From: The President
To: MC Communications!
Subject: Reaction to College"s Periodic Review Report
Date: Thursday, August 15, 2013 8:47:59 AM

MONTGOMERY COLLEGE
Office of the President

August 15, 2013

MEMORANDUM

To: Montgomery College Colleagues

From: Dr. DeRionne P. Pollard, President

Subject: Reaction to College's Periodic Review Report

As the last academic year was concluding, the College community was finalizing our Periodic Review Report (PRR) for our accrediting agency, the Middle States Commission on Higher Education (MSCHE). A review team has analyzed our report over the summer, and I am pleased to share that the feedback was positive.

In their analysis, the MSCHE reviewers commended the College for the "thorough" report that "addressed every area of the standards," and for making significant progress to respond to the recommendations, challenges, and opportunities that have arisen since our last Self-Study in 2008 (see the full review team analysis at http://cms.montgomerycollege.edu/msss/2013PRR). This response is recognition that our institution is headed in the right direction; nevertheless, work remains. The analysis identifies eight action items—four of them addressing Standard 14, Assessment of Student Learning—that will continue to require our collective attention and work. We must submit a response to MSCHE by the end of this month prior to the Commission taking its official action regarding our accreditation.

In light of this analysis from MSCHE, it is fitting that faculty will convene on Tuesday, August 20, for a "Curriculum Alignment Day" (CAD). Although the agenda for the CAD is broader than our accreditation standards, the work of this day will allow faculty to address the two recommendations in the MSCHE analysis, namely, that the College:

- "complete the mapping of outcomes for all academic programs," and
- "actively implement a plan for assessing programs that links program outcomes and course outcomes through a formal assessment plan and demonstrate changes made as a result of the assessment results."

The most important shift for Montgomery Colleges is to think in terms of all programs having outcomes that align with course outcomes. Continuing to review and refine program outcomes and assure that they are reinforced/practiced in multiple courses will require active involvement of faculty from across the College, and from multiple disciplines working together to envision our programs in a holistic manner with clearly articulated student-centered goals.

Moments such as these provide us with great opportunity to strengthen the core of what attracts students to Montgomery College—our quality curricula. Clearly articulated outcomes help both students and faculty in charting an educational journey toward achieving their goals. A process for assessing the outcomes and making improvements ensures that this process is as effective as it can be.

In closing, I want to recognize the most capable leadership of PRR co-chairs Dr. Eric Benjamin and Dr. Sharon Fechter, two faculty members who have devoted several years to all the organizing, analyzing, and writing efforts related to our successful 2013 Periodic Review Report. They, and the many faculty and staff who participated in the process, produced an excellent report that will serve the institution and our students well.