

Middle States Self-Study Briefing Session – Fall 2017

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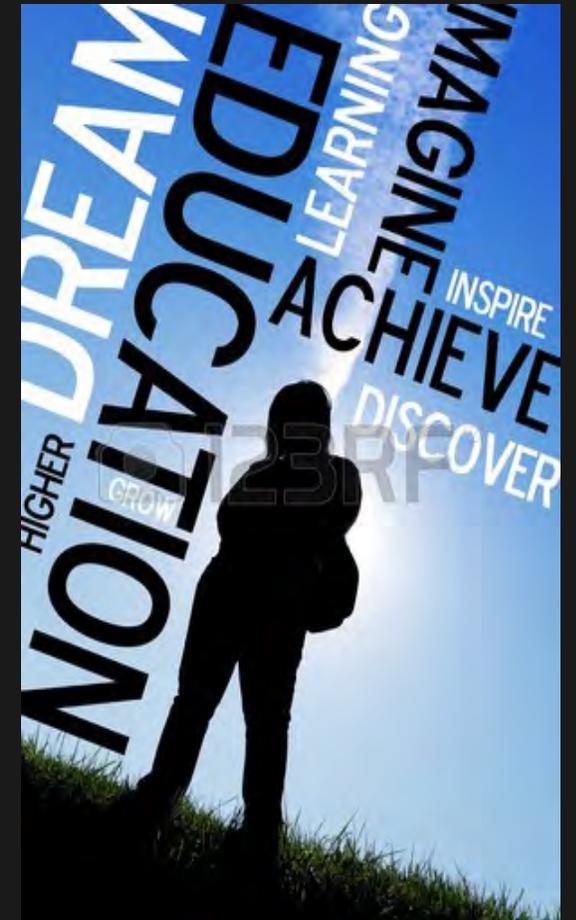
Prof. Tammy Stuart Peery

Welcome/ session overview

- Overview of Self-Study process 5 minutes
- Compliance Report 5 minutes
- Executive Overview – Seven Standards 70 minutes
 - Standards 1 & 2, Q&A
 - Standards 3 & 4, Q&A
 - Standards 5, 6, 7, Q&A
- Next steps/Preparing for MSCHE Visit 10 minutes

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



Self-Study Process Overview



Compliance Report

Compliance Report

- Draft report completed and circulated through governance
- Team participated in MSCHE compliance webinars
- Draft pre-reviewed by Erica Swain from MSCHE
- Key highlight: improvements made to student complaint process: Central webpage for student complaints
- Will be presented to the BOT for action October 16
- Will be sent to MSCHE in November

Executive Overview

Seven Standards

Standard I – Mission & Vision Analysis

- Thoughtful and inclusive mission and vision development process (Criterion 1)
- Innovative Academic and Student Affairs programming (Criteria 1, 2, 3)
- Central focus on student success (Criteria 1, 2, 3)
- National model of educational excellence, opportunity, & student success (Criteria 1, 2, 3)
- Accountable for our results (Criteria 1 & 4)

Standard I – Mission & Vision Suggestion

- Create and Maintain a comprehensive list of student, staff, faculty, and administrator accomplishments that can be accessed and viewed by internal and external constituents. The institution will need to decide who takes responsibility for this task.

Standard II – Ethics & Integrity

Analysis and Strengths

- Commitment to Academic Freedom and Intellectual Property rights (Criterion 1)
- Equity and inclusion (Criterion 2)
- Office of Compliance, Risk, and Ethics (Criteria 8 & 9)
- Office of the Ombuds (Criteria 2, 3, 8)
- Recruitment, hiring, and promotion (Criterion 5)
- Employee evaluation (Criterion 5)
- Discipline, separation, and employee grievance procedures (Criteria 3 & 5)
- Communication (Criterion 6)
- Accessibility (Criterion 7)
- Affordability (Criterion 7)

Standard II – Ethics & Integrity

Suggestions

- Continue to develop and implement an Equity and Inclusion Master Plan.
- Incorporate the periodic assessment of ethics and integrity with the periodic assessment of compliance.
- Continue to examine the current process of employing part-time faculty and implement the changes needed to assure there is a meaningful opportunity for internal and external potential candidates to be aware of and express interest in such opportunities.
- Continue the process of reviewing the employment practices concerning department chairs and take appropriate steps to ensure consistent and equitable implementation procedures.
- Review the current process whereby qualified employees are afforded open and accessible collegewide opportunities to express interest and be considered to serve in acting and interim administrator roles.
- Consider developing a training module on revised College communication guidelines for faculty, staff, and administrators.

