Report to the

Faculty, Administration, Trustees, and Students of

Montgomery College Montgomery
County, Maryland

by

a Team Representing the
Middle States Commission on Higher Education

Prepared After a Team Visit to the Institution on: March 18-
21, 2018

The Members of the Team:

Dr. Margaret M. McMenamin, Team Chair President
Union County College

Mr. Stacy B. Cartledge, III Associate
Professor of English
Delaware County Community College

Mr. Charles Chulvick
Vice President for Technology, Assessment and Planning Raritan
Valley Community College

Dr. Susan Deer
Executive Vice President and Provost Rockland
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Dr. Kelly Kelleway
Associate Provost, Academic and Student Affairs Bucks
County Community College

Dr. Ilene Kleinman Associate
Dean of Curriculum Bergen
Community College

Ms. Charlene H. Newkirk Campus
President-South
Community College of Allegheny County

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LaGuardia Community College of the City University of New York

Prof. Judy Suh
Associate Professor/ Educational Counselor
Nassau Community College

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This report represents the views of the evaluation team as interpreted by the Chair, and it goes directly to the institution before being considered by the Middle States Commission on Higher Education.

It is a confidential document prepared as an educational service for the benefit of Montgomery College. All comments in the report are made in an effort to assist Montgomery College. This report is based solely on an educational evaluation of the institution and of the manner in which it appears to be carrying out its educational objectives and complies with the Middle States Commission on Higher Education *Standards for Accreditation and Requirements of Affiliation.*

I. Context and Nature of

Visit Institutional

Overview:

> Initial Accreditation: 1950
> Last Reaffirmed:
> 2013 Control:
> Public
> Institution Type: Associate's Colleges - High Transfer-Mixed
> Traditional/Nontraditional Degrees Offered: Postsecondary Award/Cert/Diploma (< 1 year), Postsecondary Award/Cert/Diploma (>=1 year, < 2 years), Associate's
> Branch Campuses: None
> Additional Locations: Montgomery College Germantown Campus, Northwest High School, Northwood High School, Takoma Park/Silver Spring Campus

Self-Study Design: Comprehensive

II. Affirmation of Continued Compliance with Requirements of Affiliation

Based on review of the *Self-Study* document, interviews, the certification statement supplied by the institution and/or other institutional documents, the team affirms that the institution continues to meet the requirements of affiliation in *Standards for Accreditation and Requirements of Affiliation.*

III. Compliance with Federal Requirements

Based on review of the *Self-Study* document, certification of the institution, other institutional documents, and interviews, the team affirms that the institution meets Federal Title IV requirements. Based on a similar review of documents and interviews, the team also affirms that the institution meets relevant requirements under the Higher Education Opportunity Act of 2008.

IV. Evaluation Overview

Montgomery College is a public, open-admissions community college with campuses in Germantown, Rockville, and Takoma Park/Silver Spring, in Montgomery County, Maryland, a large suburban county adjacent to Washington, DC. The College was opened in 1946, was initially accredited by Middle States in 1950, and last reaffirmed through Periodic Review Report in 2013. The College served more than 56,000 students in FY16 and nearly 24,000 credit students in fall 2016. It is the largest community college in the state, and second only to University of Maryland University College in terms of undergraduate enrollment.

Montgomery County is one of the most educated counties in America and it is also a county in transition. Over the past 10 years, both the County and the College have experienced significant demographic change. Montgomery County became "majority-minority" around 2010 and is currently 45 percent white, 18 percent black, 19 percent Hispanic and 18

percent other races and ethnicities. Minority enrollment at the College has similarly increased and is approximately 67% of the student body (majority Black and Hispanic). During this same time, Montgomery College has experienced noteworthy changes in leadership at the executive level with a new President, Dr. DeRionne Pollard, and many new members of the executive staff.

Soon after the President was appointed, and at the College's request, the Middle States Commission on Higher Education approved the accreditation of Montgomery College Germantown Campus, Montgomery College Rockville Campus, and Montgomery College Takoma Park/Silver Spring Campus as a single institution, Montgomery College, with three campuses. One of the President's first charges from the Board of Trustees was to implement a "One College" philosophy across all of the campuses. This "One College" initiative was the first in a long series of initiatives that the new administration launched as it restructured the institution around improving student success outcomes.

The *Self-Study* process was thorough and inclusive. It provided ample opportunity for all campus constituents to offer comments and suggestions at various points in its development. The *Self-Study* is well organized, clearly written, and comprehensive. The supporting documentation, in the appendices and in the resource room, provided additional useful
information to the visiting team as they verified compliance with the Middle States *Standards for Accreditation and Requirements of Affiliation*. The *Self-Study* appeared to accurately capture the strengths, challenges, and opportunities at Montgomery College today.

Montgomery College is an extraordinary institution. The visiting team used words like "amazing" and "impressive" to describe some of the College's programs and initiatives. The President is courageous and visionary. She has helped to position Montgomery College as a leader among its peers. The Board of Trustees is sophisticated. It supports the President and has demonstrated a sincere commitment to the college mission of social justice. The team found a palpable sense of pride among employees and students alike across all three campuses.

The relationship between and among the administrators, faculty, staff, and students appears to be collegial, cooperative, and collaborative. Members of some constituent groups—the self-identified "quasis" in particular—however, expressed concerns about initiative fatigue, communications, the "One College" initiative, and the impact of academic restructuring in this highly complex multi-campus institution.

While Montgomery College is held up as the "flagship" of the Maryland Community College system and is on a very positive and aggressive trajectory in terms of its student-centered philosophy and student-success agenda, it is nevertheless lagging behind other Middle States colleges and universities in terms of its graduation rates and its assessment of program level student learning outcomes—an essential quality assurance process in higher education today.

For Montgomery College to realize its mission of social justice and student success and be all that it can and should be for the people of Montgomery County, the College must continue to pursue its aggressive student success agenda while creating a culture of student

learning outcomes assessment. These assessment initiatives must continue to grow in relevance and ownership by the faculty.

