATION TEAM

The College suggests that the visiting team members represent the following areas of expertise:

President

Two members, Academic Affairs (vice president level)

One member, Student Services (vice president level)

Three members, Faculty with governance (essential) or chair experience and one with career/technical program experience

Two members, Administration, Finance, Planning (vice president level), one with planning and assessment expertise

One member, Continuing Education (vice president level)

One member, Library/Learning Resources/Center for Teaching and Learning/Distance Learning (some combination)

It is further recommended that at least half of the team have experience at multi-campus institutions and that some have collective bargaining experience. It may also be necessary to add an additional team member because our three campuses and two off-campus sites are at some distance from each other.

APPENDIX A: Work Group Membership

MIDDLE STATES SELF-STUDY WORK GROUP I FOR STANDARDS: 1, 2, AND 3

WORK GROUP CHAIRS

Name	Campus	Discipline	Phone
Kathi Carey-Fletcher	Rockville	Auxiliary Services	301-938-9458
Susan King	Rockville	Mathematics	301-279-5206
Michelle Scott	Mannakee	Acting Chief of Staff	301-279-5269

MEMBER LIST

Name	Campus	Discipline	Phone
James Baisey	Takoma Park/Silver Spring	Accounting	301-650-1325
Brenda Braham	Rockville	Digital Librarian	301-738-8033
Clary Brown	OITB	Human Resources	240-314-3057
Christy (Miller) Church	OITB	Information Technology	240-314-3033
John Coliton	Germantown	CTL	301-601-6947
Cindy Cromwell	OITB	Information Technology	240-314-3027
Elaine Doong	Mannakee	Human Resources	301-279-5364
Linda Fontaine	Rockville	Adm. Assoc., Office of the President	301-610-4005
Evelyn Gonzalez-Mills	Takoma Park/Silver Spring	Student Development	301-650-1468
Amy Gumaer	Takoma Park/Silver Spring	Associate Dean	301-650-1380
Beth Homan	Mannakee	Institutional Advancement	301-251-7970
Richard Lenet	Rockville	Business & Economics	301-279-5148
Wesley Paulson	Gaithersburg	WD&CE	240-683-2580
Donna Pina	Mannakee	Facilities	301-251-7381
Clevette Ridguard	Mannakee	EVP/ASA	301-279-5343

**MIDDLE STATES SELF-STUDY
WORK GROUP II FOR STANDARDS: 4, 5, 6, AND 10**

WORK GROUP CHAIRS

Name	Campus	Discipline	Phone
Tito Baca	Takoma Park/Silver Spring	Physical & Health Education	301-650-1448
Vicki Duggan	OITB	Information Technology	301-314-3083
Kathy Wessman	Mannakee	Actg. Chief Pol., Plng, & Res. Officer	301-251-7975

MEMBER LIST

Name	Campus	Discipline	Phone
Wayne Barbour	Germantown	Associate Dean/Student Development	301-353-1993
Arlene Blaylock	Mannakee	Instit. Research & Analysis	301-251-7313
Jane Blocher	Germantown	Human/SS/Business	301-353-7749
Monica Brown	Rockville	Student Development	301-251-7475
Sonya Chiles	Rockville	Sociology, Anthropology, & CJ	240-314-3057
Eileen Cotter	Rockville	Rdg/ESL/Languages/Phil	301-251-7338
Marva Fletcher	Mannakee	Budget & Audits	301-251-7291
Barbara Leurig	Mannakee	Instit. Research & Analysis	301-251-7307
Paula Matuskey	Takoma Park/Silver Spring	Human/SS/Business	301-650-1364
Gail Montgomery	Rockville	SS/Hist/PY/PE/ED	301-279-5030
Angie Pickwick	Takoma Park/Silver Spring	Health Science	301-562-5557
Sharon Piper	Takoma Park/Silver Spring	Nursing	301-562-5551
Pat Semple	Rockville	Ref. & Instruction Librarian	301-251-7252
Harry Zarin	Germantown	Student Development	301-353-7767