Standard II – Ethics and Integrity

Recommendation

- Develop an action plan, to include objectives, strategies, timelines, resources, and success indicators, for expanding Ombuds services to students

Q & A: Standards I & II

Standard III – Design & Delivery of the Student Learning Experience Analysis

- Student equity/student success (Criteria 1, 3, 4, 5, 8)
- Innovation (Criteria 1, 2, 5, 8)
- Communicating with Students (Criterion 3)
- Professional Development (Criterion 2)
- Evaluation (Criterion 2)

Standard III – Design & Delivery of the Student Learning Experience

Suggestions

- Evaluate the processes and practices related to curriculum approval, course and program assessment, and college area review to streamline their relationships and to ensure that they are aligned with the College's priorities.
- Continue the investigation and implementation of an interactive student system that will allow students to explore and monitor their progress toward a credential.
- As indicated in the AMP, develop more focused professional development pathways for faculty and instructional staff aligned to discipline needs, advancement of the College's priorities of innovation, equity for students, and teaching excellence.
- Investigate ways of demonstrating either at the department or discipline level, how professional development participation translates into measurable change and student success in the classroom and is linked explicitly to College priorities.
- Investigate ways of creating protected times, either at the discipline and department level and/or institutionally, so that more full- and part-time faculty can participate in professional development more regularly
- Implement professional development offerings focused on classroom observations to improve the effectiveness and quality of classroom evaluations and to help align observations with College priorities.

Standard III – Design & Delivery of the Student Learning Experience Recommendations

- Identify consistent, direct strategies for explicitly communicating prerequisites, both credit-level and precredit-level, that are required prior to beginning a program sequence to ensure that students have accurate information about requirements and potential time to completion of their chosen degree.
- Aligning with the AMP's stated goal of "revising the evaluation system to reflect institutional goals, the new organizational structure, and the dynamic role of the 21st century faculty," conduct a comprehensive revision of the materials and practices related to evaluation of full- and part-time faculty and identify a cyclical process to review the evaluation materials to ensure they are regularly updated, applied, relevant, and practical.

Standard IV – Support of the Student Learning Experience Analysis

- Innovative and intentional response to support student success (Criteria 1 & 6)
- Intentional approach to providing equity in educational opportunity (Criteria 1, 2, 4, 6)
- Comprehensive support for pathways to completion (Criteria 1 & 2)
- Engagement beyond the classroom (Criterion 4)

Standard IV – Support of the Student Learning Experience

Suggestions

- Explore additional staff resources and support for a student success software system.
- Identify options to further identify and support the increasing number of students presenting with mental health, homelessness, and hunger.
- Facilitate a mental health needs assessment to identify scope of issues and options to address them.
- Explore the possibility of providing support services on a continuum from WD&CE to credit coursework.
- Explore the possibility of including disability as part of the Operating Plan for the Office of Equity and Inclusion. Expand educational programming on disability as a distinct aspect of diversity to include reframing disability.
- Develop user-friendly outreach regarding financial aid application and requirements for maintaining continued eligibility.
- Acquire a user-friendly degree audit system for students that aligns with other selected student success software.
- Explore the feasibility of an assigned counselor/adviser for each student.
- Cross-train counselors/advisers, WD&CE program managers/advisers on WD&CE programs, credit options, and career pathways.
- Create a centralized collegewide calendar of student extracurricular events and programming that is accessible in multiple formats including digital and mobile devices.
- Conduct a feasibility study to expand hours and modalities of student engagement to accommodate the needs of weekend, evening, and distance-learning students.

Standard IV – Support of the Student Learning Experience

Recommendations

- Identify key indicators for student success that can be tracked by a software system to inform decisions for planning and improvement, and expand the use of a comprehensive student support tracking system for use by additional faculty, staff, and support centers.
- Pursue and complete the creation of a comprehensive, easily accessible, and centralized directory of internal services and support programs for students.
- Simplify and streamline the number of steps in the enrollment process for all students.
- Further develop a coordinated, cohesive system between Academic Affairs and Student Affairs to describe and classify interactions, create initial educational plans, and monitor progress through ongoing mandatory advising at key markers along the educational path for all degree-seeking students.

Q & A: Standards III & IV

Standard V – Educational Effectiveness Assessment Analysis

- Support for examining and enhancing educational effectiveness (Criteria 2, 3, 5)
- Continuation of assessment processes (Criteria 1, 2, 3, 5)
 - College Area Review
 - General Education Assessment
 - Collegewide Assessment Team

Standard V – Educational Effectiveness Assessment Suggestion

- Prioritize external review of general education student work by faculty trained to use the relevant assessment rubrics to increase inter-rater reliability.

