

Middle States Listening Tour

UNDERSTANDING THE PURPOSE OF SELF-STUDY AND HOW WE CAN ALL
CONTRIBUTE TO THE PROCESS

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Today's Outcomes:

By the end of this session, participants will be able to

- ▶ Understand the purpose of accreditation
- ▶ Understand the process and purpose of self-study
- ▶ Identify the seven Standards of Accreditation
- ▶ Articulate how individual constituent roles connect to Montgomery College's mission
- ▶ Discuss the strengths and weaknesses of Montgomery College's processes through the lens of the Standards.

Accreditation Overview

PART ONE

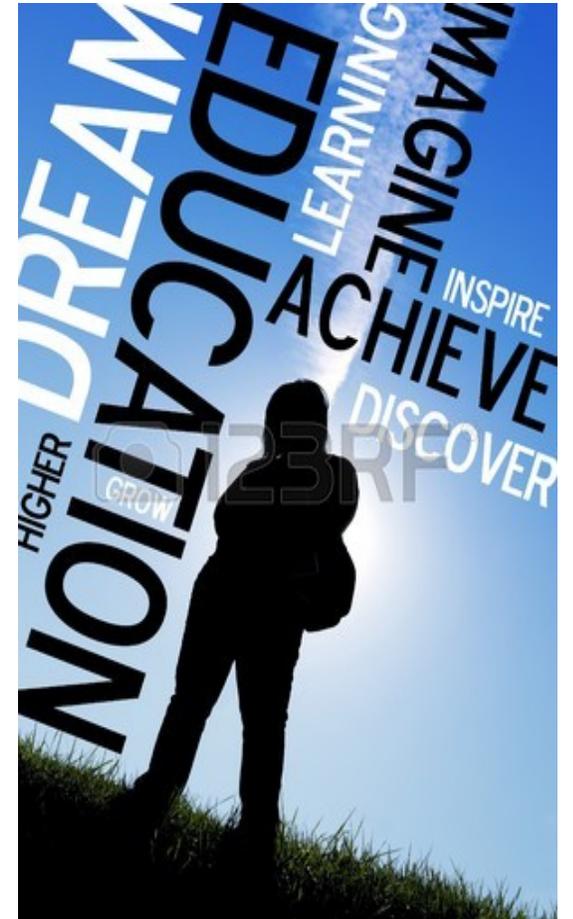
What is accreditation?

- ▶ Montgomery College's accrediting body is the Middle States Commission on Higher Education (MSCHE).
 - ▶ It's role is like that of the NBA, PGA, NASCAR, or NFL in the sports world
 - ▶ Or like the Ministry of Magic in Harry Potter
- ▶ Accreditation is the process by which educational institutions ensure that they are developing quality programs, are using assessment and strategic planning to determine budget priorities, and are holding themselves accountable to the public.
- ▶ Accreditation includes a self-study process, a peer review process, and a presentation of compliance with federal, state, and local regulations.



Why is Accreditation important?

- ▶ establishes a benchmark for quality and consistency
- ▶ facilitates the transfer of credits between institutions
- ▶ qualifies an institution to offer federal financial aid for students
- ▶ Helps prospective students to confirm that a school has met established standards of education
- ▶ Ensures a process of continuous self-improvement
- ▶ Involves faculty, staff, and students in the process of planning and prioritizing
- ▶ Provides a mechanism for transparency and accountability



Montgomery College Self-Study

- ▶ Our self-study process will look at MSCHE's Standards of Accreditation through the lens of our mission.
- ▶ A Steering Committee of students, faculty, staff, and administrators from throughout the College will oversee the workgroups and finalize the Self-Study Report
- ▶ Seven workgroups will analyze our priorities, programs, and processes – one for each standard.
 - ▶ Each workgroup includes full and part time faculty, staff, and administrators. Several workgroups include students.
 - ▶ Groups have been balanced to include diversity of campus, discipline/area, culture, gender, and ethnicity
- ▶ To track our progress, visit <https://cms.montgomerycollege.edu/EDU/Department.aspx?id=79403>