**MIDDLE STATES SELF-STUDY
WORK GROUP III FOR STANDARDS: 8 AND 9**

WORK GROUP CHAIRS

Name	Campus	Discipline	Phone
Melissa Gregory	Rockville	Student Financial Aid	301-251-7320
Hilda Smith	Rockville	Student Development	301-279-5116
Jennie Wells	Takoma Park/Silver Spring	Actg. Dean of Student Develop.	301-650-1470

MEMBER LIST

Name	Campus	Discipline	Phone
Sharon Chaney	Rockville	Auxiliary Services	301-251-7660
Anita Crawley	Germantown	Student Development	301-601-6966
Roxanne Davidson	Rockville	Speech, Dance, & Theatre	301-251-7505
Joy Morgan-Thompson	Germantown	Student Development	301-353-7757
Sue Hassan	Rockville	Disability Support Services	301-279-5087
Tim Kirkner	Rockville	Student Development	301-279-5049
Karen Penn de Martinez	Rockville	Computer Applications	301-251-7661
Debra Poesse	Rockville	Mathematics	301-279-5196
Donna Schena	OITB	Information Technology	301-314-3085
Camille Scott	Takoma Park/Silver Spring	Admissions & Records	301-650-1583
Sherri Thompson	Takoma Park/Silver Spring	Student Financial Aid	301-650-1510
Jim Walters	Takoma Park/Silver Spring	Student Development	301-650-1490

**MIDDLE STATES SELF-STUDY
WORK GROUP IV FOR STANDARDS: 11, 12, AND 13**

WORK GROUP CHAIRS

Name	Campus	Discipline	Phone
Maria Donahue	Takoma Park/Silver Spring	English/AELP	301-650-1384
Tony Hawkins	Germantown	Humanities/SS	301-353-7745
Randy Steiner	Rockville	Applied Tech - Architecture	301-251-7599

MEMBER LIST

Name	Campus	Discipline	Phone
Carol Annink-Lehman	Germantown	CTL	301-601-6934
Christina Devlin	Germantown	English	301-601-6925
Sara Ducey	Rockville	Hospitality Management	301-738-1709
Sarah Fisher	Takoma Park/Silver Spring	Information Technology	301-650-1544
Aggie Harrell	Rockville	Counseling and Advising	301-279-5079
Collins Jones	Germantown	Biotechnology	301-353-1910
Tonya Mason	Mannakee	EVP/Academic & Student Services	301-279-5332
Debbie Morris	Mannakee	Inst. Research & Analysis	301-251-7312
James Murray	Takoma Park/Silver Spring	Writing & Reading Center	301-650-1354
Buddy Muse	Germantown	Distance Learning Programs	301-444-6005
Karla Nabors	Gaithersburg	WD&CE	301-650-1660
Rodney Redmond	Rockville	Engl. Comp., Lit., & Prof Wrtg.	301-251-7458
Anne Schleicher	Germantown	Student Development	301-353-1991
Don Smith	Rockville	Arts Institute	301-251-7525

**MIDDLE STATES SELF-STUDY
WORK GROUP V FOR STANDARDS: 7 AND 14**

WORK GROUP CHAIRS

Name	Campus	Discipline	Phone
Steve Cain	WD&CE	Community Education	301-208-3820
Avis Jones-Petlane	Rockville	Rdg/ESL/Languages/Phil	301-251-7404
Margaret Latimer	Germantown	Mathematics	301-353-1935

MEMBER LIST

Name	Campus	Discipline	Phone
Patti Bartlett	Rockville	Actg Dean/Bus., Mgmt., & Info Sci.	301-738-1774
Marcia Bronstein	Takoma Park/Silver Spring	English/AELP	301-650-1369
Ruth Ciccocelli	Mannakee	Inst. Research & Analysis	301-251-7308
Carmen D'Agostino	Mannakee	Human Resources	301-314-3025
Carol Decker	Rockville	Computer Applications	301-279-5171
Sherry Mirbod	Germantown	Bus/Science/Math/Technology	301-353-7735
Joan Naake	Germantown	Humanities/SS/Education	301-353-1951
Ben Nicholson	Rockville	Mathematics	301-279-5222
Mirna Ostchega	Takoma Park/Silver Spring	Nursing	301-562-5546
Howard Stanley	Takoma Park/Silver Spring	Campus Facilities	301-650-1638
Samantha Veneruso	Rockville	Outcomes Assessment/English	301-251-7940
Janet Wormack	Mannakee	Procurement	301-279-5292