The visiting team wishes to express its appreciation to the Montgomery College community— including the student government leaders—for their hospitality, input, and candor during our meetings. We are grateful to your three Co-Chairs, Dr. Eric Benjamin (our "night watchman"), Dr. Melissa Gregory, and Professor Tammy Peery for their work and their guidance during our visit. We want to offer special thanks to Officers James Lanham, Roberto Alvarado, Jamey Lawrence, and Matthew Stratton for their safe, patient, and professional escort during our visit. Finally, we would like to offer our gratitude to Dr. Michelle T. Scott, who flawlessly handled many logistical details before and during the team visit. From the preliminary visit in October through our arrival on Sunday and our potentially delayed departure due to Winter Storm Toby, Dr. Michelle Scott has made every day a better day for this Chair and visiting team.

Based on the campus visits, careful review of the *Montgomery College Self-Study*, other institutional documents, and interviews with scores of administrators, faculty, staff, students, and trustees, the visiting team concludes that Montgomery College meets the standards in the *Standards for Accreditation and Requirements of Affiliation* for Middle States accreditation.

Individuals with whom the Visiting Team Met

Montgomery College Board of Trustees

> Michael J. Knapp, *Chair*
> Leslie S. Levine, PhD, *Second Vice Chair*
> Michael A. Brintnall, PhD
> Robert J. Hydorn
> Robert F. Levey
> Marsha Suggs Smith
> Benjamin T. Wu

President

> President - Dr. DeRionne Pollard

Middle States *Self-Study* Co-Chairs

> Dr. Eric Benjamin, Interim Dean of Education and Social Sciences
> Dr. Melissa Gregory, Associate Senior Vice President for Student Affairs
> Tammy Peery, Assistant Professor, English and Reading

Administrators and Staff

> Dr. Stephen Cain, Chief of Staff/Strategy Officer
> Dr. Sharon Fetcher, Acting Vice President/Provost Takoma Park/Silver Spring
> Campus Marvin Mills, VP of Facilities and Security and Leadership Team
> David Sears, Senior Vice President for Advancement and Community
> Engagement Jane Ellen Miller, Interim VP of Instructional and IT/CIO

Margaret Latimer, Vice President/Provost Germantown Campus

Dr. Kim Kelley, Vice President/Provost Rockville Campus
Dr. Janet E. Wormack, Senior Vice President for Administrative and Fiscal Services Dr. Sanjay K. Rai, Senior Vice President for Academic Affairs
Dr. Monica R.M. Brown, Senior Vice President for Student Affairs
Donna Schena, Assoc. Sr. VP for Administrative and Fiscal Services
Nadine Porter, Assoc. Sr. VP for Administrative and Fiscal Services
Dr. Michelle T. Scott, Deputy Chief of Staff and Strategy/MSCHE ALO
Carolyn Terry, Associate Senior Vice President for Academic Affairs
Vicki Duggan, Chief Compliance, Risk, and Ethics Officer
Robert Roop, Interim Chief Human Resources Officer
Liz Greaney, Chief Business Strategy Officer
Dr. Cassandra Jones, Director of Assessment
Dr. Clevette Ridguard, College Area Review Coordinator and Research Associate
Carmen Poston Travis, Director of Student Affairs and Initiatives
Ernest Cartledge, Director of Enrollment Services and College Registrar
Karen Callendar, Director of ACES Program
Judy Taylor, Director of Student Financial Aid
Dr. Kim McNair, Director of College Access and
Enrollment Seth Kamen, Credit for Prior Learning
Dr. Robert Lynch, Director of OIRE

Deans/Associate Deans

Dr. Frank Trezza Dean Visual, Performing, and Media Arts
Kathy Michaelian, Dean Business, Economics, Accounting, Computer Applications,
    Hospitality Management, and Paralegal Studies
Dr. Rodney Redmond, Dean English and Reading
Dr. James Sniezek, Dean Chemical and Biological Sciences
Dr. Muhammad Kehnemouyi, Dean Science, Engineering, and
Technology John Hamman, Dean Mathematics and Statistics
Angie Pickwick, Dean Health Sciences, Health, and Physical Education
Dr. Monique Davis, Associate Dean of Health Sciences/Director of Nursing
Dr. Monica Parrish Trent, Dean English Language for Academic Purposes, Linguistics,
    and Communication Studies
Dr. Bess Vincent, Assistant Administrative
Dean Dr. Sharon Fechter, Dean Humanities
Ed Roberts, Dean Applied Technologies and Gudelsky Institute
Steve Greenfield, Dean Business, Information Technology, and Safety
Dr. Donna Kinerney, Dean Adult ESOL & Basic Skills for College and Careers
Dorothy Umans, Dean Community Education and Extended Learning
Dr. Clemmie Solomon, College-wide Dean of Student Engagement & Takoma Park/
    Silver Spring Student Affairs
Janeé McFadden, Associate Dean TP/SS
Dr. Tonya Mason, College-wide Dean for Student Success and Rockville Student
Affairs Dr. Debra Bright, Associate Dean (R)

Dr. Jamin Bartolomeo, College-wide Dean of Student Access and Germantown Student
    Affairs

Marcus Peanort, Associate Dean (G)

Chairs
- Dr. Lucy Laufe—College-Wide Honors Director and Chair Professor of Anthropology
- Sara Ducey—Chair Integrative Learning
- Samantha Veneruso, Chair of Gen Studies

Visual, Performing, and Media Arts Chairs:
- Tendai Johnson—Art (R &G),
- Brian V. Jones—Media Arts & Technologies (R),
- Alvin Trask—Performing Arts (R),
- Megan Van Wagoner—Visual and Performing Arts (TPSS)

Business, Economics, Accounting, Computer Applications, Hospitality Management, and Paralegal Studies Chairs:
- Andrea Foster—Computer Applications (business applications) Business and Economics (G & TP/SS),
- Georgia Buckles—Business and Economics (R)

English and Reading Chairs:
- Dr. Mary Robinson—English and Reading (G),
- Dr. Elizabeth Benton—English and Reading (R),
- Dr. Ellen Olmstead—English and Reading (TPSS)

Education and Social Sciences Chairs:
- Shinta Hernandez—Anthropology, Criminal Justice, Education, Psychology, Sociology, Anthropology, Criminal Justice (R & TP/SS)
- Dr. Zeporia Smith—Education and Psychology (R & TP/SS),
- Dede Marshall— Education and Social Sciences (G)

Chemical and Biological Sciences Chairs:
- Dr. Scot Magnotta—Biology, Biotechnology, Chemistry (G),
- Dr. Rashid Alam—Biology (R),
- Dr. Laura Anna—Chemistry (R),
- Nelson Bennett—Biology and Chemistry (TPSS)

