MC | 2027 MIDDLE STATES SELF-STUDY DESIGN
MONTGOMERY COLLEGE

February 14, 2025

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I. INSTITUTIONAL OVERVIEW

- **A Brief College Profile**

Founded in 1946, Montgomery College began as an evening college at Bethesda-Chevy Chase High School, serving an initial student body of just 186 students. By 1950, the College acquired the buildings and land previously occupied by the Bliss Electrical School, and this Takoma Park/Silver Spring location became the College's first campus. The Rockville Campus opened in 1965, and the Germantown Campus opened in 1978. In addition to the campuses, the College operates Workforce Development and Continuing Education Centers in Gaithersburg and Wheaton, and in 2024 opened the East County Education Center, where credit, noncredit, and industry certification courses are offered. In 2024 *WalletHub* named Montgomery College the top community college in Maryland and ranked it #10 among community colleges nationally. The College also excels in distance education and was ranked #1 in Best Online Community Colleges in Maryland in 2024 by *Value Colleges*. The College was first accredited by the Middle States Commission on Higher Education in 1950 and has been re-accredited each cycle since that time, most recently on June 21, 2018.

Montgomery College is a public, multi-campus, multi-location, open-admissions institution that serves over 45,000 students annually through a combination of credit and noncredit continuing education programs delivered in-person and online. Initially a segregated institution, the College was integrated following the landmark Supreme Court decision in Brown v. Board of Education in 1954. Students, primarily from Montgomery County and the greater Baltimore-Washington metropolitan area, are racially and culturally diverse and represent nearly 160 different countries. In 2018, Montgomery College was named the most diverse community college in the continental United States by *The Chronicle of Higher Education*. The College is a Minority Serving Institution (MSI), is designated as an Asian American and Native American Pacific Islander Serving Institution (AANAPISI), and in 2021 became the first college or university in Maryland to be designated as a Hispanic Serving Institution (HSI). Currently, almost 30% of students attending Montgomery College identify as Hispanic.

Montgomery College has over 530 full-time faculty members, over 800 part-time faculty members, and 400 Workforce Development and Continuing Education faculty members. At the College, counselors and advisors in the Student Affairs Division are faculty members; they teach a few classes, but their primary responsibilities occur outside the classroom. Likewise, full-time department chairs teach a limited number of classes, as their primary workload lies outside the classroom. In total, the College employs over 1,700 full- and part-time, highly qualified and talented faculty members, as well as around 1,250 permanent staff members and administrators who are dedicated to student success.

Faculty members at the College are represented through collective bargaining agreements negotiated with the American Association of University Professors (AAUP) for full-time faculty, and the Service Employees International Union (SEIU) for part-time faculty. More than a third of the staff is represented through a bargaining agreement with the American Federation of State, County, and Municipal Employees (AFSCME).

The College has an annual operating budget over $334 million. Included in this number are enterprise funds of approximately $24.7 million; Auxiliary Enterprises that offer student, faculty, and staff ancillary services; and Workforce Development and Continuing Education that serves our students seeking alternative education offerings that do not earn credit hours. The College's current fund, its main

operating fund, derives its revenue from the county (52%), state (20%), tuition and fees (23%), and other sources (5%). The College's capital improvements plan budget covering the period fiscal years 2025-2030 amounts to over $410.5 million. Capital projects are supported, in aggregate, 29% by the state, 64% by the county, and 7% from the College.

The 10-member Board of Trustees, who is appointed by the governor and confirmed by the state Senate, exercises general control over the College and is empowered to make major decisions regarding policy, budget, leadership, and strategic direction. The board derives its authority from Title 16 of the Education Article of the Annotated Code of the Public General Laws of Maryland, which provides the legal basis for the control and administration of Maryland's community colleges.

Montgomery College is highly visible in the community and enjoys extraordinary support from the Montgomery County government; local representatives of state government; and educational, business, and civic leaders. This support has been essential to Montgomery College's operation as a high-quality, affordable, and accessible higher education institution.

- **Mission, Vision, Values, Transformational Aspirations, and Goals**

Mission Statement: Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

Vision Statement: Montgomery College will serve as the community's institution of choice to transform the lives of students and Montgomery County.

Values: At our core, we believe in welcoming all students and all employees into a community that emphasizes belonging. We believe in giving every individual what they need to succeed **(Equity and Inclusion)**. We believe in conducting our teaching and service duties with distinction **(Excellence)** in an ethical and trustworthy manner **(Integrity)**. We are dedicated to being a transformational institution seeking social justice and are continuously updating and improving all our learning environments, the curriculum, and student services **(Innovation)** to meet the changing needs of our community **(Adaptability)**. We make decisions about our operations in a way that respects and sustains the environment **(Sustainability)**. We conduct ourselves with civility, courtesy, and professionalism in all our interactions **(Respect).**

Transformational Aspirations. The College has codified measurable aims (10-year targets) to guide the institution into the future. The transformational aspirations have three components and are neatly framed as Access, Completion, Post-Completion Success. Each area has a detailed explanation, multiple outcomes, and measurable targets; what follows is a high-level overview of that information.

- Access: Create a college-going culture.
  Objective: All Montgomery County Public School students and their families will have a meaningful connection to Montgomery College by 7th grade.

- Completion: Provide experiences of economic, social, and community impact.
  Objective: All students will have an experience of economic, social, and community impact.

- Post-Completion Success: Transform lives.
  Objective: Enhanced economic and social mobility, and intergenerational mobility; All students will earn a family sustaining wage.

Goals. There are four broad goals in the College's strategic plan that inform and guide the work of the College to fulfill its mission and reach for its transformational aspirations. They are as follows:

- Goal 1: Enhance connections between MC and our community.
- Goal 2: Cultivate a sense of belonging for everyone at the College.
- Goal 3: Enhance educational and organizational effectiveness.
- Goal 4: Increase economic impact for our students and the community.

These four goals have been publicized and communicated broadly across the College community. They are being woven into the fabric of the College's culture and are familiar to employees and students collegewide. They have been, and are becoming, the basis for new master plans from the various divisions across the College. These goals, along with the College's mission, are the heartbeat of the institution and provide the lens through which it assesses practices, policies, and procedures, and makes continuous improvements toward realizing its ambitious aspirations, which will have a transformational impact on its students and the community.

- **Main Programs of Study**

The College is widely recognized for the comprehensive, high-quality and broad scope of its programs in the arts and humanities, business, engineering, and science, health sciences, many career areas, workforce development, and skilled trades.

More than 140 degree and certificate programs prepare students to earn an associate's degree, transfer to a four-year college or university, enter the job market, upgrade career skills, complete an apprenticeship, or enhance life through enrichment experiences. Specifically, Montgomery College awards the following degrees: associate of arts (A.A.), associate of science (A.S.), associate of arts in teaching (A.A.T.), associate of fine arts (A.F.A.), and an associate of applied science (A.A.S.). Further, the College awards certificates, certifications, and letters of recognition. Microcredentials, authenticating the mastery of certain skill sets that build to a certificate or credential, are also offered at the College.