APPENDIX B: Annotated List of Data Sources

Montgomery College Middle States Commission on Higher Education Self-Study Annotated list of data sources

ADMISSIONS AND REGISTRATION

[2005-2006 Catalog](#)
[Academic Regulations](#)
[Class Schedule - Credit](#)
[Class Schedule – Non-credit](#)

STUDENT FORMS

[Student Forms](#)
[Application for Admission](#)
[Academic Appeals Form](#)
[Business and Industry Tuition Rate Agreements](#)
[Course Substitution Request](#)
[Credit by Exam](#)
[Curriculum Change](#)
[Declaration of Permanent Domicile - Address Change](#)
[Disability/Retirement Tuition Waiver Certification](#)
[Early Placement Admission Program](#)
[General Education Appeal](#)
[Graduation Application](#)
[Health Science Admissions Application](#)
[Permission to Enroll in Another Institution](#)
[Personal Information Change - Name or SS/ID# Change](#)
[Schedule Change](#)
[Schedule Planning Worksheet](#)
[Registration/Schedule Change Form - Register/Drop/Add/Audit/Audit to Credit/Credit to Audit](#)
[Statewide and Health Manpower Shortage Programs](#)
[Transcript Request](#)
[Tuition Waiver Form](#)
[Verification of Prior US Degree](#)
[Verification of Student Enrollment](#)

Continuing Education Registration Form

Involuntary Withdrawal Form

Testing Information
Tuition Refund Appeal Form
Welcome Letter

ALUMNI ASSOCIATION

The MC Alumni Association serves graduates, former students, and friends through events, networking, alumni membership benefits, travel programs, and continuing education opportunities.

[Alumni Association](#)
Membership Applications, Newsletter, Alumni Magazine

BOARD OF TRUSTEES

[Board of Trustees](#)

[Minutes and Resolutions](#)

[Bylaws](#)

Charter

Montgomery County Charter

Orientation Notebook

[TIP Reports](#)

Trustee Information Program (TIP) Reports on a variety of topics including: enrollment, finance, employees, faculty, students, financial aid and scholarships – referenced below under general information documents)

Vision Statement

CAMPUS WEBSITES

[Germantown](#)

[Rockville](#)

[Takoma Park/Silver Spring](#)

[Workforce Development & Continuing Education](#)

EVALUATION/OBJECTIVES

[Academic Area Review](#)

Manual, Schedule, Forms

Evaluation documents for disciplines that have undergone or are undergoing review including follow-up reports (not available on website).

The Academic Area Review (AAR) process and the Outcomes Assessment (OA) Project are the primary activity that the College employs to determine that academic areas are effective and that students are learning. All academic areas along with their related degrees, certificates, letter of recognition, and courses; as well as special programs are reviewed according to a schedule approved by the Executive Vice Presidents. Programs that are accredited or approved by external agencies are reviewed on a cycle that mirrors their accreditation or approval schedule. The process includes an opportunity to examine and evaluate academic areas using multiple measures by reviewing student learning, student persistence and completion, instruction, course content and goals, sequence of courses, support services, resources, and facilities. The AAR Process operates on a five year cycle. Currently we are in year three. To request an AAR report from prior years, email AcademicAreaReview@montgomerycollege.edu

[Faculty Evaluation Documents](#)

Years 1, 2, 3, and 4+ for Instructional and Counseling Faculty

[Outcomes Assessment](#)

Outcomes forms and findings for disciplines that have undergone or are undergoing outcomes assessment

Montgomery College's plan to create a culture of outcomes assessment and regularly evaluate student progress, learning, and support services. The information that results is to be used primarily to improve our academic programs and the overall educational experience that we offer to our students.

