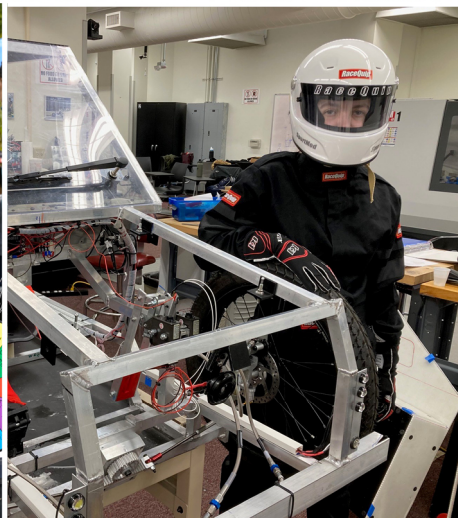




# DESIGN FOR THE 2025 SELF-STUDY

Submitted to  
Dr. Paul Starkey  
Middle States  
Commission on  
Higher Education  
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## I. Institutional Overview

Since its founding almost 60 years ago in 1964, Montgomery County Community College (Montco) has served its residents, visitors, and businesses as an open-access, two-year, public institution. Known for its academic breadth, technological excellence, and commitment to student success, in 2019 the College was named an Achieving the Dream (AtD) Leader College of Distinction for its work attaining higher student outcomes while narrowing equity gaps, one of only 11 community colleges in the country to receive this prominent designation.

Recent points of pride:

- Standing at 1,577 graduates, the Class of 2022 collectively earned 1,696 degrees and certificates. Five students earned their associate degrees before receiving their high school diplomas. The graduates of this class, the largest in the history of the College, included 36% (569) BIPOC students, 61% (961) over the age of 25, and 37% (591) graduates who identified as first-generation college students.
- The College's rigorous and well-regarded Health Sciences Programs graduate students who consistently exceed the national first-attempt pass rates on certification and professional licensure examinations. In 2022, 92.52% of Montco's nursing graduates passed the NCLEX-RN exam on their first attempt. (The state average is 84.37%; the national average is 79.92%.)
- In 2021, AtD and the University of Southern California selected Montco as one of 10 colleges nationally to participate in the Race and Equity Center Racial Equity Leadership Academy (RELA), an intensive program designed to support teams of five individuals from each college in the development of a bold, strategic racial equity plan to implement actionable solutions at their institutions.
- In the Fall of 2020, the President's Advisory Council on Equity and Social Justice (PACESJ) convened to focus on the continuous improvement of institutional priorities tied to equity, diversity, social justice, and student-centered values. Composed of three active subcommittees for programming, policy review and assessment, the council contributes to and provides oversight and coordination for diversity programming and reviews Montco's policies for equity-minded, inclusive and culturally responsive practices while ensuring accountability. In June 2022, the Board of Trustees endorsed an expanded Equity Statement, the result of an inclusive conversation that allowed all members of the Montco community to re-examine and improve our previous 2019 statement.
- Montco's commitment to our community's K-12 students, particularly those in underserved populations, continues to expand. Our new Challenger Learning Center, the first and only in Pennsylvania, offers a variety of immersive STEM programs for students in grades 5-8, over half of whom attend Title 1 schools. Twenty local school districts refer at-risk students to our Gateway to College Program, which helps students aged 16-21 meet their high school diploma requirements while giving them the opportunity to earn some college credit. Our Early College Academy recently received \$100,000 in federal funding to help students in Title 1 eligible high schools earn up to 12 college credits. Montco continues to educate our county's high school students at 28 instructional sites through a well-established dual-enrollment program, which provides opportunities for students as young as 15 to earn college credits.

- To support students' essential needs during and after the COVID-19 pandemic, Montco became the first community college in the country to partner with Talkspace, an online therapy service that connects students to dedicated, licensed therapists from a secure, HIPAA-compliant mobile app and web platform. In late 2022, with the support of a \$1 million block grant, the College opened a Wellness Center on the Pottstown campus and continues to support students and their mental health needs through a partnership with TimelyMD, which serves as a 24/7 virtual extension of campus Wellness Center resources at no cost to students.
- In keeping with the College's pledge of building the bridge toward economic equity, in 2021 the College opened The Baker Center of Excellence for Employee Ownership and Business Transformation. Made possible by a \$3 million philanthropic investment through the Montco Foundation, it serves as a hub for workforce development and a catalyst for economic growth across the region.
- Since its 2015 inception, *Diverse: Issues in Higher Education* and the *National Institute for Staff and Organizational Development* have named Montco as one of the Most Promising Places to Work, giving the College the designation for the seventh time in 2023 and recognizing Montco's commitment to diverse, inclusive, and supportive workplace and learning environments.