Art and music programs at Montgomery College have been accredited by the National Association of Schools of Art and Design (NASAD) and the National Association of Schools of Music (NASM) respectively, and several individual health sciences and education programs have been accredited by their governing bodies as well. In addition, the paralegal studies degree is an ABA-Approved Paralegal Program, and the College has been designated as a Center of Academic Excellence in Cyber Defense (CAE-CD) by the National Security Agency (NSA) and the Department of Homeland Security (DHS).

At Montgomery College courses and programs are delivered on-campus, online, or a combination of both (hybrid), and all maintain the same academic rigor regardless of modality. The College offers 22 associate's degrees and 15 certificate programs fully online. In addition, the College has been a leader in cultivating open education resources for all modes of delivery and has developed a significant number of courses for which there is zero cost to the student for textbooks materials. Students are also able to pursue some degrees without incurring any cost for textbooks materials. At Montgomery College, these degrees include business, communications, criminal justice, early childhood education technology, and

general studies. Students can also pursue a certificate in data science without incurring textbooks materials cost.

The College's most highly enrolled programs include business, general studies (with all areas of concentration), general education/pre-clinical (multiple areas), computer science, cybersecurity, biological sciences, information systems, nursing, engineering, and criminal justice. Some of the College's signature programs include cybersecurity and biotechnology, health sciences, engineering, education, hospitality, and business. Some of the newest degrees and certificates reflecting high-demand jobs in the workforce include data science, cloud computing, business analytics, cell and gene therapy, and behavioral health.

General education is an integral part of all associate's degrees at Montgomery College. Students are required to take a central group of courses in English, mathematics, arts, behavioral and social sciences, humanities, and science, and have the option to take additional courses in health and communications. Upon completing the general education program and engaging in high impact educational practices, students are able to demonstrate competency in the following five key areas: written and oral communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

- **Student Population and Enrollment Trends**

Montgomery College's student population reflects its commitment to fostering equity, inclusion, and transformative educational experiences. As a Minority Serving Institution, Hispanic Serving Institution, and Asian American and Native American Pacific Islander Serving Institution, the College is uniquely positioned to support historically underrepresented and underserved communities. Montgomery College currently serves over 45,000 credit and noncredit students from almost 160 countries.

Guided by its mission—"Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world"—the College creates an environment where students from varied backgrounds and experiences can thrive academically, professionally, and personally. With a student-faculty ratio of 17:1, the institution's transformational aspirations for the next decade emphasize access, completion, and post-completion success. The College's focus on access ensures that students from all walks of life have equitable opportunities to pursue higher education, with a strong emphasis on affordability, flexibility, and supportive services. Montgomery College awards over $50 million in financial aid annually.

Enrollment has been a persistent challenge since the last self-study. While the pandemic undeniably posed significant obstacles, it is important to recognize that Montgomery College experienced a steady decline in enrollment well before 2020. The College is now cautiously heartened by the 2024 numbers, which saw a positive increase for credit and noncredit students in both student enrollment and billable hours.

Through completion initiatives, the College provides robust resources and programs to help students successfully achieve their academic and career goals. By embracing its role as a catalyst for transformation, the College empowers its richly diverse student body to not only unlock their potential but also contribute meaningfully to their communities and beyond. The average student age of approximately 23.1, reflects a mix of high school students, recent high school graduates, working adults,

and career changers. The College's average student age continues to decline annually in part because of the strength of the dual enrollment program with Montgomery County Public Schools.

- **Key External and Internal Factors Since the Last Re-Accreditation Visit**

External Factors. Like many colleges and universities, Montgomery College has navigated the pandemic and its continuing repercussions, social unrest in our community and worldwide, the exponential rise of artificial intelligence, a changing student demographic, the persisting question of whether a college degree is worth the expense, and legislative mandates from governing bodies.

- **The Pandemic**. The pandemic upended higher education as the world understood it, impacted the mental health and wellness of people worldwide, heightened food and housing insecurities everywhere, and grossly exacerbated economic disparities. With an online delivery system already in place, the College quickly pivoted to offering courses and student supports virtually, partnered with local businesses to provide computers, Wi-Fi, and financial assistance for students, organized contactless food giveaways on its campuses, and donated resources to local first responders and front-line health care workers. The pandemic was the ultimate disrupter, catapulting economic disparities and inequities to the forefront.

- **The Blueprint for Maryland's Future**. In 2021, the Maryland General Assembly passed the Blueprint for Maryland's Future, legislation intended "to transform public education in the state into a world-class educational system." Although these laws speak primarily to K-12, there are implications for the College, particularly as dual enrollment programs and population increase. In addition, the blueprint outlines expectations to increase partnerships among institutions of higher education and teacher preparation.

- **MHEC Goals**. The Maryland Higher Education Commission (MHEC) is currently revising its goals for post-secondary institutions across the state. Once these goals are finalized, the College will need to ensure its outcomes are aligned with those of the state.

External Expansion. The College has expanded its reach into the community since the commission's last accreditation visit in 2018.

- **East County Educational Center**. At the request of and with the support of the Montgomery County Council, the College opened an educational center in the east part of the county in 2024 to expand access to an underserved population. The College offers classes for credit, noncredit, and industry certification preparation at this site. The center includes classrooms and labs, as well as the same student services and academic supports available on the campuses.

- **Dual Enrollment**. A strong partnership with Montgomery County Public Schools (MCPS) has resulted in substantial growth in the dual enrollment programs on all campuses and online. High school students who are enrolled in the Jumpstart program earn college credits while in high school. Those who are enrolled and complete the Early College or Middle College programs at the College earn an associate's degree while also completing the requirements for their high school diploma. In the fall of 2018, the College offered nine degree pathways, and the three dual enrollment programs combined accounted for 3% of the College's credit enrollment. As of fall 2024, there are 24 different degree programs available to high school students, and over 2,300

dual enrollment students are enrolled, accounting for approximately 12% of the College's credit enrollment.

Internal Factors. The College has undergone some organizational and personnel changes.

- **Senior Level Leadership Changes.** In 2021, the College's long-serving president announced her departure; Mr. Sherwin Collette was hired as the senior vice president for administrative and fiscal services; and an interim president was appointed. In February 2022, the College welcomed its 11th president, Dr. Jermaine F. Williams. In June 2023, Dr. Michelle Campbell was named senior vice president for advancement and community engagement, and in January 2024, Dr. Deidre Price began her tenure as the College's senior vice president for academic affairs/college provost. The search for a new senior vice president for student affairs is currently underway. With a shared passion and vision, the president and the senior vice presidents are leading the way to fulfill the College's mission, implement the strategic plan, and ultimately realize a deep and lasting impact for students and the community.

- **Development, Growth, and Evolution of the Office of Equity and Inclusion**. The College reported in its last self-study that it had created an Office of Equity and Inclusion and was in the process of recruiting for and appointing a chief equity and inclusion officer (CEIO). In 2017, the College hired its inaugural CEIO, who took on the task of "fully integrating equity, diversity, and inclusion policies, procedures, and programs across the College in every aspect of its work. …" In collaboration with students, faculty, and staff, this office shaped the Cultural Diversity Plan, Equity Week, Equity Awards, guest speakers, and special events. This office also developed the College's Diversity, Equity, Inclusion, and Social Justice Policy, which was adopted by the Board of Trustees in 2023.