[Performance Accountability Reports \(PAR\)](#)

A mandate implemented by the Maryland Higher Education Commission to provide information and data on 29 performance indicators as measures of institutional effectiveness.

Staff Evaluation Documents

[Performance Appraisal Form](#)

[Performance Review Guidelines](#)

[Performance Review Form - Staff](#)

[Student Learning Outcomes Assessment Report \(SLOAR\) \(.pdf\)](#)

2005 Progress Report to the Maryland Higher Education Commission describing the methods, instruments and analysis planned for assessing student attainment of five General Education competencies.

[General Human Resources Forms and Documents](#)
[Employment Procedures – Forms and Documents](#)
 Recruitment Authorization Forms for Faculty, Staff, and Administrators
[Staff Salary Schedule - Non Bargaining](#)
[Job Information Questionnaire \(JIQ\) - Existing Position](#)
[Performance Review Guidelines - Staff](#)
[Staff Salary Schedule - Bargaining Unit](#)
[Job Information Questionnaire \(JIQ\) - New Position](#)
[Personal Information \(Name or SSN\) Change Form](#)
[Termination Form for Staff](#)
[Key Request Form](#)
[Position Transfer/Unit Name Change Form](#)
[Termination Check Out Sheet & Last Paycheck Memo](#)
[Outstanding Service Award Recommendation](#)
[Short-Term Leave and Reporting Form - Faculty](#)
[TW and EAP Comparison Summary](#)
[Performance Review - Administrators Forms and Procedures Manual](#)
[Short-Term Leave Request Form - Staff](#)
[TW Dependent/Spouse Application](#)
[Performance Review - Administrators - Time Line](#)
[Staffing Plan - Faculty](#)
[TW, EAP and/or Training Application](#)
[Staffing Plan - Staff](#)
[Internal Employment Opportunities Website](#)

GENERAL DOCUMENTS

Academic Regulations Reports
[Accreditations and Memberships](#)
[Articulation Agreements](http://www.montgomerycollege.edu/Departments/genedcomm/)
[At Risk: Access to Higher Education](#)
A Report on a Growing Capacity Crisis in Higher Education and the Ability of Maryland's Colleges and Universities to Meet Enrollment Growth and Workforce Demand. This report, which was presented to the Maryland General Assembly prior to the 2004 legislative session, addresses a coming crisis in college access. Montgomery College President Charlene R. Nunley co-chaired the statewide group of higher education officials that prepared the report.
 CAPDI Documents (Appropriate Course Placement, student progress and tracking)
[College at a Glance](#)
 Enrollments, Graduates, Employees, Budget, Fees, Board, Administration
 Community College Survey of Faculty Engagement (available Summer '06)
[Community College Survey of Student Engagement](#)
[Curriculum Committee Manual](#)
 The Future of Montgomery College, March 2000
[General Education](#)
 Current description of General Education
 General Education Workshop Results
[Learning College](#)
 Team Reports, etc.
[Maryland Association of Community Colleges Databook](#)
 New, FT and PT enrollments by each community college in Maryland over the last five years. College-by-college data on career vs. transfer programs, Continuing Education, employees, facilities, financial information (tuition, fees, operating expenses and revenue).
[Montgomery College Mission Statement \(2000\)](#)
[Montgomery College Goals and Objectives \(2005\) \(.pdf\)](#)
 Noel Levitz' Survey of Student Satisfaction (2000, 2002)
 Performance Accountability Reports
Annual reports to the Maryland Higher Education Commission that include publicly available benchmarks and targets on enrollment and staffing

[Report of the for the 21st. Century \(2003\) \(.pdf\)](#)

Report of the Council convened by President Nunley Student Enrollment Profiles Annual report which includes 5-year data and demographics collegewide and by campus.