## College Profile

Montgomery County, the third largest in Pennsylvania, includes several suburban residential communities, large farms in its northern and western sections, and several federally certified HUBZones (historically underutilized business zones). To serve its residents, the College offers in-person courses at two campuses: the Blue Bell campus, situated on 186 acres of former farmland 25 miles northwest of Philadelphia along the Route 202 technology corridor, and the Pottstown campus, located in a small industrial center bordering the adjoining Berks and Chester counties, 40 miles northwest of Philadelphia and 20 miles southwest of Reading.

While students attend classes at either campus, the Blue Bell campus hosts the Municipal Police Academy and will be the future home of the renewed Hospitality Institute, while the Pottstown Campus hosts the first and only Challenger Learning Center in Pennsylvania. More than 70% of Montco students enroll in at least one course through our online learning platform, which has been providing learners with flexible options for more than 25 years.

Funded jointly by Montgomery County, the Commonwealth of Pennsylvania, and student tuition, the College is governed by a 15-person Board of Trustees appointed by the Montgomery County Commissioners and serving six-year renewable terms. It celebrated the inauguration of its sixth president, Dr. Victoria L. Bastecki-Perez, during a historic drive-in ceremony at its Blue Bell Campus on April 16, 2021.

During the 2021-2022 academic year, the College served 14,477 unduplicated students seeking credit in day, evening, weekend, and online classes, with about 74% of students attending part-time. Approximately 43% of the student population self-identifies as an ethnic or racial minority, and close to 60% of the College's students are female. While most of the College's students fall into the traditional undergraduate age range (18-24), 36% are over 25 years old. Military veterans account for 179 students, and more than 32% percent of students identify as first-generation higher education degree earners. Since its founding, the College has educated more than 90,000 alumni.

The College offers a total of 68 educational programs, of which 43 are associate degrees through four divisions (STEM, Health Sciences, Liberal Arts, and Business and Professional Studies). Our average class size is 14. For students whose goal is to complete a four-year degree, the College has transfer and articulation agreements with more than 35 partner institutions.

Montco also offers a range of specialized training, continuing education, and personal enrichment offerings for all learners in the County community. The Workforce and Economic Development division provides flexible, high-quality training programs to individuals, businesses, and organizations in the Montgomery County area.

We also have a unique and long-standing commitment to the fine arts, theatre, and cultural affairs. In its 39<sup>th</sup> season, our Lively Arts series routinely brings GRAMMY-award-winning musicians to campus (Eddie Palmieri, Chucho Valdés), while the Presidential Symposium has sponsored lectures by Fifth Presidential Inaugural Poet Richard Blanco, National Book Award winner Jacqueline Woodson, and National Book Critics Circle Award winner Tara Westover. Every semester the Theatre Arts Program presents two performances executed entirely by students in The Drama Club and West End Student Theatre. Our two Fine Arts galleries, one at each campus, serve as cultural hubs to educate and inspire, and students in the Sound Recording and Music Technology Program produce “Montco on the Move” podcasts in our state-of-the-art recording studio, the Mix Room.

## Mission, Vision, Values, and Equity Statement

The College’s Mission, Vision, Values, and Equity Statements are periodically reviewed and revised through an inclusive process that allows opportunities for discussion and input from all members of the Montco community. The College’s Mission and Vision statements were last reviewed and approved by the Board of Trustees in December of 2022. The College’s Statement of Values was last edited and approved in June of 2021, and the College’s Equity Statement was last revised by the Montco community and endorsed by the Board of Trustees in June 2022.

### Mission

Transform the lives of those we serve through educational, workforce, and cultural experiences and programs that drive success both at the College and beyond.