  With the document that guided this work (Roadmap to Success) now sunsetting, the interim CEIO is leading efforts to draft a new plan that is closely aligned with and reflective of the College's current strategic plan. In addition, to recognize progress and reflect the College's goal of cultivating a sense of belonging for everyone, the office will be renamed the Office of Inclusive Excellence and Belonging, effective July 1, 2025. This new name demonstrates the office's evolving mission to deepen community connections, foster inclusivity, and strengthen equity for all.

- **Analytics and Insights Area**. The College established an analytics and insights area to oversee accreditation, data asset management, institutional research and effectiveness, learning outcomes assessment, and strategic planning. Among other things, this group provides the tools and insights needed for data-informed decision making. The chief analytics and insights officer reports directly to the president.

Ongoing Factor. Fluctuations in and uncertainties of enrollment are ongoing factors the College strives to address.

- **Enrollment**. The College has experienced a downward trend in enrollment since its last re-accreditation visit in 2018, and the pandemic only exacerbated that decline. In fact, the 2024 Annual Institute Updated (AIU) (which uses data from 2021) indicated that the College's 12-month full-time equivalent (FTE) enrollment was 15.7% lower than that of the previous year (data from 2020), triggering a request for a supplemental information report (SIR) from the

commission to the College to address the sharp decline. Because the College regularly monitors its metrics and was aware of the drop, it was able to implement targeted initiatives to boost enrollment. As the chart below shows, the College has seen year-over-year increases in the 12-month enrollment FTE since 2021.

Annual 12-Month Enrollment FTE

Academic Year	FTE	% Change
2020-2021	13,158	
2021-2022	11,098	-15.7%
2022-2023	11,139	+0.4%
2023-2024	11,932	+7.1%

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

The College will address the following four institutional priorities throughout the self-study process.

1. **Enhance connections between Montgomery College and our community**
   Montgomery College seeks to be the community's institution of choice. Through increased outreach efforts, leveraging and expanding partnerships with community-based organizations, strengthening collaborations with MCPS students and schools, expanding our presence in East County, and ensuring our programs align with workforce needs, we seek to foster a sense of unity between the College and community, provide for the diverse needs of all members of the community, and create a college-going culture for everyone in Montgomery County.

2. **Cultivate a sense of belonging for everyone at the College**
   Montgomery College strives toward creating and maintaining an inclusive culture. Through intentional programming designed to foster a sense of belonging for all, leveraging innovative delivery models, providing equitable supports for all students, fostering a culture of professional growth for employees, and making data-informed decisions based on feedback from students and employees, we seek to increase both access and completion by creating a College where everyone belongs and where everyone can succeed.

3. **Enhance educational and organizational effectiveness**
   Montgomery College is committed to excellence for its students and employees, and continuous improvement in its operations and processes. Through an efficient registration process, intentional enrollment management, the use of data and technology to support students' progression, and high impact teaching methods, Montgomery College is a place where students choose to come and stay through completion. Likewise, by maintaining a work culture that meets today's challenges, implementing meaningful employee performance evaluation procedures, and aligning staffing with institutional needs, Montgomery College is a place where employees choose to come and want to stay.

4. **Increase economic impact for our students and community**
   Montgomery College seeks to transform the lives of our students and, in turn, Montgomery County. Through ensuring employment needs and skills as well as best practices from industry partners are integrated into courses, career competencies are embedded into the student experience, and experiential learning opportunities are accessible for all students, Montgomery College seeks to ensure that our students upon completion are well positioned for post-completion success.

These four priorities were adopted from the College's strategic plan, a plan to which a myriad of individuals contributed. The 40-person Strategic Plan Advisory Refresh Committee (SPARC) and its steering committee sought and incorporated ideas and feedback from both internal and external stakeholders. Insights and observations from faculty, staff, students, alumni, community partners, and business leaders informed the final version of the strategic plan that went into effect in July 2023.

Given the number of stakeholders that initially helped shape the goals, the far-reaching communication about them, the master plans built upon them, and the continued focus on realizing the associated outcomes, the steering committee recommended naming the four goals from the strategic plan as the institutional priorities for the current self-study. The president and his cabinet are fully supportive of this approach.

▪ **Institutional Priorities Aligned with Standards for Accreditation**

Institutional Priorities (across) MSCHE Standards (down)	1. Enhance connections between the College and our community	2. Cultivate a sense of belonging for everyone at the College	3. Enhance educational and organizational effectiveness	4. Increase economic impact for students and the community
I Mission & Goals	X	X		
II Ethics & Integrity		X	X	
III Design & Delivery of the Student Learning Experience		X	X	
IV Support of the Student Experience		X		X
V Educational Effectiveness Assessment			X	X
VI Planning, Resources & Institutional Improvement		X	X	
VII Governance, Leadership & Administration	X		X	

III. INTENDED OUTCOMES OF THE SELF-STUDY

Through the self-study process, the College will achieve the following outcomes:

1. Demonstrate how the College meets or exceeds the commission's standards for accreditation and requirements of affiliation by providing narrative and evidence for each standard as prescribed in the commission's evidence expectations document.

2. Embrace a culture of assessment and data-based decisions within each standard to achieve continuous improvement and innovation in the attainment of the College's mission, goals, and transformational aspirations.

3. Engage in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the College community to ensure the College is successfully advancing its mission of enabling students to "discover their passions and unlock their potential to transform lives, enrich the community, and change the world."

4. Leverage the self-study process to inform the next strategic plan and other college-related master plans (academic, student affairs, cultural diversity, etc.) as the College seeks to realize its vision of serving as the "community's institution of choice to transform the lives of students and Montgomery County."

IV. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

Montgomery College established a steering committee with co-chairs and seven working groups to write the self-study report, guide the Middle States work, and prepare for the MSCHE site visit.

The co-chairs are responsible for guiding the overall self-study process through the steering committee. Co-chairs will ensure the steering committee is meeting its charge and assist where necessary. Co-chairs will engage with Montgomery College's governance councils, faculty, staff, and students to provide updates and solicit feedback. The co-chairs will ensure that communication is deep and intentional on their respective campuses as well as collegewide.

- **Steering Committee**

The steering committee was appointed by the president of Montgomery College and has representation from all three campuses, offsite locations, and Montgomery College administrative buildings. While each of the established working groups corresponds to a MSCHE standard, the steering committee facilitates and guides working group progress. The steering committee comprises staff, faculty, and administrators.

The steering committee will:

1. Lead the Middle States work by facilitating the development of the self-study design, self-study report, coordinating with the working groups and communicating with the College community.

2. Support in assessing and identifying evidence that needs to be added to the evidence inventory (senior vice presidents will assign designees to populate the evidence inventory).

3. Eliminate redundancy and ensure consistency in evidence collection.

4. Ensure there is effective collaboration between the working groups, the steering committee, evidence inventory designees, and with the College community.

5. Engage with the College community to gather information and seek input from the various constituencies across the College.