[Trustee Information Program Reports \(TIP\) \(see above under Board Documents\)](#)

[Enrollment](#)

Enrollments by semester; enrollments by program of study; Retention; Student-Faculty ratio; Recruitment

[Financial Affairs](#)

Capital budget; Auxiliary Services; Operating Budget

[Institutional Advancement](#)

Grants; MC Foundation

[Human Resources](#)

Faculty Hires & Composition; Employees by category; Professional Development

[Student Development](#)

Retention; Counseling & Advising; Disabilities Support Student Life; Student Athletes

[Financial Aid](#)

Fiscal Year report; Board of Trustees

Scholarships

Academic Activity

Faculty Scholarly Activities; Program

Additions & Deletions

[Academic Status of Students](#)

Student Success— Transfer, GPA, Graduation; Apprenticeships

FACULTY

Governance

[Academic Assembly](#)

Constitution, Members, Minutes, News

The Academic Assembly is the senior governance body for academic issues at Montgomery College. Its role, as defined in the first article of that constitution, is to serve as the collegewide governance body which advises, facilitates, and participates in the development and review of collegewide policies and procedures on academic and related matters unless otherwise excluded by the collective bargaining agreement.

[Academic Regulations and Standards](#)

A standing committee reporting to the Academic Assembly whose role is to review, evaluate, and update the College academic regulations; to inform College administrators responsible for implementation and the college community with respect to revisions, deletions, and additions to the academic regulations.

[Committee on Curriculum](#)

A standing committee reporting to the Academic Assembly whose role is to review, evaluate, and update the curriculum and to oversee initiation, design, development, modification, and discontinuance of courses and programs offered by Montgomery College; to inform the units of the College administrators responsible for implementation and the College community with respect to modifications in the curriculum.

[Committee on Faculty Issues](#)

A standing committee reporting to the Academic Assembly whose role is to identify issues and make recommendations concerning development, evaluation, rank, and leaves, subject to consistency with the collective bargaining agreement.

[American Association of University Professors – Montgomery College Chapter](#)

In addition to the traditional role of AAUP as the "Voice of the Profession" in higher education, the Chapter at MC also serves as the exclusive agent for the faculty in a collective bargaining relationship with the college administration.

[Calendar Committee](#)

Faculty Councils

The Faculty Councils represent the campus faculty in the governance of the campus and in institutional and professional matters. They are directly advisory to the campus provosts.

[Germantown](#)

[Rockville](#)

[Takoma Park/Silver Spring](#)

[Instructional Resources](#)

[Center for Professional and Organizational Development \(CPOD\)](#)

CPOD provides a variety of training and development programs and consulting services for faculty and staff.

[Center for Teaching and Learning](#)

The Center for Teaching and Learning (CTL) is Montgomery College's faculty professional development organization. The mission of the Center for Teaching and Learning is to support the art of teaching by encouraging faculty creativity, innovation, and continual improvement in instruction to enhance student learning. The CTL realizes this mission by providing a variety of professional development opportunities and supporting a number of college initiatives.

[Distance Learning](#)

The Office of Distance Learning provides general support in instructional design and various programs and training for distance, blended, and technology enriched courses.

[Distance Learning Faculty Handbook](#)

[Libraries](#)

The Montgomery College Libraries provide print, non-print, and research support as well as instruction on the use of Web reference tools and other resources can be arranged through your local campus library.

[Information Technology Service Centers](#)

The Information Technology Service Center is a campus facility equipped with high technology computers and peripherals not normally found in some office or laboratory environments. Here, MC faculty and staff can work on projects that require more specialized equipment.

Financial Aid Documents

Board of Trustees TIP report on student financial aid (See TIP Reports below.)

Fiscal Operations Report and Application to Participate (FISAP) in the three Campus-Based Programs - Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study (FWS) -- the annual fiscal report on federal funds to the U.S. Department of Education.

Submitted 9/30.

Maryland Higher Education Commission S-5 unit record collection report -- annual report to MHEC on all forms of student financial aid received by MC students. Includes all federal, state, institutional, and private forms of aid. Also includes student income and enrollment information. Submitted 11/15. Report is prepared by IR.