Self-Study Steering Committee

Donna Schena, Co-chair Standard 1
Clevette Ridguard, Co-chair Standard 1
Sonia Pruneda-Hernandez, Co-chair Standard 1
Jason Rivera, Co-Chair Standard 2
Sara Espinosa, Co-Chair Standard 2
Jack Sallie, Co-Chair Standard 2
Milton Nash, Co-Chair Standard 3
Samantha Veneruso, Co-Chair Standard 3
Camille Cauley, Co-Chair, Standard 3
Sue Haddad, Co-Chair Standard 4
Usha Venkatesh, Co-Chair Standard 4
Eric Myren, Co-Chair Standard 4
Cassandra Jones, Co-Chair Standard 5
John Hamman, Co-Chair Standard 5
Sarah Campbell, Co-Chair Standard 5
Beatrice Lauman, Co-Chair Standard 6
Kevin Long, Co-Chair Standard 6
Andrea Foster, Co-Chair Standard 6

Maria Adams, Co-Chair Standard 7
Tacy Holliday, Co-Chair Standard 7
Karen Thomas, Co-Chair Standard 7
Sanjay Rai, SVPAA, *Ex officio* member
Monica Brown, SVPSS, *Ex officio* member
Janet Wormack, SVPFS, *Ex officio* member
David Sears, SVPA, *Ex officio* member
George Payne, Provost representative
Sharon Fechter, Dean representative
Vicki Duggan, Office of Compliance representative
Michael Mills, E-learning representative
Brandon Jasper, Student representative
Ray Gilmer, Communications representative
Steve Cain, Liaison to the President
Kathleen Wessman, MSCHE liaison
Eric Benjamin, Self-Study Co-Chair
Melissa F. Gregory, Self-Study Co-Chair
Tammy Stuart Peery, Self-Study Co-Chair

Timeline: 2015-2018

Semester	Focus
Fall 2015	Training, formation of Steering Committee and Work groups
Spring 2016	Development of Self-Study Design, MSCHE Liaison visit
Summer 2016	Approval of Self-Study Design
Fall 2016/Spring 2017	Steering Committee and Work groups assemble documentation, research and analyze College processes, seek input from College community, draft reports
Summer 2017	Steering Committee reviews draft reports and assembles them into a draft Self- Study document
Fall 2017	Campus community reviews draft Self-Study document, MSCHE review team chair visits, Compliance report is completed
Spring 2018	Final Self-Study Report is submitted to MSCHE, Formal MSCHE team visit
Summer 2018	MSCHE reviews report and determines action.



Questions and Answers



Montgomery College Mission

PART TWO

Montgomery College Mission

OUR MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

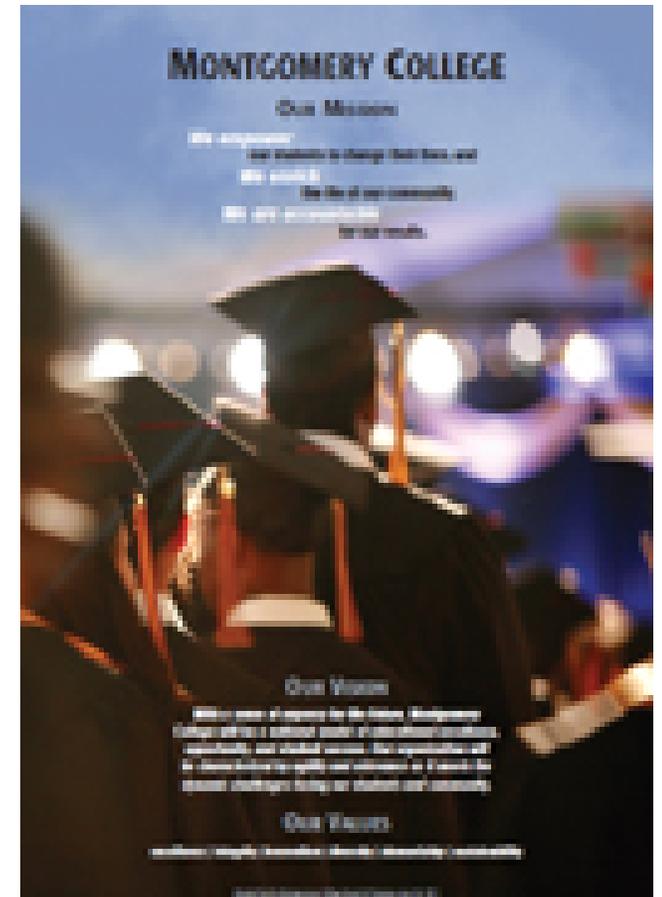
OUR VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES

EXCELLENCE * INTEGRITY * INNOVATION * DIVERSITY * STEWARDSHIP * SUSTAINABILITY

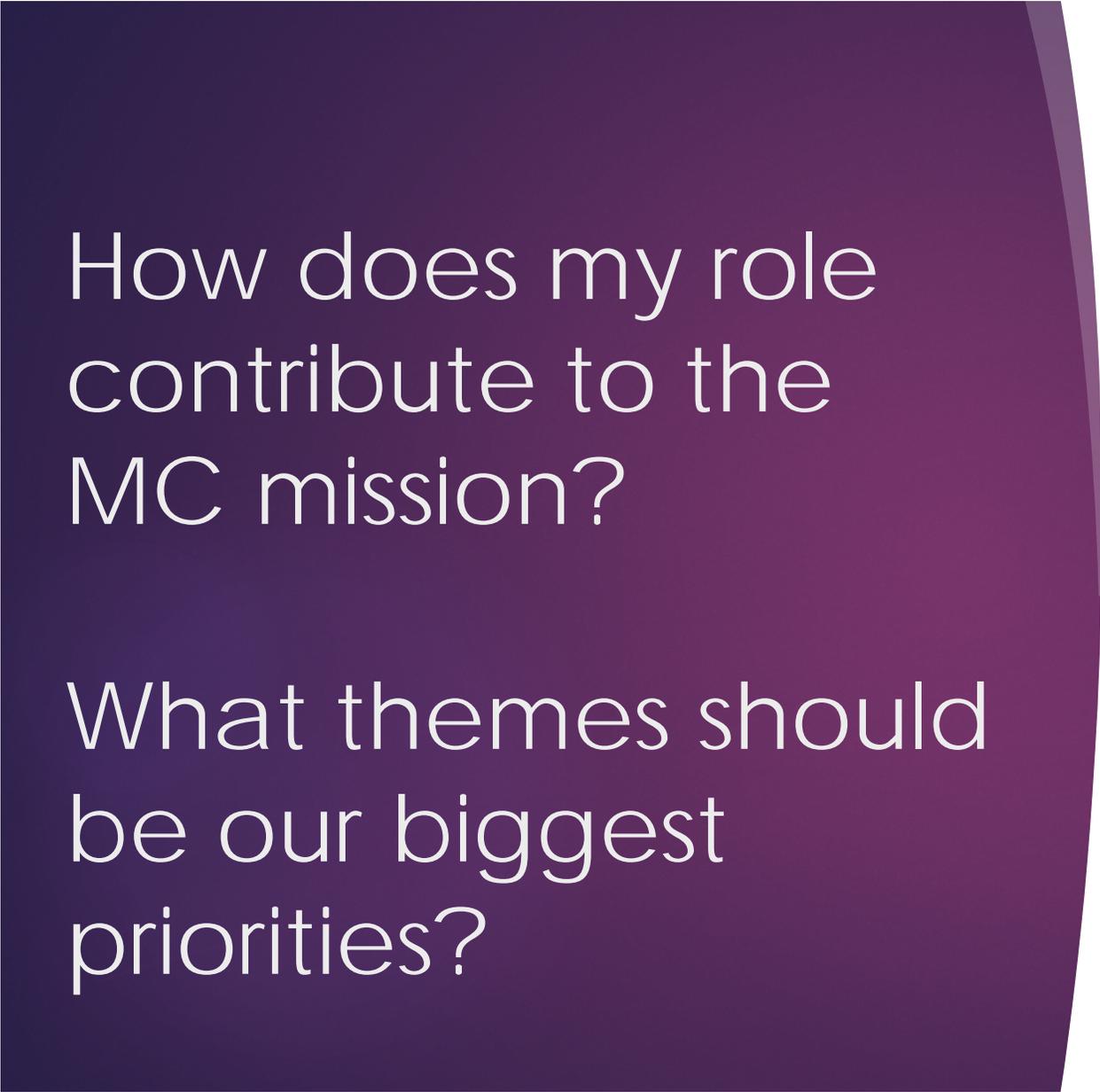
(Adopted by the Board of Trustees on June 20, 2011.)