### Assessment of Mission

The College views education as a dynamic process that brings to the community a diverse, constantly changing set of learning opportunities; opportunities that grow, change, transform and multiply as the community and our learners confront and react to ever-present change. Thus, to fully meet its mission, the College participates in ongoing self-assessment and review in order to enhance and improve instructional programs and services to students and the County it serves.

### Vision

Montgomery County Community College will be a highly valued hub for all stages of life to empower social mobility and economic prosperity for the community we serve.

## Statement of Values

Montgomery County Community College and its Board of Trustees will:

- Educate to advance equity, opportunity, and social justice in the communities we serve.
- Provide quality, accessible, and sustainable learning opportunities.
- Innovate to support student success and the needs of our communities.
- Respect our diverse contributions and lived experiences to cultivate inclusion.
- Foster a culture of empathy, trust, transparency, integrity, and accountability.

## Equity Statement

Montgomery County Community College is committed to ensuring that all students, employees, and members of its community are successful by intentionally designing college experiences while celebrating the intersection of race, ethnicity, gender identity, language, (dis)ability, sexual orientation, economic status, and/or religion in its community. Guided by our values, we – collectively - take action through inquiry, dialogue, policies, and practices to promote equity and belonging FOR ALL. We understand that equity is a driving force to achieve the educational, economic, and social benefits of higher education for our students and the communities we serve.

## COVID-19 Pandemic Challenges and Accomplishments

Amid a global pandemic, our students confronted health concerns, economic strife, and social injustices. Yet, our community rose to the challenge, using our creative innovation and ideation to support the success of our students and our communities.

- During the pandemic, Montco pioneered additional online options, which included hybrid and flex modalities; students had the ability to learn in a way that worked best for them.
- To help residents who became unemployed due to the pandemic, the College started the Montco Recovery Tuition Assistance Program to provide last-dollar tuition waivers, beginning in the Spring 2021 semester and continuing through Summer 2022.
- The College served as Montgomery County's first COVID-19 testing site and its first mass COVID-19 vaccination center. As a White House Vaccine Champion College, the College continues to host vaccine clinics and American Red Cross blood drives at both campuses.
- Our institution's core strengths of collaboration and adaptability were evident during COVID-19. Our faculty, supported by a fully remote administrative and IT infrastructure, pivoted quickly to offer online alternatives to students, especially impressive in the Health Sciences and STEM disciplines, as well as in the Culinary Arts. The College also signed a Memorandum of Understanding with our Support Staff Union, ensuring that, in return for flexible work assignments, no furloughs or layoffs occurred.

## II. Institutional Priorities

The College’s institutional priorities are based on the imperatives of the 2023-2027 Strategic Plan: Ensure Student Learning, Enhance Employee Experiences and Expand Community Participation. These imperatives are directly linked to the College’s mission, its vision, its values, and its commitment to equity. The 2023-2027 Strategic Plan, having been discussed and reviewed by all College and community stakeholders during an inclusive process that concluded with its endorsement at the start of the Self-Study timeline, provided a strong foundation upon which to build the College’s institutional priorities.

Each of the imperatives of the College’s 2023-2027 Strategic Plan is associated with impact strategies. These impact strategies, and their relationship to the three imperatives of the strategic plan, are illustrated in the following chart (Figure 1).

Imperative	Strategies
Ensure Student Learning	1. Systematize information flow
	2. Provide pathways
	3. Scale support services
	4. Connect college to careers
Enhance Employee Experiences	5. Provide career paths
	6. Build connectivity to the College
	7. Position the College to attract and retain qualified employees
	8. Plan for succession
Expand Community Participation	9. Grow engagement to promote lifelong learning
	10. Demonstrate the College’s value to the community
	11. Expand workforce development relationships
	12. Identify resource partners to sustain the College

Figure 1: Institutional Priorities and Impact Strategies from the 2023-2027 strategic plan.

The Self-Study Core Team reviewed these strategies and proposed that one impact strategy from each imperative serve as an institutional priority for the Self-Study. This proposal was presented and discussed by the full Steering Committee. Based on that discussion, the following institutional priorities were chosen and affirmed because each has a high impact and can be clearly measured as part of the Self-Study process within the Strategic Plan timeline:

### 1. Provide Pathways

Ensure students can balance life responsibilities through responsive scheduling and flexible supports. Make early college opportunities available to all high school students. Provide a holistic student experience that connects students to momentum-promoting support systems and learning opportunities.