Science, Engineering, and Technology Chairs:
- Dr. David Hall—Physical Sciences, Engineering, Computer Science, Cybersecurity and Networking (G),
- Dr. Nawal Benmouna—Physical Sciences, Engineering, and Computer Science (R)

Mathematics and Statistics Chairs:
- Darren Smith—Mathematics and Statistics (G),
- Dr. Ben Nicholson—Mathematics and Statistics (R),
- Dr. Milton Nash—Mathematics and Statistics (TPSS)

Health Sciences, Health, and Physical Education Chairs:
- Diane Barberesi—Health Sciences (TPSS),
- Dianna Matthews—Nursing (TPSS),

- Beth Ridings—Health and Physical Education (R)

English Language for Academic Purposes, Linguistics, and Communication Studies Chairs:

- Dr. Jorinde van den Berg—ELAP, Linguistics and Communication Studies (G),
- Usha Venkatesh—ELAP, Linguistics and Communication Studies (R),
- Angela Nissing—ELAP, Linguistics and Communication Studies

(TPSS); Humanities Chairs:

- Dr. Joe Thompson—Humanities (G),
- Dr. Lee Annis—History and Political Science (R),
- Cristina Daley Butler—World Languages and Philosophy (R),
- Ivonne Bruneau-Botello—Humanities

(TPSS) Applied Technologies and Gudelsky Institute Chair:

Chantal Vilmar—Applied Technologies and Gudelsky Institute (R)

Counseling and Advising Chairs:

- Katie Mount, Counseling (Germantown)
- Erica Hepworth (Takoma Park/ Silver Spring);
- Ever Grier, (Rockville)
- Sue Haddad, Collegewide Disability Support Services Chair

Faculty

Rachel M. Ndonye
Sharon A. Anthony
Mary E. Robinson
Christina M. Devlin
Eurae M. Primosch
Mohibullah Durrani
Alton J. Henley
Carla I Naranjo
Helio R. Zwi
Catalina Cetina
Page L. Whittenburg
Mitchell J. Tropin
Leah M. Allen
Henry N. Caballero
James P. Furgol
Christina M. Gentile
Gustavus Griffin
Shinta H. Hernandez
Vincent J. Intondi
John M. Riedl
Solomon A. Teklai
Rebecca Alice Thomas
Alla Grinberg Webb
Lan Xiang
Nathan N. Zook
Jeanita S. Pritchett
Joanne Bagshaw
Michael C. Berman
Zineddine Boudhraa

Ada Garcia-Casellas
Nader H. Chaaban
Kristine P. Lui
Karen K. Malaska
Shah M. Mehrabi
Cory A. Newman
Debra A. Poese
Bill L. Talbot
Dorothy G. Wiseman
Carole L. Wolin
Lori M. Kelman
Mary K. Pedigo
M. Bess Vincent
Robert A. Carroll
Robin A. Goldstein
Jeffrey A. Miller
Silvia M. Vargas
Chienann Alex Hou
Douglas J. Smith
Daniel M. Santore
Nawal Benmouma
Lisa Locke
Monica Zhang
Linda D. Robinson
Karen S. King
David H. Jean-Julien
Catherine Seymour Wilson
Alice C. Boatman
Harry N. Zarin
Anthony G. Solano
Maria H. Dias
Melissa McCeney
John Carr
Nancy Greenewald, et al.

Distance Education

Dr. Michael Mills, Vice President, Office of E-Learning, Innovation & Teaching
Excellence
Anthony Solano, Counseling Faculty (G)
Linda Zanin, Coordinator - Diagnostic Medical Sonography Program (TP/SS)
Emily Rosado, Professor English and Reading (R)
Susan Blumen, Professor Business, Economics, Accounting, Computer
Applications, Hospitality Management, and Paralegal Studies (R)
Vedham Karpakakunjaram, Professor Biology (R)
Matthew Decker, Assistant Professor English and Reading (TP/SS)
Bruce Madariaga, Associate Professor Business, Economics, Accounting,
Management, Computer Applications and Paralegal Studies (G)
Carrie Fitzgerald, Associate Professor Physics, Engineering and Geosciences
(R) Brian Kotz, Mathematics (G)

Mary-Paula Walsh,
Sociology Katya Salmi,
Sociology

Students: Approximately 25 students on the Rockville Campus

IV. Compliance with Accreditation

Standards Standard I: Mission and Goals

> *The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.*

In the team's judgment, the institution appears to meet this standard and appears to be in compliance with Requirements of Affiliation #s 7 and 10.

Summary of Evidence and Findings

A careful review of the *Self-Study* and other documents provide ample evidence that the Mission and Goals of Montgomery College permeate academic, non-academic, and ancillary functions of the institution across its three campuses. Therefore, in the view of the visiting team Montgomery College meets the criteria of Standard I.

The on-site visit confirmed that Montgomery College is a re-energized comprehensive institution, which addresses the criteria of Standard I through its formal and informal protocols and practices as demonstrated in discussions and interviews with administrators, faculty, staff, and students who feel the *Self-Study* is a fair and accurate representation of the current state of the college. The development of the mission statement took place in collaboration with stakeholders through a participatory process and was approved by the governing body. The 2011 Mission and Vision Review Task Force reviewed the mission statement last in 2016.

A review of Montgomery College 2020 demonstrates careful articulation of a strategic plan that embodies the ethos and the mission and goals of the institution. Both highlight student success as evidenced in the Academic Master Plan 2016-2021 and in programs like Achieving Collegiate Excellence and Success, *Achieving the Dream*, developmental advising, and mentoring opportunities. All constituencies at the college use the document proactively to engage collaboratively in meeting the spirit and the letter of the mission statement.

The academic program aligns coherently with the college's mission and goals as demonstrated by review of the *Self-Study*, the college webpage and the college catalog. During the visit, the team was able to confirm this through discussions with academic department chairs and faculty. It was further demonstrated that the mission and goals guide academic planning and decision- making at the college in all units as articulated in the Academic Master Plan and the Student Affairs Master Plan, which include credit and non-credit academic programming and highlight student success and academic excellence.