Montgomery College 2020 Themes:

- I. Educational Excellence**
- II. Access, Affordability, and Success**
- III. Economic Development**
- IV. Community Engagement**
- V. Assessment and Institutional Effectiveness**





How does my role
contribute to the
MC mission?

What themes should
be our biggest
priorities?



DISCUSSION

STANDARDS OF ACCREDITATION

PART THREE

Standard I: Mission and Goals

- ▶ The institution's mission defines its purpose and context.
- ▶ The institution's goals are linked to its mission
- ▶ The institution specifies how it fulfills its mission.

An accredited institution demonstrates:

Standard I: Mission and Goals Criteria

1. Clearly defined mission and goals that:
 - a. Are developed through appropriate collaborative participation
 - b. Address external as well as internal contexts and constituencies;
 - c. Are supported by the governing body
 - d. Guide the College community in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
 - e. Include support of scholarly inquiry and creative activity;
 - f. Are publicized and widely known by the institution's internal stakeholders;
 - g. Are periodically evaluated;
2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and
4. Periodic assessment of mission and goals to ensure they are relevant and achievable

Standard II: Ethics and Integrity

- ▶ **Ethics and integrity are central and indispensable**
- ▶ **In all activities, an institution must be**
 - ▶ faithful to its mission,
 - ▶ honor its contracts and commitments,
 - ▶ adhere to its policies, and
 - ▶ represent itself truthfully.

An accredited institution demonstrates:

Standard II: Ethics and Integrity Criteria

1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;
2. A climate that fosters respect among constituents from a range of diverse backgrounds, ideas, and perspectives;
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;
7. As appropriate to its mission, services, or programs are in place:
 - a. To promote affordability and accessibility;
 - b. To enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
 - a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
 - b. The institution's compliance with the Commission's Requirements of Affiliation
 - c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
 - d. The institution's compliance with the Commission's policies; and
9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Standard III: Design & Delivery of the Student Learning Experience

- ▶ **An institution provides students with learning experiences that are characterized by rigor and coherence at all levels.**
- ▶ **All learning experiences, regardless of modality, program pace/schedule, level and setting are consistent with higher education expectations.**

An accredited institution demonstrates:

Standard III: Design & Delivery of the Student Learning Experience Criteria

1. Certificate and/or professional programs leading to a degree or other credential, of a length appropriate their objectives, designed to foster a coherent student learning experience and to promote synthesis of learning;
2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
 - a. Rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
 - b. Qualified for the positions they hold and the work they do;
 - c. Sufficient in number;
 - d. Provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
 - e. Reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;
3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress

Standard III: Design & Delivery of the Student Learning Experience Criteria

5. A general education program, free standing or integrated into academic disciplines, that:
 - a. Offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
 - b. Offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.

6. In institutions that offer professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to curricula;
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and
8. Periodic assessment of the effectiveness of programs providing student learning opportunities.

What do you
feel are
strengths, areas
of concern, and
priorities we
should think
about in the first
3 standards?

