

MIDDLE STATES ACCREDITATION SELF-STUDY: Our Next Renewal

Dr. Eric Benjamin
Dr. Melissa F. Gregory
Prof. Tammy Stuart Peery



What is an accreditation self-study?

- Middle States Commission on Higher Education (MSCHE) accreditation examines an institution's mission, goals, performance, and resources. Maintaining accreditation is what qualifies our institution to offer Federal Financial Aid for students.
- Our institution's self-study must demonstrate compliance with MSCHE's standards and requirements within the context of our mission and goals. We must also analyze our ongoing processes for self-review and continuous improvement in all areas of the College.
- For up to date information about our self-study progress, please visit our website: <http://cms.montgomerycollege.edu/EDU/Department.aspx?id=5554>
- For more information about accreditation and MSCHE's standards, please visit their website: www.msche.org.

FALL 2015 – Beginning the Process

- Members of the accreditation team attended the 2015 MSCHE Self-Study Institute to learn about the new standards and processes.
- Dr. Sean McKittrick, our MSCHE Vice President/Liaison, visited the College to provide additional training and preliminary information specific to our self-study.
- Steering Committee and 8 Working Groups were formed. These groups represent expertise from across the institution, as well as campus, discipline/area, cultural, ethnic, and gender diversity.

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

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.

Co-Chairs:

Donna Schena, Clevette Ridguard, Sonia Pruneda-Hernandez

Members:

Sharon Kauffman

John Quah

Bette Petrides

Liz Melanson

John Coliton

Victoria Lees

Debi Higbie-Holmes

Jessica Muse

Karla Silvestre

Angie Pickwick

Marcus Rosano

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.

Co-Chairs:

Jason Rivera, Sarah Espinosa, Jack Sallie

Members:

Monica Zhang

David Sears

Phuoc Dang

Jackie Zappala

Ryan Marcheschi

Esther Schwartz-McKinzie

Enas Elhanafi

Brian V. Jones

Tim Kirkner

Sepydeh Yousefi

Marcella Florence

Ahmina Rahman

Carolyn McAllister



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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.

Co-Chairs:

Camille Cauley, Milton Nash, Samantha Streamer Veneruso

Members:

Zepporia Smith

Cindy Pfanstiehl

Leah Sneider

Mary De Millier

Alan Stover

Jin Carvallo

Alvin Cannon

Alvin Trask

Anila Strahan

Alexander Galen

Tom Cantu

Michael Gurevitz

Kimberly McNair

Maisha Duncan

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, contributes to the educational experience, and fosters student success.

Co-Chairs:

Sue Haddad, Eric Myren, Usha Venkatesh

Members:

Judy Taylor

Henry Caballero

Carla Best Otobu

Laya Guillermo

Angela Rhoe

Deborah Chambers

Niyati Pandya

Chris Cocozzella

Shelly Bennet

Diana Benson

Shoaib Chowdhury



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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.

Co-Chairs:

Sarah Campbell, John Hamman, Cassandra Jones

Members:

Ben Nicholson

Michelle Knight

Donna Kinerney

John O'Brien

Natalie Thomas

Jenny Hatleberg

Zenobia Garrison

Tracie Witte

Alejandro Leopardi

Surayya Johnson

Josefina Estrada

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.

Co-Chairs:

Andrea Foster, Beatrice Lauman, Kevin Long

Members:

Deborah Preston

Ruby Sherman

Harriet Beasley

Krista Walker

Carrie Fitzgerald

Monica Trent

Cathy Giovannetti

Bob Preston

Mary Robinson

Martha Schoonmaker

Sandra Filippi

Linda Hickey

Pallabi Roy

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.

Co-Chairs:

Maria Adams, Tacy Holliday, Karen Thomas

Members:

Michelle Scott

Darrin Campen

Erin Hudgins

Harvey Stempel

David Celeste

Angelica Andon

Christian Gbewordo

Joe Thompson

Compliance Report Group

An institution must demonstrate that it fully meets the Requirements of Affiliation. Compliance is expected to be continuous and will be validated periodically,

Chair:

Vicki Duggan

Members:

Melissa F. Gregory

Mike Mills

Bo Chan

Julie Foster

Spring 2016: Self-Study Design

- The Self-Study design is a document that maps out the entire process. It must be approved by our President, Board of Trustees, and Middle States before we move forward with the Self-Study itself.
- Components include:
 - institutional overview,
 - intended outcomes,
 - structure of and charges for the steering committee and workgroups,
 - guidelines for reporting,
 - plan for the organization of the final report,
 - information about editorial style and format,
 - timetable for the self-study,
 - profile of the evaluation team,
 - documentation roadmap.

Timeline for Self-Study Design

February 5	Steering Committee meeting: Finalize themes, priorities, outcomes and charges. Begin working on Documentation Roadmap
February 5-March 4	Steering Committee members assemble documentation roadmap, gather input from and provide updates to constituents.
March 4	Steering Committee Meeting – draft document is assembled
March 11	Final draft of Self-Study Design document Complete
March 14	Draft resolution for BOT approval is posted
March 7-April 1	Present draft Self-Study Design to governance groups
April 1	Steering Committee meets to finalize any input and approve final draft.
April 4-8	Present draft Self-Study Design to Dr. Pollard for approval
April 11	Post final Self-Study Design document for BOT review
April 18	Present Final Self-Study Design to BOT for aproval
April 19	Forward approved Self-Study Design to Dr. McKitrick
May 3	Dr. McKitrick’s formal visit to review Self-Study Design
May 6	Steering Committee meets to review Dr. McKitrick’s visit and determine next steps

Self-Study Listening Tour

- Between February 5 and March 4, members of the Self-Study Steering Committee will participate in a Listening Tour, with sessions at each College location.
- The sessions will provide
 - additional information about the accreditation process and standards
 - The opportunity for students, faculty, staff, and administrators to provide input into how they contribute to the MSCHE standards for Montgomery College
- Specific dates and locations will be announced by February 1.

Questions/Comments

If you have additional questions or comments throughout the Self-Study process, please contact one of the Self-Study co-chairs:

•**Dr. Eric Benjamin:**

eric.benjamin@montgomerycollege.edu

•**Dr. Melissa F. Gregory:**

melissa.gregory@montgomerycollege.edu

•**Prof. Tammy Peery:**

tammy.peery@montgomerycollege.edu