Montgomery College monitors progress of its mission and goals through the Annual Achievement Video Report, an active Mission and Vision Task Force, and the most recent iteration of Initiatives and Strategic Actions. The Seven Truths for a Common Student Experience and the Student Success Scorecard are also examples of a focused mission on the

success of students. Interviews with students confirmed how various tools (e.g. the college catalog, and the Student Insider's Guide and Planner: A Roadmap to Success for the First Year and Beyond) reinforce the mission and goals of Montgomery College and are central to sustaining robust transparency and accountability across campuses.

Suggestions:
    None
Recommendations:
    None
Requirements:
    None

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

In the team's judgement, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on a review of the *Self-Study* and other institutional documents, and interviews with students, faculty, administrators, and the Board of Trustees, the team arrived at the following conclusions relative to this standard:

After a thorough analysis, the team has found multiple instances to evidence Montgomery College's adherence to ethical standards. The institution has clearly defined policies and procedures to address student grievances, to discourage academic dishonesty, and to promote the academic integrity of the institution. These policies and procedures are found in both the Student Insider's Guide and Planner and on the website. Graduation requirements, financial aid sources and options, and other affordability options such as grants and scholarship information are clearly defined in the catalog and on the website. Interviews with students confirmed that this information is accessible and readily understandable.

For full-time faculty, the college has set in place policies and procedures to ensure fair and impartial hiring practices, as well as fair and impartial practices for evaluation, promotion, discipline, and dismissal. This information is presented in the faculty handbook; hiring policies are also detailed in Board policies 32102 and 32013, Allocation, Recruitment and Appointment of Full-Time and Part-Time faculty. The inconsistent and uneven practices in the hiring of part- time faculty has the potential to negatively impact equity and diversity in hiring.

Academic freedom, respect for intellectual property rights and freedom of expression are protected by clearly articulated policies and procedures as confirmed through interviews with faculty. Based on conversations with administration, faculty, staff and students, there is evidence that the college works toward fostering a climate of mutual respect among diverse constituencies. The college has committed substantial resources to equity and social justice initiatives. Discussions with students, faculty and staff confirmed the institution's fair and equitable practices.

The institution complies with applicable federal, state and commission reporting policies. Information regarding program accreditation is available to the public via the website. Information regarding graduation, transfer, retention, and licensing board pass rates are available on Institutional Research webpages as well as academic department webpages.

Administrative units engaged in the implementation of institutional processes and practices related to ethics and integrity are included in the five –year program area review process as

evidenced by a review of administrative unit reviews and concurrent administrative recommendation reports.

Suggestions:
    None
 Recommendations:
    None
Requirements:
    None

Standard III: Design and Delivery of the Student Learning Experience

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

In the team's judgment, the institution appears to meet this standard and appears to be in compliance with Requirements of Affiliation #s 8, 9, 10, and 15.

Summary of Evidence and Findings

The overall mission and general theme presented by Montgomery College is one of social justice and equal opportunity. The College's strategic plan, Montgomery College 2020 and the updated Academic Master Plan reflect a commitment to supporting student success and completion.
Montgomery College has addressed the changes in Maryland's state regulations for General Education by re-designing their General Education program as well as their General Studies program. To help facilitate student completion, almost all Associate Degrees are now at a maximum of 60 credits (with some exceptions for programs with external licensing requirements). Degrees and credentials appear to have been "designed to foster a coherent student learning experience as well as to promote synthesis of learning."

Montgomery College faculty appear to be well qualified for the teaching positions for which they are hired. All new full-time faculty are required to participate in a series of training sessions designed to cultivate innovative teaching and foster student success. Professional development is offered to full-time, part-time and non-credit faculty. Faculty, both full-time and part-time, are evaluated periodically by deans and/or department chairs. The College addresses the need for remediation or professional development for those faculty members who receive weak evaluations, and for those supervisors who conduct those evaluations.

Lists of all degrees and credentials offered by Montgomery College are easily accessible through both the College website and the College catalog, as are detailed descriptions of the programs.
Montgomery College is exploring long term scheduling and delivery of courses since it appears that there is currently nothing in place "for students to create long-term forward planning for course scheduling," with the prospect of offering schedules of courses that are guaranteed to run up to three years in advance.

One of Montgomery College's strengths is the level of support services offered to students. The College has established student performance indicators and reports results in a Student Success Score Card. This has helped the institution in better meeting the needs of the students and significantly decreasing DFW trends in several gateway courses. The College has re-designed its developmental program by reviewing its current placement process, and by re-designing English, reading and math developmental sequences. The College has worked with local high schools on dual enrollment programs, and takes part in the Middle College program which allows qualified high school students to earn Associate's degrees

along with their diplomas. The College has focused on accelerating programs of study to shorten students' time-to-degree, and is developing better tracking of student retention, success, and completion rates. The College appears to have put much effort into increasing student support since the last Middle States *Self-Study*. Textbook costs have been minimized as a result of OER, and the potential for offering Z-degrees (OER course degrees) exists. The College is offering wider opportunities for students from underserved populations to be part of the Honor's program, and is offering stackable credentials. Efforts have also been made to offer better class scheduling to facilitate student success.

Montgomery College offers academic support services to students through tutoring (both face-to- face and online), and peer mentoring, and are most proud of their Montgomery College Learning Centers. In addition, pilot programs to embed support services inside the classroom and for early intervention with at-risk students offer exciting potential.

Montgomery College has re-organized Academic Affairs, developed a five-year strategic plan for a new General Education program, and re-designed their current General Studies program. Review committees have been established in each of these areas and represent cross campus membership. Montgomery College started the restructuring of General Education in January of 2014. The re-design offers students an Introductory Concentration and four Thematic Pathways. Each student can design his/her own custom pathway in consultation with an advisor. Students are also encouraged to participate in an "online, interactive, mobile friendly 'Introduction to General Education' module." As stated by the College, the assessment of General Education "could be addressed though cyclical random sampling of program level e-Portfolios…." The general education program plan includes: written and oral communication, scientific and oral communication, critical analysis and reasoning, technological competency, information literacy, and the study of values, ethics, and diverse perspectives.

As stated in the *Self-Study*, "The Academic Master Plan (AMP) sets forth new institutional learning outcomes, and aligns the Academic Affairs division's goals to those learning outcomes. The AMP also calls for new Academic Program Review process, which will ensure sufficiency of learning opportunities, rigorous course offerings, and cohesive programs." The College should be commended for the time and thought that went into the creation of the AMP and the future planning that it offers.