Financial Documents

[FY 2007 Budget Highlights \(pdf\)](#)

[FY 2007 Budget \(pdf\)](#)

[FY07 Capital Budget \(pdf\)](#)

[FY 2006 Budget \(pdf\)](#)

Audit Reports

Cost Containment Study (200?)

Study performed at the request of the President ...

[Government Relations](#)

Human Resource Documents

[AAUP Collective Bargaining Agreement](#)

Union Contract for Bargaining Faculty

[AFSME Collective Bargaining Agreement](#)

Union Contract for Bargaining Staff

[Faculty Handbook](#)

Part-time Faculty Handbook

[Policies and Procedures Manual](#)

Staff Handbook

[Institutional Advancement](#)

The vision of the unit is to create effective branding as an outstanding learning opportunity, cultural arts resource, economic development resource and intellectual center that is of high value to the future of the County and to its residents.

[Grants Office](#)

Newsletters, General Information

The Grants Office supports Montgomery College's mission of changing lives by identifying alternative sources of funding for enriching the College's programs. The Grants Office assists members of the College community with finding the best possible funders, proposal development, reporting functions, and advice at all stages.

[Montgomery College Foundation](#)

The Montgomery College Foundation is a 501©(3) charitable organization governed by business, alumni and community leaders to enhance the work of Montgomery College to a level of excellence comparable to the finest colleges and universities across the country.

Institutional Evaluation Reports

1998 Middle States Self-Study

2003 Periodic Review Report for the Middle States Commission on Higher Education

Maryland Higher Education Commission Mission and Goals Report, 2000

Maryland Higher Education Commission Mission and Goals Update, 2005

Minority Achievement Report

Annually track persistence and ?? rates of minority students enrolled at Montgomery College

[Policy, Planning, and Research](#)

Planning documents and guidelines, general links to Facilities and Academic Plans. The Office of Policy, Planning and Research serves as the catalyst for planning and policy development activities at Montgomery College.

[Academic Master Plan, 2005 \(.pdf\)](#)

Campus Plans

[Facilities Master Plans \(.pdf\)](#)

Goals and Objectives Assessment and Evaluation Plan

[Information Technology Strategic Plan](#)

[Library Strategic Plan](#)

[Strategic Planning Forms](#)

Unit Strategic Plans

[Workforce Planning and Succession Management \(Overview\)](#)

Workforce Planning and Succession Management Report to the Cabinet and the Board of Trustees
Documents which provide a broad overview of the issues and makes recommendations for a direction that Montgomery College can take to ensure stability, smoother personnel transition, retention of knowledge and continued excellence within the College.

Special Programs

Student Support and Retention Programs Database (available Summer '07)

[Arts Institute](#)

The Arts Institute of Montgomery College provides a college-wide focus on the arts, and is committed to promoting, enhancing, and supporting a broad range of arts programs at the College, including advertising art, computer graphics, dance, film, fine arts, illustration, music, photography, and theatre.

[College Institute](#)

The College Institute is an innovative partnership between Montgomery College and Montgomery County Public Schools. The Institute provides an opportunity for identified high achieving seniors at selected Montgomery County High Schools to earn college credits on a high school campus during a regular school day.

[Gateway to College](#)

The Gateway to College program at Montgomery College serves at-risk youth, 16 to 20 years old, who have stopped attending Montgomery County Public High Schools and for whom high school completion is at risk. The program gives students the opportunity to earn a high school diploma while transitioning to a college campus. Students may simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate.

[Collegewide Honors Program](#)

The Honors Program's mission is to attract and nurture outstanding students; to provide an academic environment which fosters growth, critical thinking and multicultural perspectives; and to encourage the development of community relationships and interpersonal skills.

[Biomedical Scholars](#)

A personalized program designed to increase academic performance, enhance the learning experience in the sciences, and pave the way to a successful career in the biomedical sciences.

[Macklin Scholars](#)

The Gordon and Marilyn Macklin Business Institute is a competitive collegewide program offering sophomore-level business students with a minimum 3.2 grade point average an opportunity to pursue honors work in economics, statistics, and accounting; to be mentored by both a faculty member and a corporate executive; and to participate in a business internship and weekly honors seminar.