- **Steering Committee Members**

Co-chairs	
Tonya Addleman	Administrative Manager, Academic Affairs, STEM and Health Sciences
Dr. Sylvea Hollis	Associate Professor, African History and African American History
Dr. Glenda Hernández Tittle	Professor, School of Education
Steering Committee Members	
Sharon Anthony	Campus Dean, Germantown, Chapter Liaison
Dr. Stephen Cain	Chief of Staff
Mary DeLuca	Associate Senior Vice President for Marketing and Communications
Liz Greaney	Chief Business-Financial Strategy Officer
Dr. Melissa Gregory	Associate Senior Vice President for Student Affairs
Steve Greenfield	Vice President of Workforce Development and Industry Partnerships
Dr. John Hamman	Chief Analytics & Insights Officer and ALO
Dr. Cassandra Jones	Director of Assessment
Kimberly Jones	Interim Chief Equity and Inclusion Officer

Dr. Vedham Karpakakunjaram	Faculty, Biology, Rockville
Dr. Elizabeth Kirby	Faculty/Department Chair, Counseling and Advising, Rockville, Chapter Liaison
Barbara LaPilusa	Faculty, Counseling and Advising, Germantown
Janeé McFadden	Collegewide Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs
Dr. Milton Nash	Dean of Instruction, Mathematics, Statistics, and Data Science, Chapter Liaison
Dr. Clevette Ridguard	Director of Governance and Presidential Projects, Chapter Liaison
Elizabeth Ridings	Faculty/Department Chair, Department of Health Enhancement, Exercise Science, and Physical Education, Chapter Liaison
Dr. Elena Saenz	Associate Senior Vice President for Academic Affairs
Dr. Debbie Van Camp	Director of Planning and Policy, Chapter Liaison
Susan Watson	Chief Compliance, Risk, and Ethics Officer, Chapter Liaison

- **Working Groups**

The working groups are composed of a student, staff, faculty, and administrators with varied interests and experiences from all campuses and divisions. The seven working groups are aligned with and correspond to the Middle States standards, and select steering committee members serve as chapter liaisons for the individual working groups.

Working groups were formed through the use of a carefully designed selection process that included several methods to ensure broad participation and inclusion of faculty, staff, and administrators from across campuses and units. Employees interested in serving on working groups were invited to complete an interest form, which was reviewed by the steering committee members, middle states co-chairs, and vetted by the President's Cabinet. Constituency governance council leaders were also encouraged to nominate constituents and encourage them to apply to serve on one of the working groups.

Should there be any additional needs or representatives within the working groups, there will be additional calls for participation that ensure inclusion and representation from the various constituents.

- **General Charge for All Working Groups**

Each working group will:

1. Develop an in-depth and thorough understanding of the "Middle States Standards for Accreditation and Requirements of Affiliation" (14th edition) and the "Evidence Expectations by Standards Guidelines," specifically as each relates to the standard assigned to the working group. Develop a deep and comprehensive understanding of the institutional priorities and lines of inquiry that have been associated with the standard. Pay special attention to the final assessment criteria for each standard.

2. Hold regular meetings at least monthly from February 2025 through December 2026 to review and analyze relevant assessment information, institutional processes, documents, procedures, data, and other evidence in support of the working group's assertions and conclusions in its self-study chapter report. Assume responsibility for seeking and gathering additional evidence as needed with the assistance of the steering committee. Organize and annotate the evidence that will be used to demonstrate compliance with the criteria of the standard. Each annotation should briefly explain what the evidence is, where it came from, what it contains, and how it demonstrates compliance with the criterion. Each working group member will be expected to complete assigned tasks between meeting dates. Further, as the steering committee merges the working group chapters into a single self-study document, working groups will be called upon at any time during the process to answer questions, provide follow-up information, or discuss potential revisions. The working groups will also actively engage in the evaluation team site visit in spring 2027.

3. Engage with the College community to gather information and seek input from the various constituencies across the College. This will include open listening sessions, one-on-one meetings, interviews with individuals with a specific expertise, surveys, and any other means necessary to gather data and feedback that will lead to a chapter report that represents the institution fairly and honestly and provides a consensus of the feedback received from constituents. These activities will not be one-and-done but rather occur throughout the self-study process as needed.

4. Collaborate with other working groups, governance bodies, designated consultants and key offices where necessary. Working group chapter liaisons will have the responsibility of providing the steering committee with interim monthly progress reports that may include emerging topics or themes, ongoing activities, barriers, or challenges, or gaps in evidence. The template attached as Appendix A will help guide and standardize regular reporting from each working group. Such reporting will enable the steering committee to identify any duplication of effort or instances where collaboration would be beneficial, and to communicate that information to the working groups through the chapter liaisons.

4. Submit a final chapter report during the fall 2026 semester that:

    a. uses documented evidence to substantiate its claims of compliance;

    b. is more than a restatement of fact, but analyzes the evidence through the lens of the associated institutional priorities and lines of inquiry; and

    c. proposes opportunities for continuous improvement and innovation that are aligned with the College's mission and transformational aspirations.

Working group chapter liaisons are responsible for scheduling meetings with the members of their working group and making assignments as necessary to meet the stated deadlines and otherwise fulfill the working group's charge. The chapter liaisons are encouraged to consider the suggested guidelines in Appendix B as they organize and operationalize their working groups.

- **Working Group Membership and Specific Charges**

Working Group I: Mission and Goals

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.

Related Institutional Priorities:
1. Enhance connections between Montgomery College and our community
2. Cultivate a sense of belonging for everyone at the College

Chapter Liaisons	
Name	**Title**
Sharon Anthony	Campus Dean, Germantown
Working Group Members	
David Bergtold	Learning Center Manager
Donna Kinerney	Dean, Community Education and Alternative Pathways
Erin Marcinek	Acting Department Chair, Counseling and Advising
Kim Murphy	Instructional Faculty, PT
Sarah Campbell	Interim VP of Liberal Arts and Education
Stephanie Krasnoff	Marketing Specialist

Specific Lines of Inquiry:
1. To what extent does the College apply its mission, goals, and transformational aspirations to effectively promote a sense of belonging for everyone?

2. In what ways are the College's missions, goals, and transformational aspirations linked to its institutional priority of enhancing connections between MC and its community?

Working Group II: Ethics and Integrity

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.

Related Institutional Priorities:
2. Cultivate a sense of belonging for everyone at the College
3. Enhance educational and organizational effectiveness

Chapter Liaisons	
Name	**Title**
Susan Watson	Chief Compliance, Risk and Ethics Officer
Working Group Members	
Elizabeth Benton	Dean of Instruction
Maria Adams	Compliance Specialist
Scot Brown	Manager of Organizational Development and HR Outreach
Sherry Randoph	Admin Aide II
Tracey Smith-Bryant	Student Affairs Program Director
Tyler McClenithan	Non-Instructional Faculty, FT

Specific Lines of Inquiry:
1. To what extent do ethics, integrity, and compliance with all applicable laws and regulations inform the College's efforts to enhance educational and organizational effectiveness?

2. To what extent are policies, procedures, and practices effectively promoting an environment in which students and employees from a variety of backgrounds, ideas, and perspectives, experience a sense of belonging at the College?

Working Group III: Design and Delivery of the Student Learning Experience

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.