Although it was difficult for the visiting team to find, there is evidence of academic program review, the assessment of program outcomes, and course outcomes assessment. The reviewers understand that much of the work completed is in the planning stages, and assessments are taking place; however, the College needs to improve its systematic process of student learning outcomes assessment so that it is more simple, sustainable, aligned and mapped for clarity, and used to improve teaching and learning.

The Middle States Visiting Team agrees with the **recommendations** presented by Montgomery College in their *Self-Study* for Standard III.

Commendations:

1. Montgomery College should be commended on a new Academic Master Plan and the infusion of their commitment to social justice and equity in all they do.

Suggestions:
      None

Recommendation:

1. The College must improve its systematic process of student learning outcomes assessment so that it is more simple, sustainable, aligned and mapped for clarity, and used to improve teaching and learning.

Requirements:
      None

Standard IV: Support of the Student Experience

> *Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributed to the educational experience, and fosters student success.*

In the team's judgment, the institution appears to meet this standard and appears to be in compliance with Requirements of Affiliation #s 1, 2, 4 and 6.

Summary of Evidence and Findings

Based on a review of the *Self-Study*, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard:

Montgomery College has clearly stated ethical policies and processes to admit, retain, and facilitate the success of students whose interests and abilities provide a reasonable expectation of success and are compatible with their mission and goals. Policies and procedures around admissions, retention, and transfer are clear and readily available. Students can access information about admissions, financial aid, registration, advisement, counseling services, scholarships, loans, and repayments and refunds through the College's website, college catalog, student handbook, open hours, orientation, and Welcome Centers.

Montgomery College has a process by which students who are not adequately prepared for college-level work are identified, placed, and supported, including various developmental accelerations to diminish time to degree for students.

The College has orientation, advising, and counseling programs to enhance student success, such as many retention programs focusing on at-risk student populations, mandatory new student orientation, a First-Year Experience program, and significant peer-to-peer mentoring initiatives.

Montgomery College has processes in place to enhance the achievement of students' educational goals, including transfer and certificate completion. Recently the institution made improvements in the enrollment process to facilitate the effective onboarding of new students, and it offers equitable services, such as Learning Centers and libraries, across all three campuses.

The College has policies and procedures surrounding transfer credit, credit by exam, and High School CTE articulations that are consistent and made clear on the website. In addition, the College has an articulation, transfer, and academic services manager position to coordinate services.

Montgomery College has policies and procedures for the safe and secure maintenance and appropriate release of information and adheres to the rules and regulations of the Family Educational Rights and Privacy Act of 1974 (FERPA). The institution has an Office of Compliance, Risk, and Ethics, offers an FAQ along with an information release form on its website, and has both a general "Confidentiality" policy and procedures and a specific "Student Cumulative Record" policy and procedures.

Information on the Student Code of Conduct and appeal procedures is available and accessible via the College's website and there are student complaint resolution processes and procedures in place. Montgomery has a Behavioral Intervention Team (BIT) to promote safety and to assess risks related to serious disruptive behaviors.

Athletic programs and student clubs are regulated by the same academic, fiscal, and administrative principles and procedures that govern other programs. These opportunities include leadership and service learning.

There is adequate and appropriate institutional review and approval of student support services. There are two services provided by third-parties in Student Affairs: sign language interpretation and mental health services. A quality assurance form is used for review of these services.

Significant Accomplishments and Commendations:

1. Montgomery College has a number of commendable programs and services to encourage diversity and equity in education. Such programs and services include the Community Engagement Centers, *Achieving the Dream*, TRIO programs, Achieving the Promise and Achieving the Promise Academy.
2. The College should be commended for implementing an Open Educational Resources (OER) and Z-Degree initiative to mitigate instructional resource costs for students. In Fall 2017, the College began offering Z-courses which are sections in the general studies program that have no required textbook purchase because the instructor is making use of OER or other materials.
3. The athletics programs include associated academic supports, and student athletes evidence superior graduation rates and more efficient time to completion in comparison to the general student population, for which the institution should be commended.
4. The Learning Centers are a significant resource for students and an exemplary instance of educational space dedicated to student success.

Suggestions:

1. Continue to develop and implement the unified advising model across Student Affairs and Academic Affairs.
2. Continue to work towards identifying and implementing a shared software solution for consistent student success and academic advising across Student Affairs and Academic Affairs.
3. Develop a centralized college-wide calendar of student extracurricular events and programming to better communicate opportunities to students.

4. Expand periodic assessment of the many student supports and services offered across the institution focusing on student cohorts actually involved in the specific programs to assess individual programs' impact on success metrics such as retention and graduation.

Recommendations:
     None

Requirements:
     None

Standard V: Educational Effectiveness Assessment

> *Assessment of student learning and achievement demonstrates that the institution's 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.*

In the team's judgment, the institution appears to meet this standard and appears to be in compliance with Requirements of Affiliation #s 8, 9, and 10.

Summary of Evidence and Findings:

Based on a review of the *Self-Study*, other institutional documents, and interviews with faculty, students, administrators, and the Board of Trustees, the team arrived at the following conclusions relative to this standard:

The college has clearly stated educational goals that align with the college's mission, vision and core values. These are in the College's Strategic Plan *Montgomery College 2020* and in the recently updated Academic Master Plan (February 2018).

The College has a long history of assessment but has recently created a comprehensive and unitary process for the assessment of educational effectiveness assessment. To conduct the assessment activities, the College hired a director of assessment in June 2014 and subsequently moved all assessment activities to the reorganized Academic Affairs division. The assessment processes are faculty centric with participation in one or more of the three committees established to conduct assessment and review effectiveness.

The institution has an established a centralized repository (Learning Outcomes Assessment website) of educational and institutional assessment activities and assessment documents and resources.

General Education assessment:

The assessment of general education occurs on a three year cycle and is conducted by the General Education Committee and College wide assessment team which is led by the Associate Senior Vice President for Academic Affairs, the Director of Assessment, and the College Area Review Coordinator and Research Associate. The committee develops an assessment plan to practice and assess the competencies for every section of the course each semester. The committee also collects data (year 2) and provides recommendations for improvement based on the assessment and data collection (year 3).