BRAINSTORMING

Standard IV: Support of the Student Experience

- ▶ The institution recruits and admits students whose interests, abilities, experiences, and goals align with its mission and educational offerings, across all modalities.
- ▶ The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals
- ▶ This support enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

An accredited institution demonstrates:

Standard IV: Support of the Student Experience Criteria

1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students, including:
 - a. Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
 - b. A process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;
 - c. Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
 - d. Processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;
2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records;
4. Athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal and administrative principles and procedures that govern all other programs;
5. Adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and
6. Periodic assessment of the effectiveness of programs supporting the student experience.

Standard V: Educational Effectiveness Assessment

- ▶ **Assessment of student learning and achievement demonstrates that students have accomplished educational goals consistent with**
 - ▶ their program of study,
 - ▶ degree level,
 - ▶ the institution's mission, and
 - ▶ appropriate expectations for institutions of higher education.

An accredited institution demonstrates

Standard V: Educational Effectiveness Assessment Criteria

1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. Define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
 - b. Articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
 - c. Support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
 - a. Assisting students in improving their learning;
 - b. Improving pedagogy and curriculum;
 - c. Reviewing and revising academic programs and support services;
 - d. Planning, conducting, and supporting a range of professional development activities; planning and budgeting for the provision of academic programs and services;
 - e. Informing appropriate constituents about the institution and its programs;
 - f. Improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
 - g. Implementing other processes and procedures designed to improve educational programs and services;

Standard V: Educational Effectiveness Assessment Criteria

4. Adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Standard VI: Planning, Resources, and Institutional Improvement

- ▶ The institution's planning processes, resources, and structures are aligned with each other and are sufficient
 - ▶ to fulfill its mission and goals,
 - ▶ to continuously assess and improve its programs and services, and
 - ▶ to respond effectively to opportunities and challenges.

An accredited institution demonstrates

Standard VI: Planning, Resources, and Institutional Improvement Criteria

1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results;
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institutions' and units' strategic plans/objectives;
4. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;
5. Well-defined decision-making processes and clear assignment of responsibility and accountability;
6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Standard VII: Governance, Leadership, and Administration

- ▶ The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves.
- ▶ The institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

An accredited institution demonstrates

Standard VII: Governance, Leadership, & Administration Criteria

1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students;
2. A legally constituted governing body that:
 - a. Serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;
 - b. Has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;
 - c. Ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;
 - d. Oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;
 - e. Plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statement sand/or other documents related t the fiscal viability of the institution;
 - f. Appoints and regularly evaluates the performance of the Chief Executive Officer;
 - g. Is informed in all its operations by principles of good practice in board governance;
 - h. Establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;
 - i. Supports the Chief Executive Officer in maintaining the autonomy of the institution;

Standard VII: Governance, Leadership, & Administration Criteria

3. a Chief Executive Officer (CEO) who:

- a. Is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;
- b. Has appropriate credentials and professional experience consistent with the mission of the organization;
- c. Has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;
- d. Has the assistance of qualified administrators, sufficient in number, to enable the CEO to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;