Related institutional Priorities:
2. Cultivate a sense of belonging for everyone at the College
3. Enhance educational and organizational effectiveness

Chapter Liaisons	
Name	**Title**
Milton Nash	Dean of Instruction, Mathematic, Statistics, and Data Science
Working Group Members	
Angela Dawson	Program Coordinator II
Betsy Leonard	Planning and Support Specialist
Carla Naranjo	Instructional Faculty, FT
Douglas Schwanke	Instructional Faculty, PT
Elizabeth Schlackman	Librarian II
Fiona Glade	Acting Campus Dean, Takoma Park/Silver Spring
Kenneth Nelson	Marketing Specialist
Shinta Hernandez	Dean of MC Online and Academic Support

Specific Lines of Inquiry:
1. How effective is the College at ensuring all student learning experiences, regardless of instructional modality, are designed for educational effectiveness?

2. How effective is the College at ensuring faculty and staff are equitably recruited, supported, and evaluated in such a way that enables the College to design and deliver a student learning experience that creates a sense of belonging?

Working Group IV: Support of the Student Learning Experience

Standard IV: Support of the Student Learning 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 coherent and effective support systems sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experiences, and fosters student success.

Related Institutional Priorities:
2. Cultivate a sense of belonging for everyone at the College
4. Increase economic impact for our students and community

Chapter Liaisons	
Name	**Title**
Elizabeth Kirby	Department Chair, Counseling and Advising
Working Group Members	
Alexander Valencia-Reyes	Enrollment and Student Access Specialist
Britney Carter	Foundation Scholarship Manager
Christina D. Butler	Instructional Faculty, FT
Farah Adjel	Instructional Faculty, PT
Levena De La Rosa	Interim Department Chair of Education and Psychology
Pamela Wessells	Campus Registrar
Diane Carrillo	Student

Specific Lines of Inquiry:
1. How effectively do the College's student services and academic supports promote a sense of belonging for all students?

2. To what extent do the College's student services and academic supports supplement the students' learning experience and enhance post-completion success?

Working Group V: Educational Effectiveness Assessment

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.

Related Institutional Priorities:
3. Enhance educational and organizational effectiveness
4. Increase economic impact for students and the community

Chapter Liaisons	
Name	**Title**
Beth Ridings	Department Chair, Health Enhancement, Exercise Science, and Physical Education
Working Group Members	
Guillermo Laya	Assessments and Testing Centers Director
Kimberly Driver	Instructional Faculty, FT and Co-Chair of General Education Program
Melissa Mokel	WDCE Program Manager II
Metta Lash	Librarian Supervisor
Scott Poese	Senior Research Analyst

Specific Lines of Inquiry:

1. To what extent does the College's assessment process ensure effective teaching and learning and demonstrate continuous improvement of its educational effectiveness?

2. To what extent does the College ensure that student learning outcomes are equitable, relevant, measured, and reflect the skills and competencies needed for all students' post-completion success?

Working Group VI: Planning, Resources, and Institutional Improvement

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.

Related Institutional Priorities:
2. Cultivate a sense of belonging for everyone at the College
3. Enhance educational and organizational effectiveness

Chapter Liaisons	
Name	**Title**
Debbie Van Camp	Director of Planning and Policy
Working Group Members	
Adam Reid	Director of Public Safety, Health, and Emergency Management
Angie Moy	BIM Coordinator
Bo Chan	Senior Research Analyst
Valeria da Silva	Director of Enterprise Project Management Office
Krista Leitch Walker	Vice President of Human Resources and Strategic Talent Management

Specific Lines of Inquiry:

1. To what extent does the College ensure its resources and infrastructure are adequate to support effective educational and organizational operations?

2. How effectively does the College plan and improve its use of resources to promote an equitable sense of belonging for students and employees?

Working Group VII: Governance, Leadership, and Administration

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 constituents it serves. Even when supported by or affiliated with a related entity, the

institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Related Institutional Priorities:
1. Enhancing connections between Montgomery College and our community
3. Enhance educational and organizational effectiveness

Chapter Liaisons	
Name	**Title**
Clevette Ridguard	Governance and Presidential Projects Program Manager
Working Group Members	
Meghan Gibbons	Director of Presidential Publications
Paul Miller	Professional Development Director
Shakenna Adams-Gormley	Financial Aid Specialist
Suzette Spencer	Director of Library and Information Services
Gail Nguyen	Assistant Director, iSTEM Network

Specific Lines of Inquiry:
1. To what extent does the College's governance, leadership, and administration support the College's institutional priority of enhancing educational and organizational effectiveness?

2. How effectively does the College leverage its governance, leadership, and administration to further its institutional priority of enhancing connections with the community?

V. GUIDELINES FOR REPORTING

Each working group will develop content for a single chapter in the final self-study report for their corresponding standard. Ultimately, each chapter will be 8-10 pages long, so all assignments, communications, interim reports, and final submissions should consider the big picture, be comprehensive but succinct, and articulated clearly.

Each working group will provide a gap analysis of the evidence, a chapter outline, interim draft chapter reports, a list of evidence that affirms compliance, monthly progress reports, and any other assignment that may be needed to fulfill the working group's charge.

Each working group is expected to meet all major milestone deadlines and due dates:

- Evidence Gap Analysis – August 29, 2025
- Chapter Outline – December 19, 2025
- First Draft of Chapter – March 13, 2026
- Second Draft of Chapter – June 27, 2026
- Final Draft of Chapter – October 1, 2026

To promote consistency of presentation across all chapters, each working group is encouraged to follow the template and suggested formatting for each assignment they are given. All narrative should be clear and concise and directly related to the standard and its associated criteria, lines of inquiry, and institutional priorities. Ultimately, each working group will provide a chapter that includes the following components:

- **Description of Standard** – include the standard as well as the associated institutional priorities and lines of inquiry.

- **Introduction** – a general overview of how the working group addressed the criteria, lines of inquiry, and institutional priorities associated with the standard. This section should be brief.

- **Analysis** – a description of the data that were analyzed. A narrative on how the College adheres to each criterion for the standard through the lens of the associated institutional priorities and lines of inquiry articulated in the self-study design. This section will also identify the evidence that demonstrates the College's compliance. This will be the longest section of the chapter.

- **Conclusion** – a summary statement articulating the extent to which the College complies with the standard.

- **Areas of Strength** – Evidence-supported strengths, innovations, and successes of the College, as determined by the analysis.

- **Areas for Improvement** – Areas that the College needs to address, as determined by the evidence and resulting analysis.

- **Opportunities for Continuous Improvement and Innovation** – Suggestions and strategies for how the College could address the opportunities for improvement and innovation identified above. Keep in mind any budgetary, regulatory, or institutional constraints that may limit implementation of proposed suggestions.

Reports should be analytical and interpretive rather than simply descriptive. Submissions should always be constructive and insightful even when identifying challenges and opportunities for improvement. Not every suggestion will be included in the final version of the self-study document, but all recommendations will be compiled as an outcome of the self-study process and referred appropriately for consideration.

All working group reports or submissions must follow the Montgomery College Editorial Style Guide, based on the *Associated Press Stylebook,* and be formatted using the following editorial guidelines:

- Each report will be written in Word and saved in the appropriate Teams folder.
- Tables and graphics will be embedded.
- Use single-spaced, 12-point font, with a line between each paragraph.
- Text will be left-justified with no indentation of the first line.
- Margins will be one inch all the way around; headers and footers will be set at .05".
- Page numbers will appear on the bottom right, and the date of submission will appear on the bottom left.