Standard VI – Planning, Resources, & Institutional Improvement Analysis

- Analytics used to ensure sustainable and sufficient resources (Criteria 3, 4, 6, 7, 8)
- Alignment of planning and resource allocation (Criteria 1, 2, 3, 5, 6)
- Evaluation and assessment of planning and resource allocation (Criteria 1, 2, 8, 9)

Standard VI – Planning, Resources, & Institutional Improvement

Suggestions

- Review fiscal position, budget assumptions, and profile to better assess the College's fiscal sustainability.
- Continue considering long-range projections and trends from a variety of internal and external sources to improve fiscal planning and budgeting.
- Enhance alternative funding streams to offset future fiscal downturns and slow enrollment growth by developing strategies to better leverage and commoditize existing resources, increase grant opportunities, and develop mutually beneficial private partnerships.
- Strategically respond to space needs, deficits, and deferred maintenance through capital budget requests and better use of internal data.
- Continue the recently developed budget literacy campaign by the Budget Office and senior vice president of Administrative and Fiscal Services.
- Continue to strengthen planning coordination across the College through the Integrated Institutional Planning Advisory and Affinity groups.
- Develop a systematic communication plan for collegewide meetings, discipline meetings, and unit meetings that will inform the college community in a more accessible manner on how ongoing priorities are explicitly aligned with *Montgomery College 2020*, how they are being assessed, and how the College is doing on key performance indicators. Create and implement standardized planning terminology or a document that maps and aligns the various planning terms used at the institution.

Standard VI – Planning, Resources, & Institutional Improvement Recommendations

- Design and monitor a fiscal scorecard that will allow the College to track trends across revenue and spending categories and anticipate future challenges.
- Develop an integrated planning calendar to better coordinate planning activities at the College.
- Coordinate and systematize the collection and dissemination of institutional data for use in planning via the creation of data governance protocols.

Standard VII – Governance, Leadership, & Administration Analysis

- Qualifications and structure (Criteria 1, 2, 3)
- Inclusiveness (Criteria 1, 2, 3, 4)
- Communication (Criteria 1, 3, 4)
- Assessment (Criteria 2, 3, 4, 5)

Standard VII – Governance, Leadership, & Administration Suggestions

- Investigate options to increase access for College employees to participate in large forums for professional development or dialogue around College issues that minimize conflict with employees' duties.
- Increase the consistent and reliable access, use, and support of technology to allow for staff and faculty from all campuses to participate in meetings without having to travel as frequently.
- Create a central repository, similar to the repository of presidential memos, of collegewide communications and memos sent by each administrative division that will be accessible to members of the College community.
- Expand efforts to enhance the College community's understanding of the role of the Board of Trustees and provide equitable access to information of significant board actions, including policy actions and presidential expectations, such as through digests, summaries, or other easily accessible communications.
- Determine whether there are common performance elements affecting student success that can be measured across divisions, and create opportunities to share assessment based lessons learned across initiatives, structural changes, programs, and other efforts.
- Empower faculty, staff, and administrators with equitable and timely access to relevant student success data to promote enhanced decision-making at all levels of the institution in alignment with strategic objectives through the establishment of a student information/student success data system.

Q & A: Standards V, VI, and VII

Next Steps and Preparing for MSCHE visits

Schedule of Events

Activity	Date
Collegewide Listening Tours	September 11-19
Overview to the Board of Trustees	September 22
MSCHE Visiting Team Chair visit	October 16
Final Compliance Report presented to BOT Board action expected in November	October 16
Final Self-Study Report presented to BOT Board action expected in December	November 13
Send final report to MSCHE	January 2018
Preparing the College for the site visit	February/March 2018
MSCHE visiting team on campuses	March 18-21
MSCHE action	June 2018

Preparing the College for MSCHE visits

Team Chair Visit – October 16, 2017

- Dr. McMenamain will tour three campuses and Central Services, meeting with invited students and employees
 - How you are involved in the self-study and preparation for the evaluation team visit
 - What you expect to achieve from the process
 - What you hope the team will do
- download and read the materials from the website:
www.Montgomerycollege.edu/middlestates18.

Full MSCHE Team Visit – March 18-21, 2018

- The Team will visit all College locations, including WD&CE locations and possibly Middle College locations.
 - Meetings will include individuals and groups invited ahead of time as well as those requested by the team on the spot. They may speak to anyone.
- Be sure to have copies of the mission/vision in your area
- Ensure that faculty, staff, students and administrators can articulate how their roles contribute to the mission/vision of the College.
- Provide examples of how the work your areas are doing aligns with Montgomery College 2020 as well as Self-Study themes of social justice and innovation.

Additional Information / Questions

- Contact Us:
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