

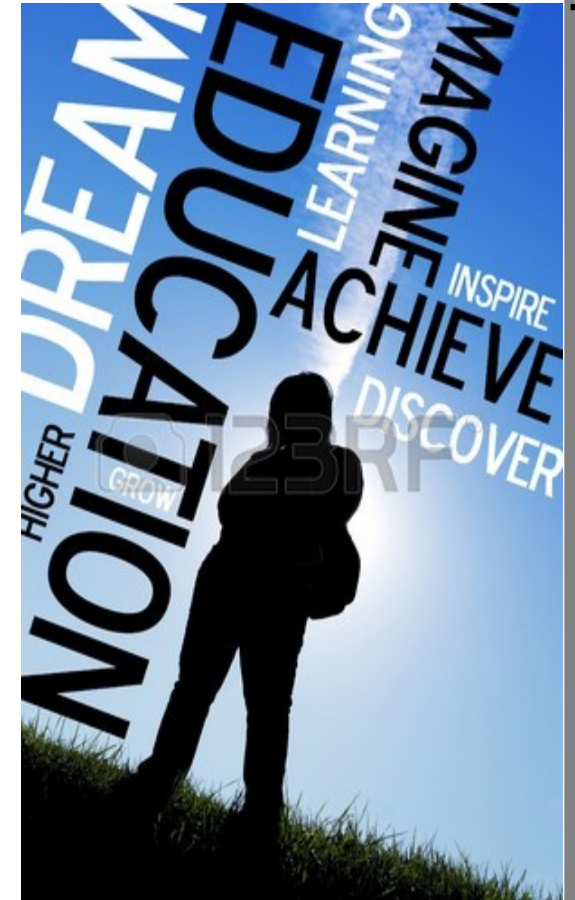
# Achieving the Dream – Alignment to Accreditation

## MC Middle States Self-Study 2018

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# Accreditation

- 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



# ATD Institutional Capacity Assessment Tool (ICAT)

- Data from the ICAT, as well as the Student Voice report, is referenced within the Self-Study
- Helps colleges assess capacity and identify strengths and areas for improvement
- Can provide an additional assessment tool that produces a numeric result with qualitative feedback from faculty and staff who participate in accreditation processes
- Used as a tool to address the focus on student success

# MSCHE Standard IV

## Support of the Student Experience

- “An institution commits to student retention, persistence, completion, and success through a coherent and effective support system ... which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.”
- The ICAT provides data on the college infrastructure for student success such as leadership support, college resources, and policies and practices that support student success – Student Voice Report, Student Success Scorecard
- Themes throughout the Self-Study reflect ATD – radical inclusivity, equity, social justice
- ATP Initiatives, ACES, IERW options, ELAP, Learning Centers, Fuel for Success, BIT, developmental advising, FYE and retention

# Standard IV Recommendations

## Alignment with ATD

- 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.

# Standard IV Recommendations Alignment to ATD

- Further develop a coordinated, cohesive system between Academic Affairs and Student Affairs to describe and classify student interactions, create initial educational plans, and monitor progress through ongoing mandatory advising at key markers along the educational path for all degree-seeking students.
- Develop performance indicators to assess student success programs and their impact on retention and graduation.

# MSCHE Standard VI

## Planning, Resources, and Institutional Improvement

- “The institution’s planning processes, resources, and structures 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.”
- The ICAT allows the College to score itself:
  - Does the College’s strategic plan focus on student success?
  - Does the College focus on a set of high-priority student success goals?
  - Is college planning for improvement of student outcomes data-informed?
  - Does the institution use key performance indicators to measure student success?
- The Facilities Master Plan and the Capital Improvement Plan are integrated with *Montgomery College 2020* and use student enrollment and program data to guide their development
- Academic Master Plan, Student Affairs Master Plan, ATD Initiatives are aligned with *Montgomery College 2020*

# MSCHE Standard VI

## Planning, Resources, and Institutional Improvement

- Budget requests and resource allocation decisions reflect the College's commitment to social justice and alignment with *Montgomery College 2020*:
  - Strengthening access by fully funding and implementing ACES
  - Strengthening commitment to student success and underserved populations through the creation of ATP and participation in ATD
  - Enhancing student engagement; Welcome Centers and dedicated veterans' spaces
  - Engaging with the community through the establishment of two Community Engagement Centers in the most underserved parts of the county
- Increased funding in the operating budget for student grants and scholarships; the Montgomery College Foundation has nearly doubled the number and value of scholarships provided to students in need; implementation of Z-courses; the College's libraries three-year ethnographic study and survey of user needs; the Blue Ribbon Task Force on Spending for Student Success.



# MSCHE 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.”
- “Montgomery College’s governance body, leadership, and administration ... responsibly manage resources through deliberate planning, budgeting, and decision-making for student success and for processes that foster the institutional priorities of social justice, innovation, and radical inclusion.”
- The ICAT allows the college to give itself a score on the following questions:
  - Is the student success vision used to set priorities and direct action?
  - Do college leaders seek transformational change to improve the student experience?
  - Does a culture of shared leadership for student success exist across all levels of the college?
  - Do college leaders share and use data to inform decision-making?

# MSCHE Standard VII

## Governance, Leadership, and Administration

- The lowest-scoring capacity identified in the ICAT results was access to and use of data and technology to drive student success decisions. These survey results indicate that, while the institution is strong in communicating its commitment to student success, helping everyone manage the data they need to fully participate in that work is still an opportunity for improvement.
- The key to improving assessment will be to stay focused on specific indicators related to student and institutional success as well as presidential priorities. The ICAT data indicate that evaluation of the effectiveness of “policies and practices that impact student success” is an opportunity for improvement.
- The ICAT results also indicate there is room for improvement regarding access to data. The lowest-scoring capacity was the use of data and technology as it pertains to access to relevant data to inform student success decisions. Reducing barriers to such information, as appropriate to the level of data security necessary, could enable more committees, task forces, and individual decision-makers to connect hypotheses with data and better predict, understand, and assess results.

# Standard VI/VII Recommendations Alignment with ATD

- Design and monitor a fiscal sustainability scorecard that will allow the College to track trends across revenue and spending categories and anticipate future challenges
- Coordinate, centralize, and systematize the collection and dissemination of institutional data for use in planning via the creation of data management protocols
- Determine if there are performance indicators that can be measured across divisions & share lessons learned
- Establish a student information/success data system for use by faculty, staff, & administrators with timely & equitable access to relevant data

# MSCHE Team Visit

- Comprehensive visit – verify what's in the Self-Study and identify any additional areas to address
  - Connect to the Montgomery College mission/vision and strategic plan
  - Identify areas of social justice and innovation
  - Visit 3 campuses and CT as well as a Middle College sites
  - Meet with invited groups highlighted in Self-Study
  - Meet with College Community at large
  - Provide report summarizing their observations and recommendations at the end of the visit
- College Community invited to attend the presentation of the final team report the morning of March 21

# Additional Information / Questions

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