VI. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

The final self-study report will include a table of contents, an executive summary, an introduction, a chapter for each standard, and a conclusion. The report will reference the evidence inventory as prescribed by the Middle States Commission on Higher Education.

- Table of Contents

- Executive Summary – Concise summary of major findings

- Introduction – Brief overview of the College and the self-study process

- Chapter for each standard – approximately 10 pages in length and includes a discussion of the data and evidence analyzed to determine the College's compliance with the criterion of the standard. Narrative will include strengths, challenges, and opportunities for continuous improvement.
  - Chapter I: Mission and Goals
  - Chapter 2: Ethics and Integrity
  - Chapter 3: Design and Delivery of the Student Learning Experience
  - Chapter 4: Support of the Student Experience
  - Chapter 5: Educational Effectiveness Assessment
  - Chapter 6: Planning, Resources, and Institutional Improvement
  - Chapter 7: Governance, Leadership, and Administration

- Conclusion – Summary of compliance and opportunities for innovation or continuous improvement.

- Appendices

The final self-study report will be drafted in accordance with the MC Editorial Style Guide, based on the *Associated Press Stylebook.*

VII. SELF-STUDY TIMELINE

Date	Task/Activity
Fall 2023	▪ ALO defined strategy for populating and managing the evidence inventory. ▪ College community began gathering supporting evidence.
April 2024 May 2024 (Spring/Summer 2024)	▪ President appointed and announced co-chairs and steering committee. ▪ Steering committee began its work.
Sept 12–Nov 7, 2024 (Fall 2024)	▪ Steering committee and co-chairs attended the Self-Study Institute.
Oct 2024–Feb 2025 (Fall 2024/Spring 2025)	▪ Prepare initial draft of Self-Study Design (SSD). ▪ Prepare initial draft of Communication Plan. ▪ Continue to populate evidence inventory.
December 19, 2024 (Fall 2024)	▪ Post SSI conference with Commission liaison.
Dec 2024 (Fall 2024)	▪ Attended annual MSCHE conference. ▪ Complete SSD–initial draft.
January 2025 (Winter term)	▪ Revise SSD with feedback. ▪ Continue working on lines of inquiry. ▪ Submit recommendation for working group members.
January/February 2025 (Spring 2025)	▪ Steering committee approves initial draft SSD. ▪ President and cabinet review initial draft SSD. ▪ Working groups announced.
February 14, 2025 (Spring 2025)	▪ Initial SSD draft submitted to MSCHE.
February 2025 (Spring 2025)	▪ Communication campaign launched to the community. ▪ Initial meeting of the working groups. ▪ Continue to gather supporting evidence.
March 2025 (Spring 2025)	▪ Begin preparing for self-study preparation visit. ▪ Working groups continue to meet. ▪ Continue to gather supporting evidence.
April 2025 (Spring 2025)	▪ Continue preparing for self-study preparation visit. ▪ Meet with cabinet to provide updates/seek feedback. ▪ Working groups continue to meet. ▪ Continue to gather supporting evidence.
May 2025 (no later than May 30) (Spring 2025)	▪ Host commission liaison for self-study preparation visit. ▪ Working groups continue to meet.
June 2025 (Summer 2025)	▪ MSCHE accepts the SSD. ▪ Working groups continue to meet.
July-August 2025 (Summer 2025)	▪ Working groups continue to meet.

	- Working groups submit evidence gap analysis report (Aug 29)
September-December 2025 (Fall 2025)	- Meet with cabinet to provide updates/seek feedback. - Listening sessions/governance presentations. - Working groups continue to meet. - Working groups submit their chapter outline (Dec 19). - Attend MSCHE annual conference.
January-June 2026 (Spring 2026)	- Meet with cabinet to provide updates/seek feedback. - MSCHE notifies College of team chair and evaluation team members. - Working group submits the first draft of its chapter (March 13). - Working group submits the second draft of its chapter (June 27).
July-August 2026 (Summer 2026)	- Writer prepares first draft of self-study report from working group chapters (Aug 28).
September-November (Fall 2026)	- Meet with cabinet to provide updates/seek feedback. - Working groups make final revisions to their chapter (October 1). - Host team chair, preliminary visit; (4-6 months before evaluation visit). - Self-study report submitted to the Publications Office. - "Near ready" draft of report sent to team chair.
December 2026 (Fall 2026)	- Finalize self-study and evidence inventory. - Seek BOT approval.
January 2027 (10 weeks before visit) (Spring 2027)	- Upload final self-study report and all evidence. - Meet with cabinet to provide updates/seek feedback.
March-April 2027 (must be done by April 15) (Spring 2027)	- Evaluation Team Visit
April 2027-June 2027 (Spring/Summer 2027)	- MC receives report from the evaluation team; MC submits responses to the team's report.

VIII. COMMUNICATION PLAN

Montgomery College's Communication Plan for the Middle States Self-Study is designed to keep internal and external stakeholders engaged and informed at each stage of the process. The communication strategies ensure an ongoing, transparent and inclusive process throughout all phases of the Self-Study. By leveraging the College's existing communication channels such as the MC president's weekly email newsletter (the *Monday Minute*), *Inside MC* (the College's online weekly digest), and in-person and virtual governance meetings and listening tours, we will seek engagement and feedback, deliver timely, transparent updates on project milestones, and encourage broad participation. A dedicated Middle

States Self-Study website was established to serve as a central resource for all constituents, providing up-to-date information, key documents, and regular progress reports.

The chart below illustrates how these communication vehicles will be employed throughout the self-study, covering all key milestones, audiences, and the channels that will support effective outreach, input and engagement. We anticipate adding new tools and approaches as needed to ensure all College constituents remain engaged, have ongoing opportunities for input and feedback and receive the most timely and relevant updates as we move through the self-study process.

Message	Audience	Method	Timing
Announce steering committee, co-chairs, and start of the self-study process	Faculty and Staff Board of Trustees	• Collegewide email • Meetings • President's communications	April 2024
Announce institutional priorities and provide charge to steering committee	Steering Committee	Meetings Emails	Fall 2024
Establish Teams folder with shared resources and documents for steering committee	Steering Committee	Microsoft Teams	Fall 2024
Establish self-study website landing page to share updates	College Community	Website	Fall 2024
Invite faculty and staff to serve on working group aligned with one of the seven Middle States standards	Faculty and Staff	• Collegewide emails • *Monday Minute* • *Inside MC*	Fall 2024
Announce working group chairs and members	Faculty and Staff Students Board of Trustees	• Website • *Monday Minute* • *Inside MC* • President's communications	February 2025
Seek and gather feedback and share ongoing updates on progress of Self-Study Committees	Faculty and Staff Students Board of Trustees MC Foundation, PIC MC, and Alumni Boards	• Website • Listening tours/briefing sessions • Surveys • Department- and unit-level meetings • College Council governance meetings	Spring and Fall 2025 through Spring and Fall 2026