Program assessment:

The assessment of student learning outcomes for A.S. degree and certificate programs is conducted by the College Wide Assessment Team led by the Office of the Director of Assessment. The program faculty are provided with an orientation session and a standard data package to assist them in creating or revising the assessment plan and continue to

implement the action for the program (year 1). The program faculty collect assessment data (year 2) and review results and create and implement an action plan for improvement (year 3).

College Area Review (CAR):

The CAR process examines all academic areas and administrative units in which administrators, faculty, staff, and students participate. This process has been in place for 15 years but has recently been moved to the Division of Academic Affairs and integrated into the overall assessment process and takes place on a five year cycle. The examination is undertaken by the College Area Review Committee (CARC) consisting of deans, vice presidents, and provosts, staff representatives from all units and faculty from a variety of disciplines led by the Office of the Director of Assessment. CARC reviews, evaluates, and responds to each CAR report and recommendations. All reports are made available to the college community on the CAR website. These reports are used to inform the budget planning process.

The assessment process is also assessed on an on-going basis through faculty reflections on the assessment process to improve current practices and bolster student success. These reflections are reviewed by the College-wide Assessment Team (CAT).

The four part system of assessment is complex and very process driven. The uniformity of reporting is at a high level and all reports are available for review on the College's intranet. The College has committed to enhance the process through AYR 18 with the intention of having it fully institutionalized by AYR 20.

**Suggestions*:*

1. Highlight and communicate the success stories associated with the successful outcomes of the various assessments.
2. Provide more professional development opportunities for faculty and other participants in the process to improve their assessment skills as well as their ability to interpret results.

Recommendation:

1. The Office of Assessment should streamline the assessment processes to make them meaningful and simpler to understand as well as provide better documentation of the use of these assessment data to improve teaching and learning.

Requirements:
   None

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.*

In the team's judgment, the institution appears to meet this standard and appears to be in compliance with Requirements of Affiliation #s 8, 10, and 11.

Summary of Evidence and Findings

The College consistently displays a history of solid financial audits from an independent firm with a history of unmodified opinions. As noted in the *Self-Study*, the most persistent financial challenge to the operating budget over the past five years was revenue decline due to decreasing enrollment. The decline in enrollment is being seen in community colleges across the country as students return to the workforce as the economy improves. Approximately one third of the College's total operating budget comes from tuition and fees. Total credit enrollment declined from a high of 38,197 in FY2012 to 34,410 in FY2016, a double digit decrease. Over this period, the College has instituted moderate annual tuition increases, except in FY14 when tuition was frozen. To offset increases in tuition, the Montgomery College Foundation has nearly doubled the number and value of scholarships provided to students in need. The College's commitment to affordability remains intact with current tuition and fees for Montgomery County residents at approximately half the cost of Maryland public four-year institutions. Enrollment projections through FY2020 indicate continuing decline, with a turnaround expected in FY2021.

As a result of declining revenues and other economic factors, Moody's downgraded the rating on some Montgomery College bonds. Specifically, the Series 2011 bonds supported by County appropriation were downgraded to Aa3 from Aa2. The Series 2014 and 2015A bonds which are supported by transportation and facility fees were downgraded to A1 from Aa3. Since the median revenue bond rating for Moody's rated community colleges is currently A2, the College's rating remains adequate. Additionally, Moody's revised the College's outlook from negative to stable. The stable outlook reflects expectations that operating performance will not weaken in FY17 and will improve thereafter. Improved operating performance will need to occur for several years in order for the ratings to be upgraded. The downgrade does not affect current debt repayments, only future bond issuances or re-fundings. The College's debt remains manageable representing only 1.2% of operating expenses.

Over the past five years while enrollment declined, operating expenses increased by 20% primarily due to salary and benefits costs which represent approximately 81% of the College budget. In FY2017, the College declared financial exigency and renegotiated contractual wage increases. In addition the College developed a new staff salary structure to further contain future salary costs. The College is making progress to improve financial performance through a variety of student retention initiatives, increasing online programs, moving IT systems to the cloud and creating a sustainable compensation model. In addition,

Procurement and auxiliary services merged into the business services unit, creating a single-service approach for contracting services. Within auxiliary services, the campus bookstores were privatized, and the early learning centers, were closed or programmatically transitioned to Academic Affairs.

During the period of declining enrollment, the College has maintained a balanced budget in part by utilizing fund balance as a source of revenue. Use of Fund Balance in FY2016 was $5,108,494, $ 4,497,555 in FY2017 and is projected to be $2.6 million in FY2018. As noted in the *Self-Study*, it is not sustainable to rely on fund balance to close the gap between operating revenue and expense. The projected reduction in the use of fund balance FY2018 and FY2019 reflects progress toward the goal of eliminating fund balance as a source of operating revenue.

Montgomery College's total FY 2018 Operating budget is approximately $314.0 million. The main sources of revenue are County funding, State funding, Grants and Auxiliary. For FY2018 State funding is $35,794,377. Since the last *Self-Study*, State funding has remained relatively stable and is projected to remain so in the near term future. In the current year, County funding is $139,333,727 a 3.9% increase from the prior year. As noted in the *Self-Study*, more than one- half of the College's operating budget comes from county funding. While the actual appropriation varies from year to year, this funding makes up a significant portion of the institution's budget. This high percentage makes the institution particularly vulnerable to potential fluctuations in funding. As noted in the financial statements, the economic condition of the State and Local region has a major bearing on the future economic health of the College. The State of Maryland revenue collection has been unstable over the past few years and the County revenues have been trending downward as well. Absent new revenue streams, the level of state and local support, potential compensation increases, and student tuition and fee increases together with declining enrollment will impact the College's ability to expand programs and undertake new initiatives.

Since the PRR, the College has done an impressive amount of work in developing financial measurements and reports to routinely monitor the financial health of the institution. In addition, the Board of Trustees has created a Fiscal Sustainability Committee to examine factors affecting the College's financial stability. These reports include:

- A Composite Financial Index to provide one metric to more efficiently analyze the financial health of the College. The CFI encompasses the following Core Financial Ratios: Primary Reserve Ratio, Net Operating Income Ratio, Return on Net Position and Viability Ratio
- An Enterprise Risk Assessment to systematically measure risks by considering their likelihood and consequence to the College
- Regular Budget Progress and Fiscal Outlook Updates
- Budget Literacy Fact Sheet & Resource Planning Toolkit
- Montgomery College Metrics, FY2017, that examined the impact of the College's spending on student success through increased attention to our student outcomes measures

Total revenues for noncredit programs increased by 48 percent between FY13 and FY17. As a self-sustaining program, Workforce Development & Continuing Education

(WD&CE) revenues are mostly driven by tuition, which accounts for 61 percent of its operating budget. Noncredit enrollment is projected to increase 10 percent between FY17 and FY22.