### 2. Build Connectivity to the College

Enhance and evaluate culture building and engagement opportunities. Develop and share out communications that articulate the Employee Value Proposition and related employer brand elements. Assess employee experiences while seeking to include employees in feedback processes and provide equitable availability of resources.

### 3. Grow Engagement to Promote Lifelong Learning

Establish opportunities with community partners to promote relevant learning and engagement opportunities. Communicate and enable experiences with community partners to build capacities for lifelong learning. Identify and assess ways to meet the learning needs and interests of local communities.

The following chart illustrates how Montgomery County Community College’s Institutional Priorities and Impact Strategies align with the Middle States Standards for Accreditation (Figure 2).

Institutional Priorities		Standards								Key: P = Primary Focus S = Secondary Focus
Strategic Plan Imperative		Impact Strategies	Standard I Mission and Goals	Standard II Ethics and Integrity	Standard III Design and Delivery of Student Learning	Standard IV Support of Student Experience	Standard V Educational Effectiveness	Standard VI Planning, Resources, Continuous Improvement	Standard VII Governance, Leadership, and Administration	
Ensure Student Learning	2	Provide Pathways	S	S	S	P	S	S	S	
Enhance Employee Experiences	6	Build Connectivity to the College	S	S	S		S	S	P	
Expand Community Participation	9	Grow Engagement to Promote Lifelong Learning	P	S	S	S	S	S		

Figure 2: Institutional Priorities and Impact Strategies Aligned with MSCHE Standards

See Appendix D for a more extensive table that crosswalks these Impact Strategies with both the proposed Lines of Inquiry and the MSCHE Standards.



### III. Intended Outcomes of the Self-Study

The Steering Committee affirmed the following outcomes for the Self-Study process. As a result of the Self-Study process, the College will:

1. Demonstrate how the institution currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation (13<sup>th</sup> Edition).
2. Focus on continuous improvement in the attainment of the institution’s mission and its institutional priorities.
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Demonstrate how the College community collaborates on interrelated plans, goals, and initiatives and then communicates these processes and outcomes, particularly by implementing suggestions from The 2015 Reaccreditation Report and three areas in the 2023-2027 Strategic Plan: Provide Pathways, Build Connectivity, and Grow Community Engagement.

### IV. Self-Study Approach

#### A Standards-Based Approach

When the full Steering Committee convened in January 2023, the Core Team proposed, and the Steering Committee endorsed, a standards-based approach to Self-Study. The Committee agreed this straightforward model provides the College with the best opportunity to fully evaluate our compliance with the Standards for Accreditation and our efforts at continuous improvement because it allows us to map the Standards to our mission and our institutional effectiveness benchmarks. Importantly, this approach also allows each Working Group to address lines of inquiry through a clear focus on our Institutional Priorities.

### V. Organization of the Steering Committee and Working Groups

#### Preliminary Planning

Upon receipt of the invitation from MSCHE to send four representatives to the Fall 2022 Self-Study Institute to prepare for the re-accreditation process, College President, Dr. Victoria Bastecki-Perez, appointed Dr. Amanda Gatchet, Associate Professor of Communication Studies, Dr. Catherine Carsley, Professor of English, and Therol Dix, Vice President of Pottstown Campus and Educational Partnerships to serve as Co-Chairs of the Middle States Steering Committee. Vice President Dix retired in 2023 and is succeeded by Dr. Celeste Schwartz, Vice President of Pottstown Campus, Information Technology, and Institutional Effectiveness. Dr. Schwartz also serves as current Accreditation Liaison Officer. The Co-Chairs, along with Dr. Lianne Hartman, Associate Vice President of Academic Affairs and then acting Accreditation Liaison Officer, and Dr. Bridget Haines-Frank, Executive Director of Institutional Effectiveness, attended the virtual Self-Study Institute. Dr. Gatchet, Dr. Carsley, Dr. Schwartz, Dr. Haines-Frank, and Dr. Chae Sweet, Vice President of Academic Affairs, will serve as the Core Team for the Self-Study process. The Steering Committee is also supported by a member of the Board of Trustees, Trustee Margot Clark, who serves as a Trustee Liaison.