		- Classroom visits - SGA and other student club and organization meetings *Inside MC* *Monday Minute* - Town Halls - Social media - Digital signage - Interactive or gamified contests - Opening and closing meetings for faculty and staff - President's communications and reports - Student newspapers - Buttons/stickers inviting questions/engage-ment	
Announce Middle States Self-Study visit to College community; Share key messages from submitted report	*Same as above*	*Same methods as above*	Spring 2027
Share Middle States evaluation team exit report	*Same as above*	- Website - Collegewide emails *Monday Minute* *Inside MC* - College Council Governance Meetings - SGA Meetings - Digital signage - Social media - Closing meeting for faculty and staff - President's communications and reports	Spring 2027

Share accreditation decision	College Community External Stakeholders	• Website • Collegewide emails • *Monday Minute* • *Inside MC* • Digital signage • Social media • Opening meeting for faculty and staff • President's communications and reports	Summer/Fall 2027
Conclude self-study with public announcement	College Community External stakeholders Media	• Press release • Newsroom article on college website • Social media	Summer/Fall 2027

IX. EVALUATION TEAM PROFILE

The College requests that members of the evaluation team have experience with a two-year, comprehensive institution. It requests that the team chair be a president or former president of a large, multi-campus community college that serves a diverse student population.

Team Chair
- President of a large, multi-campus community college similar in size to Montgomery College and serves a diverse population. The team chair should have experience in collective bargaining processes for faculty and staff.

Team Members
- Chief academic officer (with experience in dual enrollment, open education resources, zero-cost courses, and distance education)
- Chief financial officer (with oversight of additional areas such as information technology, human resources, public safety, and facilities)
- Chief student affairs officer
- Continuing education and workforce development officer
- Other members with experience at institutions with the following characteristics:
  - prioritization of equity and inclusion
  - large first-generation population
  - highly diverse population (no majority)
  - large non-native English-speaking population
  - actively seeks community engagement

Peer Institutions
- Community College of Baltimore County, MD
- CUNY Borough of Manhattan Community College
- Suffolk County Community College

Institutions with Common Recruitment Target Areas
- Frederick Community College
- Community College of Baltimore County
- Northern Virginia Community College
- Howard Community College
- Anne Arundel Community College

The College's most highly enrolled programs include: business, general studies (with all areas of concentration), general education/pre-clinical (multiple areas), computer science, cybersecurity, biological sciences, information systems, nursing, engineering, and criminal justice. Some of the College's signature programs include: cybersecurity and biotechnology, health sciences, engineering, education, hospitality and business. Some of the newest degrees and certificates reflecting high-demand jobs in the workforce include: data science, cloud computing, business analytics, cell and gene therapy, and behavioral health.

X. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

The College regularly assesses its enrollment, student achievement, and financial health in a variety of ways. In addition to its own internal reporting, the College complies with the reporting requirements set out by the Maryland Higher Education Commission (MHEC). Every year the College submits its Performance Accountability Report (PAR), a report intended "to establish and maintain performance standards, and use metrics to assess their effectiveness in tackling institutional and statewide higher education goals." This report contains both quantitative data and analytical narrative, and is compiled through broad yet comprehensive input from stakeholders across the College. Senior leadership carefully review this report and obtain approval of the Board of Trustees prior to submitting it to the state.

The PAR report uses metrics similar to those the College submits to the U.S. Department of Education for the annual IPEDS report and to Middles States Commission on Higher Education for its Annual Institutional Update, but, in some instances, expands the metrics to capture a broader student population. For example, the student success metrics in the PAR report include those who started at the College in a part-time capacity as well as some who are pursuing noncredit pathways.

As an Achieving the Dream (ATD) school, the College also compiles and submits an annual reflection to ATD. The disaggregated student achievement data, focused on the early momentum metrics, are also reviewed regularly by the president and the College's senior leadership.

Historically, the AIU was reviewed by the president and senior leadership prior to its submission to MSCHE. While the AIU currently does not require new submissions, senior leadership regularly examine and discuss the College's student achievement using the IPEDS, PAR, and ATD metrics. All of these reports provide the president and his cabinet with a broad view of student performance, allowing them to track year-over-year trends and identify both successes and areas for improvement.

By way of example, the 2024 AIU (which uses data from 2021) indicates that the College's 12-month FTE enrollment is 15.7% lower than that of the previous year (data from 2020). Upon reviewing this data and given the threshold of a 15% change, the College anticipated the commission's request to provide a supplemental information report (SIR) to address this decline and formed a team to delve deeper into the data to try and understand why the drop had been so significant. When the official request arrived a year later, the College had already identified and implemented key initiatives to help address the deficiency. Since 2021, the College's 12-month FTE enrollment has seen year-over-year increases, with projections suggesting this upward trend will continue. Currently, the College is working on a revised student enrollment plan to continue and expand upon this work.

In addition to its usual practices, the College will use the self-study process to reflect upon the AIU, PAR, and ATD data, analyze their use for continuous improvement, and integrate findings into the chapters of the report as appropriate. Evidence will demonstrate the extent to which the College's approach to realizing its student achievement goals as well as the College's processes and procedures to verify institutional data are effective, consistent with higher education expectations, and consistent with its mission and goals.

XI. EVIDENCE INVENTORY STRATEGY

In 2023, an evidence inventory was created to house all resources and documents that could potentially be utilized in the self-study report. The documents collected are ones that have the potential to demonstrate compliance with Middle States standards, requirements of affiliation, and any other related criterion. This allowed the College to build a centralized repository of essential materials and documents that reflect diverse practices and perspectives across the College. The data and documents in this inventory will be reviewed and analyzed for relevance to support the narrative of the self-study. Any evidence that gets utilized in the self-study report will be included in the final evidence inventory. As the working groups begin writing, relevant documents will be moved to a secured OneDrive folder, where they can be given appropriate names and cross-referenced as needed in additional chapters.

Members of the president's cabinet were tasked with ensuring that the evidence inventory is populated for their respective areas. They were asked to identify key personnel in each unit to upload documents relevant to each standard, based on the Evidence Expectations by Standard Guidelines. These individuals will consult with appropriate offices to secure and upload potential evidence for compliance with the standards and specific criterion that fall within their division. The College will utilize Microsoft Teams to gather and store its evidence. All members of the steering committee and working groups will have access to the master inventory once it has been populated by the responsible parties.

The working groups will be charged with reviewing the evidence that has been provided in the master inventory for their standard, conducting a gap analysis, providing recommendations for additional data collection and working with the steering committee to gather the necessary evidence. All evidence will be continuously curated as the narrative of the chapter evolves to ensure effective attribution to appropriate documents and to ensure that the narrative corresponds to the appropriate materials.

The final inventory will be managed by a designee from the Analytics and Insights area, who is charged with organizing data and naming conventions of the final inventory, and with uploading all self-study documentation to the MSCHE portal in the time and manner specified by the commission.

XII. STRATEGY FOR IDENTIFYING SELF-STUDY SITE VISITS TO BE CONDUCTED

In accordance with commission policy and procedures and federal regulations 34 CFT Section 602.22 (d), the College has identified the following geographical locations for potential site visits as part of the self-study evaluation: Rockville (designated as main campus by MSCHE), Germantown (additional location), and Takoma Park/Silver Spring (additional location) campuses; and possibly the East County Educational Center (additional location). A draft itinerary and list of potential interviewees is below. The actual agenda will be crafted in collaboration with the team chair during the chair's preliminary visit to the College four to six months prior to the on-site evaluation team visit.