The *Self-Study* notes that the College and the Foundation were subject to SEC enforcement actions in 2016 under a voluntary self-reporting program for making materially false statements about prior compliance in a 2011 competitive offering. The College failed to timely file required notices of late filings for its audited reports for FY09 and FY2010 by the time of the municipal securities offering. The college was assessed no penalty and voluntarily agreed to take steps to prevent future violations.

Since its last *Self-Study*, the College has made a significant investment in its physical plant. In 2013, as part of the assessment process supporting the Facilities Master Plan, the College completed a comprehensive facilities conditions assessment that identified a total replacement value of $506.4 million for the College's physical plant and a deferred maintenance backlog of $157.8 million. The study concluded that a majority of the College's existing academic buildings are inefficient in size and constrain opportunities for growth, both in terms of land use and potential for renovation and expansion. Findings also indicate that nearly three-quarters of the buildings have significant systemic deficiencies, including their utilities infrastructure, due to age, particularly on the Rockville and Takoma Park/Silver Spring campuses. Three major capital projects currently underway that will positively affect the future: construction of a parking garage and Student Services Center on the Rockville Campus and the renovation of the Science and Applied Studies building on the Germantown campus.

The College has developed a formalized, inclusive planning and budgeting process, moving from a decentralized campus-based approach to a One College model over the past five years. Prior to 2013, planning and budgeting were conducted on a campus level with minimal college-wide coordination. The current process includes an integrated cycle of strategic planning, budgeting, and assessment, which follows a detailed and sequenced process to establish priorities, ensure alignment, allocate resources, and regularly assess progress and resource utilization. The routine planning and budgeting cycle provides multiple avenues of participation and public input through unit and area meetings, governance presentations, and open public comment periods.

While the College has made strides in directly linking planning and budgeting processes at the unit level through College Area Review reports (CAR), there is a need to fully close the loop among strategic initiatives, budget allocations, and resulting data showing the impact the expenditures have on the strategic initiatives. Formally integrating assessment-based planning and budgeting on a college-wide basis would better align plans and activities, measure institutional success, and ensure that resources are used more strategically to achieve institutional goals.

The team supports the **recommendations** from the *Self-Study*.

Commendations:

1. The Pinkney Innovation Complex for Science & Technology (PIC MC) is located on the Montgomery College Germantown Campus. Montgomery County is home to more than 350 bioscience companies and key federal institutions, including the National Institutes of Health, the Food and Drug Administration, the National Institute of Standards and Technology, and the Walter Reed Army Institute for Research. The site houses the Bioscience Education Center (145,000 square-foot building represents an $87.9 million investment in STEM education and workforce development).
2. Holy Cross Hospital is the first hospital in the nation located on a community college campus with an educational partnership.
3. Paul Peck/Germantown Innovation Center is a business incubator that promotes intellectual and entrepreneurial synergy while specifically addressing the needs of start-up technology companies.

Suggestions:

1. The team affirms the *Self-Study* suggestion that the college should develop additional funding streams that will allow reduced reliance on County aid.
2. The College should reconcile enrollment projections in the Facilities Master Plan to ensure consistency with budgetary estimates.
3. The backlog of deferred maintenance is of concern. While the Facilities Master Plan addresses this issue, a multi-year plan to fund the backlog would help ensure that the campuses can continue to operate without interruption due to unanticipated facility failures.

Recommendations:
    None
Requirements:
    None

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. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.*

In the team's judgment, the institution appears to meet this standard and appears to be in compliance with Requirements of Affiliation #s 12 and 13.

Summary of Evidence and Findings:

Since the last MSCHE review, Montgomery College moved from a shared governance structure to a participatory one; the difference between the two structures is clearly outlined by the institution in various documents and in a transparent manner on their governance website.

The website serves as a "one-stop-shop" for everything governance-related for the College, and to explain the benefits and importance of the new Montgomery Governance System the President of the College has recorded a *YouTube* video, posted prominently to the website, that not only introduces the participatory governance system but also highlights how all members of the College community have a responsibility to be involved in it.

Some of the other materials on the site include an infographic that outlines the entire governance structure, names of people who serve in the governance structure, an explanation about what proposals and reports should go through the governance structure, when elections are held and who is eligible to serve within the structure, information about how members of the system are trained, and the monthly governance newsletter (with transparent information about actions by the various governance councils). Through its website and its handbooks and newsletters, the College has demonstrated that the information about its governance system is clear and transparent to the public and the College community. It also outlines all of the responsibilities and areas of accountability for decision making by each constituency, including the governance body, administration, faculty, staff and students.

The authority of the Board of Trustees of Montgomery College comes from Title 16 of the Education Article of the Annotated Code of The Public General Laws of Maryland, which allows for the legal basis for the control and administration of all of Maryland's community Colleges. The Board of Trustees has the responsibility for governing Montgomery College, and its by-laws reflect that the board's role is to serve the College's mission and its goals. They also outline the fiduciary responsibilities of the board and its role in ensuring the academic quality of the institution, guiding its planning process and assuring its fiscal well-being. The Board's commitment to all three roles is evident through both the supporting documentation and the visiting team's interviews.

The Board of Trustees works with the College community in the spirit of "…cooperation, collaboration, civility, respect and collegiality," and they involve all constituent groups of the College, including students, in the governance process. Their bylaws and the participatory governance structure provide room for a decision-making process that permits input, inclusion and voice from all stakeholders for matters of policy, oversight, operations and strategy. They also delegate to the College President those initiatives best carried out by her. The Board is sufficiently independent and, collectively, the trustees possess the expertise to ensure the integrity of the institution.

There is no evidence of undue influence on board decisions by any other body. All Board members are well educated and have extensive experience serving their community. The Board members must pass a selection process that begins with a nominating committee local to Montgomery County and ends with the Maryland State Governor's office in order to reach the position of trustee of the College. There is no evidence that any individual Board member has ever permitted any political, financial, or other influences to interfere with their governing responsibilities, nor is there evidence that the governing body or its individual members act inappropriately in the management of the day-to-day functions of the College. The ethics process and College bylaws require all board members to disclose any possible conflicts of interest in their work with the College, and every board member is required to attend a board orientation in which ethical considerations are discussed. Also, the on-going board development program ensures that the board members receive the necessary training to ensure that they are ethical and responsible in their service to the College.