In consultation with the President's Office and the Accreditation Liaison Officer, the Co-Chairs began the process of assembling a Steering Committee. Members of the College community were invited to serve based on the following characteristics:

- Excellence in their current role,
- Intellectual independence and integrity,
- A willingness to deliver quality work to the self-study process,
- Content-area knowledge,
- Variable lengths of service,
- Representative of diverse stakeholders (full-time, part-time, campus location, role at the College), and
- Ability to serve as a critic and counter-voice.

The Co-Chairs then invited two executive assistants to serve on the Steering Committee to advise on document management issues, create and maintain document repositories, and facilitate the overall coordination of the committee. The President's Office also designated a resource person in Strategic Marketing who participates and is involved in Committee work as needed.

The Co-Chairs assembled a final list of invitees and invited members to serve in the Fall of 2022. Figure 3 outlines the membership of the final Steering Committee.

### Steering Committee Charges

The Steering Committee is charged with providing leadership and guidance to the Working Groups during the Self-Study process while seeking input from and communicating progress to the broader College community.

The Steering Committee will:

- Determine the key institutional priorities for Self-Study.
- Develop the Self-Study Design.
- Establish and charge Working Groups and coordinate their research.
- Ensure Working Group members understand the Standards of Accreditation.
- Ensure Working Groups can access the required evidence via Watermark<sup>1</sup> to complete their research.
- Implement the Self-Study timeline.
- Arrange for an institution-wide review of the Self-Study draft.
- Oversee the completion of the final Self-Study report.
- Participate in the Evaluation Team visit.
- Participate in post-visit activities, including the Institutional Response to the Final Team Report.

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<sup>1</sup> Watermark is a software program that will be used to upload and maintain the evidence inventory as well as to the Working Groups with a collaborative space as they complete their research.

## Steering Committee Membership

Committee Role	Name and Contact Info	Title and Self-Study Role
<b>Core Team</b>	Dr. Amanda Gatchet agatchet@mc3.edu Blue Bell Campus x6358	Associate Professor of Communication Studies, Faculty Co-Chair
	Dr. Catherine Carsley ccarsley@mc3.edu Blue Bell Campus x6414	Professor of English, Faculty Co-Chair
	Dr. Celeste Schwartz cschwartz@mc3.edu Blue Bell and Pottstown Campuses x6492	Vice President of Pottstown Campus, Information Technology, and Institutional Effectiveness, Administrative Co-Chair and Accreditation Liaison Officer
	Dr. Bridget Haines-Frank bhainesfrank@mc3.edu x7453	Executive Director of Institutional Effectiveness, Working Group VIII Co-Chair: Verification of Compliance/ Requirements of Affiliation
	Dr. Chae Sweet csweet@mc3.edu x6470	Vice President of Academic Affairs and Provost
<b>Regular Members</b>	Dr. Barbara Auris bauris@mc3.edu x7421	Associate Professor of English as a Second Language Working Group I/Standard I Co-Chair
	Megan Galeone mgaleone@mc3.edu x7316	Human Resources Manager, Working Group I/Standard I Co-Chair
	Trudy Jefferson tjeffers@mc3.edu x7327	Student Services Assistant, Working Group I/Standard I Co-Chair
	Stephanie Prazenka sprazenka@mc3.edu x7333	Associate Director of Records and Registration, Working Group II/Standard II Co-Chair
	Patrick Rodgers prodgers@mc3.edu x7349	Galleries Director, Working Group II/Standard II Co-Chair
	Patricia Abdalla pabdalla@mc3.edu x6694	Director of Academic Support, Working Group III/Standard III Co-Chair
	Dr. Monica Proffitt-Osborne mosborne@mc3.edu x7311	Assistant Professor of Criminal Justice, Working Group III/Standard III Co-Chair