[Montgomery College Scholars](#)

The Montgomery Scholars Program, which opened on the Rockville Campus in fall 1999, is a selective-admissions program designed for high school graduates who plan to transfer to a four-year institution at the end of two years. Scholars are chosen on the basis of high school records, SAT scores, intellectual interests, extracurricular activities, recommendations, essays, and other indicators of academic excellence.

[Millenium Scholars](#)

The mission of the Millennium Scholars Honors Program is to provide an academic experience for high-achieving and highly motivated students, many of them part-time students with full-time jobs, to meet and learn together. This learning community will provide both students and faculty the opportunity to learn from one another in a unique interdisciplinary format. Because the program is offered in the evening and on weekends, it provides special educational opportunities for a population of students that is all too often underserved.

[Information Technology Institute](#)

The Information Technology Institute (ITI) provides non-credit continuing education classes on topics ranging from e-mail training to programming languages.

[Instructional Television](#)

The award-winning Instructional Television and Media Production Services Unit provides full-service digital media production and artwork services for the College and its clients. Those services include programming and operating Montgomery College Television, television production, post-production,

digital media production, production consulting, tape duplication, graphic design and animation. The ITVMPS Unit also offers satellite downlinking to College employees and commercial clients, off-air recordings for faculty and staff, and provides internship, student employment and volunteer opportunities for Montgomery College students.

Learning Centers

Marriott Hospitality

[Paul Peck Humanities Program](#)

The Humanities Institute is an innovative and dynamic partnership between Montgomery College, one of the nation's top community colleges, and the Smithsonian Institution, the world's largest and most complex museum. Connected by geographical proximity and complementary missions, MC and the Smithsonian have created an alliance to enhance the teaching and learning of the humanities.

[The Paul Peck Institute for American Culture and Civic Engagement](#)

The mission of the Paul Peck Institute for American Culture and Civic Engagement, established at Montgomery College in January 2004, is to celebrate and increase knowledge of American culture, history, principles, and political traditions; and to inspire informed civic participation about critical issues affecting the local, national, and global communities.

[Service Learning](#)

[Student Development Documents and Resources](#)

[Career Planning](#)

Student Code of Conduct

[Student Clubs and Organizations](#)

[Student Support Services](#)

[Adult Re-Entry Program](#)

[Improve your Math Placement on the Fast Track](#)

[Mentoring Program](#)

[Online Student Success Center](#)

[Project SUCCESS](#)

[Student Development Courses](#)

[Scholarship Information](#)

Student Insider's Guide 2005-2006 TP/SS

An in-depth student resource guide and planner

[Student Support Services \(TRIO\)](#)

[Study Skills](#)

Student Handbooks

[Diagnostic Medical Sonography](#)

[Nursing Program](#)

[Surgical Technology](#)

Links to Outside Resources

[American Association of Community Colleges \(AACC\)](#)

Community College News, Legislative Issues, Data about Community Colleges

[Maryland Association of Community Colleges \(MACC\)](#)

Member Colleges, Legislative Issue, Databook

[Maryland Higher Education Commission \(MHEC\)](#)

The State of Maryland's higher education coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. MHEC also administers state financial aid programs that affect students on a statewide basis.

Maryland National Capital Park and Planning Commission (MNCP&P) (includes population and demographic information)

[Middle States Commission on Higher Education \(MSCHE\)](#)

Montgomery County Public Schools (MCPS)

[National Center for Education Statistics \(NCES\)](#)
[Specific Publications and Recent Research](#)
[Data Tables on Postsecondary Education](#)

Population Data Resources

[Montgomery County Government](#)
[Montgomery County - Maryland National Park & Planning Commission](#)
[Montgomery County Facts & Figures](#)
[Montgomery County Census 2000](#)
[Research Center](#)
[Research Reports](#)
[Maryland Office of State Planning](#)
[Maryland Census Data](#)
[U.S. Census Bureau](#)
[U.S. Bureau of Labor Statistics](#)
[Maryland Electronic Capital](#)
Maryland General Assembly