The Board of Trustees also works closely with the Boards of the two College foundations: The Montgomery College Foundation (a philanthropy foundation) and the PIC MC Foundation (an educational foundation that supports the Innovation Complex). All use a best practices approach to select new members of their boards by using a matrix that outlines the attributes that a highly functional and responsive board should have when they consider a prospective Board member's background, demographics, education and expertise. The matrix that they use aligns with the College mission and enables each Board to meet the needs of a foundation that has complex fiscal and fiduciary responsibilities. Inherent in the membership on the Board is a responsibility to engage with both donor and business communities who will bring additional resources to the foundation that will assist Montgomery College with the fulfillment of its mission.

The Board engages in policy management of the College, allowing the President and her staff to handle operations within the policy framework. The Board of Trustees makes and disseminates to the College community policy decisions regarding their expectations about the quality of teaching and learning, the approval of degree program and the awarding of degrees, the establishment of personnel policies and practices, and policy management of the financial health of the College in order to maintain a strong position related to fiscal viability. In addition, the Board is clearly responsible for conducting a performance review of the President in how she serves the college and is responsible for updating and ratifying her contract on a regular basis.

In 2010, the Board of Trustees appointed Dr. Pollard as President of Montgomery College. Her background, expertise, education and grounding in theory and practice in higher education and specifically in the education of community college students is evidence of her

ability to serve as the leader of the institution towards the fulfillment of its mission, goals, and objectives. Since her appointment, Dr. Pollard and the board have lead the institution with a shared vision for the future as reflected in the college's strategic plan. In addition, the President has led the College on an examination of its processes, practices, and programs, and an assessment of how it serves the people who attend Montgomery as students and the employees who serve the institution in fulfillment of its mission. The President, the board and the College leadership engage with the community in an inclusive, transparent and evolving relationship that encourages continuous improvement in supporting student success.

The College President has the responsibility to oversee the development of all plans of the College with her administrative staff. She also is responsible for overseeing how the college is staffed, how resources are allocated through the budget process and for directing, with her executive team, how the entire College will accomplish its goals and objectives within the framework of its mission.

The President led a reorganization effort of the College administration and other systemic structures as necessary to make the College, within the current landscape, more efficient, effective and reflective regarding the need to ensure equity and inclusion in the ranks of the College (which is part of the mission of the College). This effort included the creation of a chief equity and inclusion officer position, the establishment of an ombuds office to ensure that issues and challenges within the College are handled by someone who has the background to help others face those challenges, and an office of compliance that ensures that the College operates with risk reduction and equity measures employed by all. In addition, the impressive relationship with the Montgomery College Foundation has ensured that the College has an Innovation Fund that allows faculty, staff and students to achieve student success through competitive grants. In addition, the Montgomery College Innovation Works encourages anyone in the College community to come up with next generation ideas to improve how the College serves its students. Evidence of the stated commitment to employing student success measures pervades the College, from the Board's affirmation of its commitment to the values of Montgomery College to the focus by the administration and the faculty to the participatory governance process.

The organization chart for the College clearly delineates the respective roles of all employees of the College, and it reflects administration, staff and faculty bodies that are standard and comparable to similar community colleges. The educational background, work experience and expertise of the administrators reflect an institution of higher education that values an administration with higher education: 91% of the administrators have graduate and/or terminal degrees. In addition, the ongoing training offered to the members of the College community ensures that the people who make up the administration are exposed to current thinking in higher education about student success measures that they can employ to improve student outcomes and institutional goals.

It is no small feat to take disparate campuses and make them one fully integrated college. The centralized administrative model was created after thoughtful and inclusive involvement by all constituencies of the College. Although the transition has had its challenges, it is impressive that every College-wide committee and taskforce includes members from each

campus and employee role to ensure inclusivity; all voices have at least a chance to be heard by the College leadership.

Administrators take part in the council structures; there is a council specific to administrators, but they also serve on campus-based councils and function-based councils which include members from across the College's constituencies, fostering engagement. The chairs of all constituent, campus, and functional councils comprise the College Council. The work of all councils is shared by publishing their agendas and minutes online, and important updates are made in *Inside MC Online*, the College's internal daily newsletter. In addition, the President relies upon the Senior Administrative Leadership Team (SALT) and the President's Executive Cabinet (PEC). These bodies have implemented feedback programs to assess the efficacy of the council-based governance system. The PEC and other organizational divisions seem to be sufficient in size and their leaders seem to have appropriate experience to fulfill their roles.

Assessment of the governance and administrative structures (and performance of the work of those structures and the individuals in them) is a large part of the culture of the College. Not only does the Board assess its work as a group, each member also conducts an individual self- assessment annually. The Board evaluates the President annually and uses the opportunity to outline institutional goals for the year. All administrators not only receive an annual assessment, but every other year also complete a 360-degree feedback tool to provide them with insights and assist them with their self-evaluations. The Student Success Score Card and the Performance Accountability Report help members of the community see where improvements should be made, and other assessments (including the employment of an employee satisfaction survey and ICAT from *Achieving the Dream*) enable the members of the administration and the governance structure to make evidence-based changes in how they serve the community. The regular assessment of the governance system provides an opportunity for senior leadership to incorporate its results into their decision making.

Furthermore, the vital role of professional development in fostering a truly educational and transformative institution is recognized at a cultural level, and opportunities for professional development are extended to all employees, from the Board and senior leadership to part-time faculty. President Pollard even suggested that her real job is to "build people."

We agree with the **Suggestions and Recommendations** that the college has outlined for itself in the *Self-Study*.

Commendation:
1. The Governance website shares aspects on it that is remarkable in its transparency and clarity of purpose. The college is to be commended for creating it and clearly describing the respective roles for all members of the community. Many of the documents connected to the *Self Study* show the reflection that was undertaken by many in the community to craft those messages. The messages are well done and are a call to action to the people of Montgomery College and its local communities.

Suggestions:
     None

Recommendations:
　　　　None
Requirements:
　　　　None