	Dr. Samuel Coleman scoleman@mc3.edu x6619	Dean of Students, Working Group IV/Standard IV Co-Chair
	Rob Heller rheller@mc3.edu x5819	Advisor/Instructor, Working Group IV/Standard IV Co-Chair
	Dani Arcos Narvaez larcosnarvaez6188@students.mc3.edu	Student Government Association Representative, Working Group IV/Standard IV Co-Chair
	Tracy Kaiser-Goebel tgoebel@mc3.edu x6612	Director of Educational Effectiveness/Assistant Professor Working Group V/Standard V Co-Chair
	Dr. Stephanie Nnadi snnadi@mc3.edu x7377	Assistant Professor of Biology, Working Group V/Standard V Co-Chair
	Michael Bettinger mbettinger@mc3.edu x1105	Director of Government and External Relations, Working Group VI/Standard VI Co-Chair
	Dr. Theresa Sullivan tsulliva@mc3.edu x1145	Professor of Office Management, Working Group VI/Standard VI Co-Chair
	Dr. Adriene Hobdy ahobdy@mc3.edu x7489	Director of Leadership Development and Talent Management, Working Group VII/Standard VII Co-Chair
	Dr. Jill Meehan jmeehan@mc3.edu x6423	Music Lecturer, Working Group VII/Standard VII Co-Chair
	Dr. Lianne Hartman lhartman@mc3.edu x6595	Associate Vice President of Academic Affairs, Working Group VIII Co-Chair: Verification of Compliance/ Requirements of Affiliation
	Margot Clark BoardOfTrustees@mc3.edu	Trustee and Assistant Secretary of the Board of Trustees, Board of Trustees Liaison
<b>Administrative Support</b>	Nancy Reilly nreilly@mc3.edu x1819	Executive Assistant to Vice President of Pottstown Campus and Educational Partnerships
	Michelle Woodward mwoodwar@mc3.edu x6680	Executive Assistant to Vice President of Engagement & Student Experience

<b>Logistical Support</b>	Nicole Maugle nmaugle@mc3.edu x6593	Director of Libraries Member, Working Group VI
	Robert Vogel rvogel@mc3.edu x1124	Senior Software Developer Member, Working Group VIII
<b>Designated Resources</b>	Diane VanDyke dvandyke@mc3.edu x1143	Director of Strategic Communications

Figure 3: Membership of the Final Steering Committee

## Working Group Structure

Since the Steering Committee agreed that utilizing a Standards-Based Self-Study design would give the College the best opportunity to build upon the 2023-2027 Strategic Plan and the resulting Institutional Priorities, the Core Team proposed that eight Working Groups be formed to complete the Self-Study process, allowing one Working Group to be responsible for each Standard of Accreditation and a separate Working Group to be responsible for the Requirements of Affiliation.

The Co-Chairs, in collaboration with the Accreditation Liaison Officer, provided Working Group Chairs with preliminary suggestions for the full Working Group membership in the Spring of 2023.

- The Co-Chairs first created the membership of the Working Groups by identifying faculty, administrators, and staff with specific subject-matter expertise and/or institutional knowledge.
- Next, the Co-Chairs tried to identify and appoint members of the College known to have deep interest and/or concern with the specific areas of the College addressed by the Working Groups.
- Third, the Co-Chairs looked for overall representation of the institution across all divisions, campuses (Blue Bell and Pottstown), and operational units, including both full- and part-time members of the College community.
- Lastly, the Co-Chairs asked the College community for volunteers during two special sessions of the President’s “Coffee and Conversation” meetings, an online, college-wide forum, and during a Student Government Association meeting.

The proposed membership list was vetted by the President and then sent to the Steering Committee for review. Once the proposed membership was affirmed by the Working Group Co-Chairs, the Co-Chairs invited members of the College to serve on each Working Group. Figure 4 illustrates the Working Group structure as well as the relationship between the Core Team, the Steering Committee, and the Working Groups.