Time	Activity / Event
6-7:30 p.m.	Get Acquainted Welcome Program
7:30 p.m.	Transportation to Hotel
Monday	
8:30-8:50 a.m.	President and Team Chair
9-9:50 a.m.	Cabinet
10-10:50 a.m.	Interviews
11-11:50 a.m.	Steering Committee
Noon-12:50 p.m.	Lunch
1-3:50 p.m.	Interviews/Forums
4-4:50 p.m.	Board of Trustees
4:50 p.m.	Transportation to Hotel
5:30-6:30 p.m.	Team Meeting
6:30-8 p.m.	Team Dinner
8 p.m.	Team Meeting
Tuesday	
8:30-8:50 a.m.	President and Team Chair
9-11:50 a.m.	Interviews/Forums
Noon-12:50 p.m.	Lunch
1-4:50 p.m.	Interviews/Forums
4:50 p.m.	Transportation to Hotel
5:30-6:30 p.m.	Team Meeting
6:30-8 p.m.	Team Dinner
8 p.m.	Team Meeting
Wednesday	
8:30-8:50 a.m.	President and Team Chair
10-11 a.m.	Institutional Exit Interview

	Potential Interviewees for Each Standard
Team Chair	President, MSCHE Co-Chairs
Standard I	Chief of Staff and Chief Strategy Officer; Director of Planning and Policy; Director of Institutional Research and Effectiveness; Chief Analytics and Insights Officer
Standard II	Chief Compliance, Risk and Ethics Officer; Chief Equity and Inclusion Officer; Assoc SVP for Marketing and Communications; VP/Chief Human Resources Officer; Dean, MC Online and Academic Support; Union Representatives; Director of Planning and Policy
Standard III	Curriculum Committee (Chair and/or Representatives); General Education Committee (Chair and/or Representatives); Director of Library and Information Services; Associate SVP for Curriculum, Pathways, and Planning; Department Chairs; Faculty Council (Representatives); Associate SVP of Equitable Access and Student Success
Standard IV	College Registrar; Director of Financial Aid; Scholarships and Grants Program Director; Associate SVP for Student Affairs (2); Director of Athletics; Associate SVP for Curriculum, Pathways, and Planning; Associate SVP for Academic Partnerships and Programs; Dean, MC Online and Academic Support
Standard V	Director of Assessment; General Education Committee (Chair and/or Representative); Area Deans/Department Chairs; Faculty
Standard VI	Director of Planning and Policy; Chief Business/Financial Strategy Officer; VP of Facilities Management, Capital Planning and Sustainability; VP of Information Technology/Chief Information Officer; MC Foundation (Representatives)
Standard VII	Chief of Staff, Cabinet, Special Assistant to the President for Board Relations, Operations and Services; College Council
Full Team	Board of Trustees, Cabinet, Steering Committee, Open Forums (Faculty, Staff, Students)

Appendix A

Working Groups Monthly Progress Reports

Each Working Group should submit the following information to the steering committee by the stated deadline. Chapter liaisons of each working group should be prepared to provide a verbal progress report during a steering committee meeting when called upon to do so.

Standard: _____
Date of Report: _____
Submitted by: _____

Summary of Progress
- o High-level overview of activity and progress since the last report.

Evidence
- o Bullet point list of evidence the working group has identified for use in the chapter report.
- o Bullet point list of evidence the working group is requesting.

Analysis
- o In-depth bullet points to explain how the evidence demonstrates the College's compliance with the standard and addresses the associated institutional priorities and lines of inquiry.

Emerging Topics
- o Bullet point list of any topics that have emerged as a focus for further investigation.

Requests for Assistance
- o Bullet point list of any challenges/questions/requests for support or assistance from the steering committee.

Summary of Findings
- o Bullet point list of areas of strength.
- o Bullet point list of opportunities for improvement and any proposed strategies to close the gap.

Next Steps
- o Bullet point list of action steps for the upcoming month.

Appendix B

Suggested Guidelines for Organizing Working Groups

I. **Organization, Expectations, and Assignment of Tasks**

A. Tasks for this meeting:

1. Review the timeline, deadlines, and expectations of working group members.

    a. Working groups will meet at least monthly from February 2025 through December 2026. Meetings will be scheduled by the chapter liaisons. Working groups should also be available in the spring of 2027, if needed, to provide clarification or additional evidence as the self-study document is being compiled.

    b. Working group members are expected to complete assigned tasks between meetings and actively participate in any other meetings as necessary to meet the stated deadlines and complete their assigned tasks.

    c. Major milestone deadlines and due dates:

        4) Evidence Gap Analysis – August 29, 2025
        4) Chapter Outline – December 19, 2025
        4) First Draft of Chapter – March 13, 2026
        4) Second Draft of Chapter – June 27, 2026
        4) Final Draft of Chapter – October 1, 2026

    b. Deadlines and due dates for any additional assignments and progress reports will be communicated to the working groups through the chapter liaisons.

    c. As a member of the working group, members are expected to take part in listening sessions or other feedback gathering activities to the extent possible given their work responsibilities.

2. Identify team members for various roles.

    a. Chapter Liaisons. Each working group will name two co-liaisons, one of whom is a member of the steering committee. Together the chapter liaisons will lead the efforts of the working group, ensuring deadlines for assignments are met in a timely manner. They will schedule meetings and make assignments necessary to fulfill the working group's charge. They will also communicate with the steering committee on behalf of the working group and provide monthly progress reports to the steering committee.

b. Document Manager. Keeps track of and organizes the evidence that will be used to demonstrate compliance with the criteria for the chapter.

c. Writer. Writes the narrative for the standard.

d. Secretary. Assists with administrative tasks (sending meeting requests, formatting documents, taking notes, compiling feedback).

e. Everyone. Assists by annotating evidence. The annotation will briefly explain what the evidence is, where it came from, what it contains, and how it demonstrates compliance with the criterion.

3. Review the standard, the evidence expectations document, and the institutional priorities and lines of inquiry associated with the standard.

4. Begin reviewing the evidence that is available in the Teams folder. Make specific assignments. Consider setting up a shared document where members can list the piece of evidence with their annotation of it in advance of the next meeting.

II. Completing the Evidence Gap Analysis and Starting the Chapter Outline

A. Working group members report on the evidence for their assigned criteria.

B. Document manager compiles a list of missing evidence.

C. Begin preparing high-level points that will be addressed in the self-study report.

1. Use bullet points with brief descriptions to capture the ideas being considered for each section of the chapter report.

a. Analysis

b. Areas of Strength

c. Areas for Improvement

d. Opportunities for Continuous Improvement and Innovation

2. This format, once completed, will serve as an outline for your draft chapter report.

D. Make assignments to be completed in advance of the next meeting.

A. **Completing the Chapter Outline, Drafting the Chapter Report, Revising the Draft Report**

    A. Host meetings as necessary to complete all assignments by the stated deadline including the outline, draft of the chapter report, and revisions to the document as needed before submitting the final chapter draft.