4. An administration possessing or demonstrating:

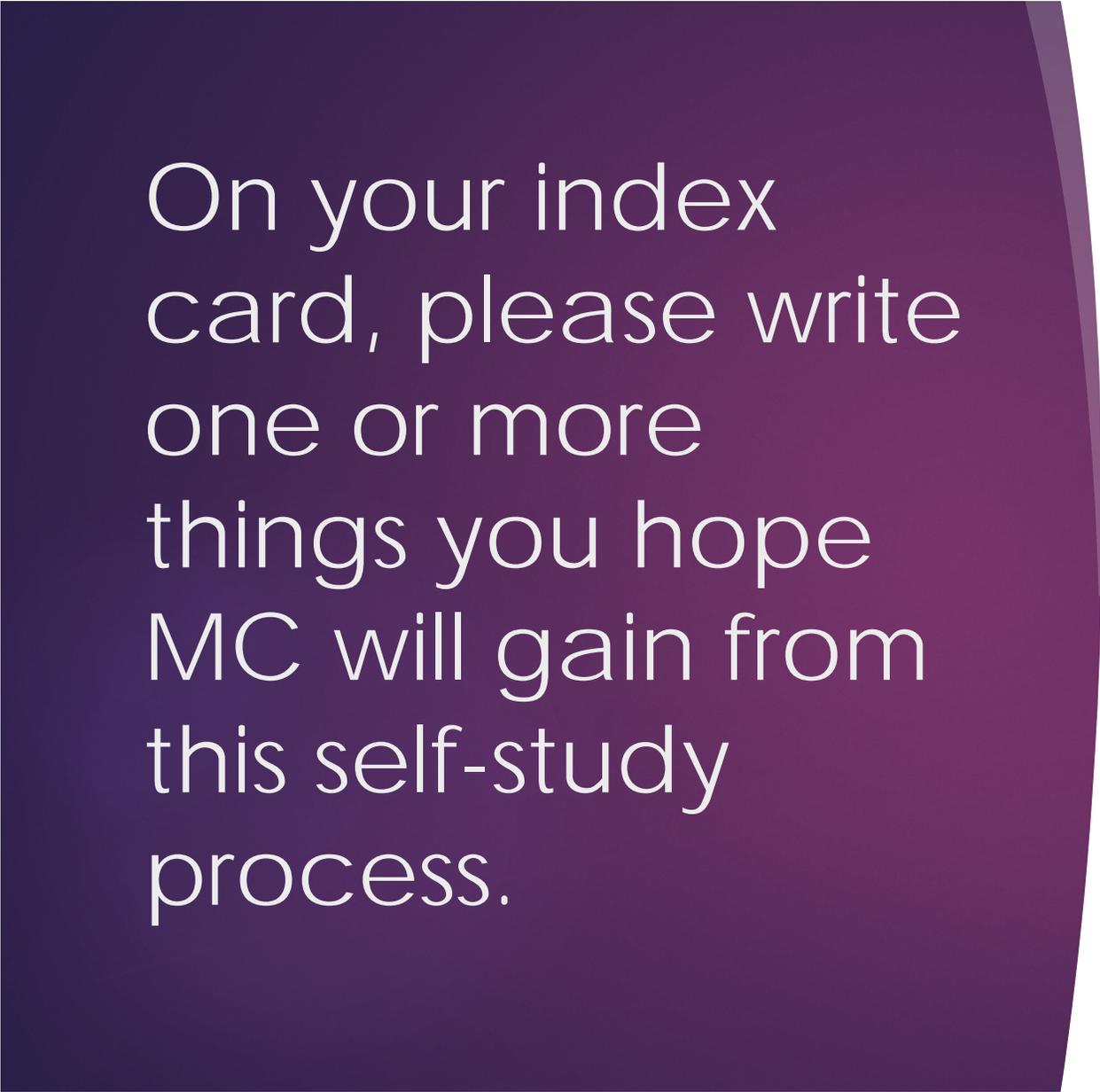
- a. An organizational structure that is clearly documented and that clearly defines reporting relationships;
 - b. An appropriate size and with relevant experience to assist the CEO in fulfilling his/her roles and responsibilities;
 - c. Members with credentials and professional experience consistent with the mission of the organization and their functional roles;
 - d. Skills, time, assistance, technology, and information systems expertise required to perform their duties;
 - e. Regular engagement with faculty and students in advancing the institution's goals and objectives;
 - f. Systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and
5. Periodic assessment of the effectiveness of governance, leadership, and administration.

What do you feel are strengths, areas of concern, and priorities we should think about in standards IV-VII?

BRAINSTORMING

Summary/ Next Steps

- ▶ Accreditation requires participation and input from everyone at the College.
- ▶ As an individual, you should be able to connect your role to the mission and explain how you help the College meet Accreditation Standards within your own locus of control.
- ▶ Opportunities for input into the Self-Study Design will be available through the governance constituent groups between March 7-April 1 (see the governance calendar for specific meeting dates).
- ▶ Each semester, there will be additional Listening Tour sessions that focus on gathering your input.



On your index card, please write one or more things you hope MC will gain from this self-study process.



FINAL ACTIVITY

Contact Us

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▶ **MSCHE website:** <https://www.msche.org/>