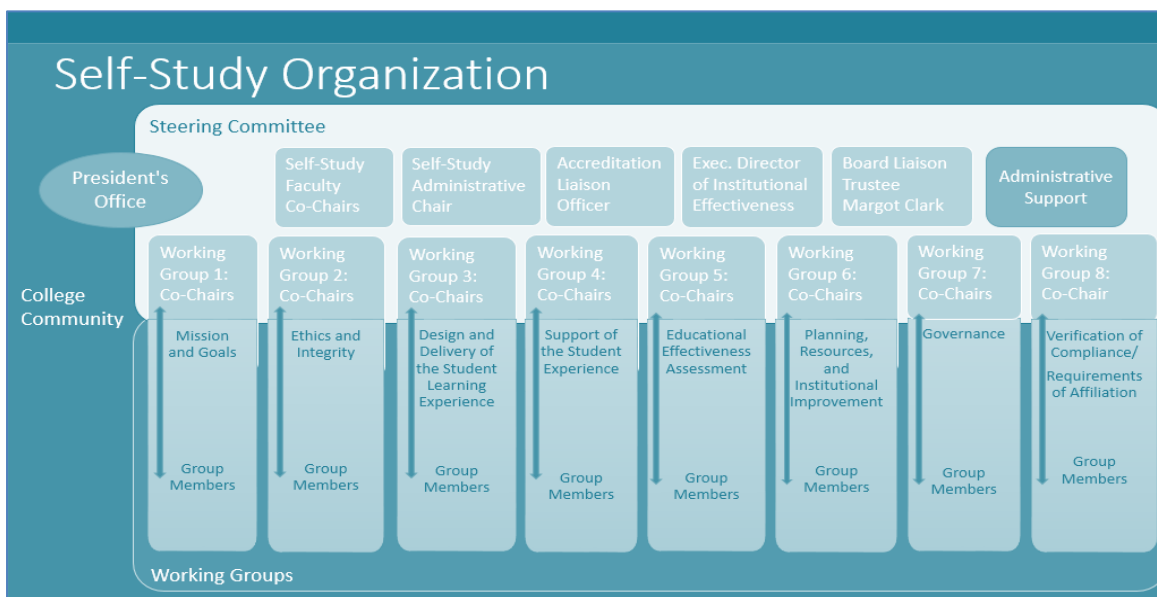


Figure 4: Working Group Structure

## Common Charges for the Working Groups

In the spirit of the Self-Study process, which aims to promote innovation as an essential part of continuous improvement, the Working Groups will demonstrate through thoughtful, evidence-based research and analysis that the College meets or exceeds the expectations of the Standards for Accreditation and Requirements of Affiliation for each Standard. Each Working Group will provide evidence that the College is meeting that group's assigned standard by highlighting relevant assessment practices and applicable data while identifying best practices and opportunities for improvement. Each Working Group is also expected to communicate and collaborate with other Working Groups when appropriate.

Each of the Working Groups will:

- Develop an understanding of the seven Standards of Accreditation and their connection to the Requirements of Affiliation, the College's institutional priorities, and the College's mission and 2023-2027 strategic plan.
- Develop lines of inquiry to determine the College's compliance with each Working Group's Standard.
- Use Watermark to review, document, summarize, and analyze data that address each Working Group's lines of inquiry.
- Communicate with the other Working Groups to engage common areas of inquiry and evidence.
- Recognize institutional strengths and make recommendations for ongoing institutional improvement.
- Adhere to the Self-Study timeline and meet deadlines for deliverables.

The Working Group Co-Chairs will:

- Determine working group member roles, timelines, and processes.
- Set and facilitate Working Group meetings and ensure accurate meeting minutes are captured.
- Lead the development of the Lines of Inquiry and provide ongoing feedback and revisions.
- Ensure Working Group members can access necessary materials and evidence via Watermark.
- Organize and share Working Group findings and communicate progress and challenges.
- Help identify and prioritize areas of strength and opportunities for improvement.
- Serve on the Steering Committee.
- Participate in the Evaluation Team visit.
- Participate in post-visit activities, including the Institutional Response to the Final Team Report.

## 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 linked to its mission and specify how the institution fulfills its mission.

Working Group 1: Mission and Goals		
Member Name	Title	Role
Dr. Barbara Auris	Associate Professor of English as a Second Language	Co-Chair, Steering Committee Member
Megan Galeone	Human Resources Manager	Co-Chair, Steering Committee Member
Trudy Jefferson	Student Services Assistant	Co-Chair, Steering Committee Member
Dr. Hector Mera Couto	Instructor of Mathematics	Member
Stan Finegold	Senior Lecturer of Mass Media and Sound Production	Member
Jeannine Perry	Manager of Donor Relations, Foundation and Development	Member
Derrick Smith	Advisor/Instructor	Member

### Proposed Case Studies in Excellence

- The College hosted a community-wide conversation to revise the language of Montco's values statement while also expanding its equity statement.

### Proposed Lines of Inquiry

In accordance with Requirements of Affiliation 7 and 10, Working Group 1 will investigate the following lines of inquiry:

1. How does the mission guide decision-making as it relates to planning, resource allocation, program and curricular development, and institutional outcomes? (Institutional Priorities 1, 2, & 3)
2. How does the strategic plan support, reinforce, and align with the mission and vision to empower and enhance economic prosperity and social mobility? (Institutional Priorities 1, 2, & 3)
3. How does the mission align and support student learning, scholarly activity, and community engagement? (Institutional Priorities 1, 2, & 3)
4. How are the mission and vision assessed to ensure that they are relevant and achievable regarding educational, workforce, and cultural programs? (Institutional Priorities 1, 2, & 3)

### Recommendations from the 2015 Self-Study

None.

## Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.<sup>2</sup>

Working Group 2: Ethics and Integrity		
Member Name	Title	Role
Stephanie Prazenka	Associate Director of Records and Registration	Co-Chair, Steering Committee Member
Patrick Rodgers	Galleries Director	Co-Chair, Steering Committee Member
Dr. Stephanie Allen	Director of Equity, Diversity and Belonging	Member
Angela Cavaliere	Assistant Director of Digital Experience	Member
Michael Harcum	Director of Admissions & Recruitment	Member
Dr. Patti McEnery	Assistant Dean of Academic Affairs – Liberal Arts	Member
Jayden Sampson	Assistant Professor of Criminal Justice	Member
Anthony Delagol	Human Resource Generalist	Member

### Proposed Case Studies in Excellence

- The College implemented a popular and successful “Racism in America” lecture series, presented as the Richard K. Bennett Distinguished Lectureship for Social Peace and Justice.

### Proposed Lines of Inquiry

In accordance with Requirement of Affiliation 8, Working Group 2 will investigate the following lines of inquiry:

1. How does the College define and support academic and intellectual freedom? How do these connect to student success? (Institutional Priorities 1, 2, & 3)
2. How does the College demonstrate its commitment to impartial and equitable hiring, compensation, evaluation, promotion, discipline, and separation of employees? How does the College ensure its constituents are aware of and afforded prompt, appropriate, fair, and impartial grievance opportunities, or disciplinary actions? (Institutional Priorities 1, 2, & 3)
3. How does the College work toward a climate that fosters respect, inclusion, and belonging among students, faculty, staff, and community that enhances their experience and engagement with the College? (Institutional Priorities 1, 2, & 3)
4. How does the College demonstrate timely, truthful, and transparent internal and external communications that enable informed decision-making and active participation from all College constituents and the community? (Institutional Priorities 1, 2, & 3)
5. How does the College demonstrate its compliance with applicable federal, state, and Commission reporting policies, regulations, and requirements? How does it evaluate and ensure its own policies, processes, and practices are ethical and have integrity? (Institutional Priorities 1, 2, & 3)

### Recommendations from the 2015 Self-Study

The institution should continue to place high priority on hiring diverse faculty. (Institutional Priorities 1, 2, & 3)

<sup>2</sup> Standard II may be expected to work closely with Working Group 8: Verification of Compliance. The Co-Chairs for Standard II and Working Group 8 will be in contact as needed to ensure that information is shared appropriately.



## 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.

Working Group 3: Design and Delivery of the Student Learning Experience		
Member Name	Title	Role
Patty Abdalla	Director of Academic Support	Co-Chair, Steering Committee Member
Dr. Monica Proffitt-Osborne	Assistant Professor of Criminal Justice	Co-Chair, Steering Committee Member
Sanket Desai	Assistant Professor of History	Member
Dr. Karen Karaban	Assistant Professor of Nursing	Member
Jennifer Mullen	Associate Professor of First-Year Experience	Member
Kimberly Springfield	Instructional Designer-Technologist	Member
Kevin Strunk	Librarian/Associate Professor	Member
Tiffany Webber	Executive Director of Educational Partnerships	Member
Emma Crumpton	Student Government Association Representative	Member

### Proposed Case Studies in Excellence

- The College responded to the challenges of the COVID-19 pandemic with multi-modal instruction, wholistic student support, and remote business operations.

### Proposed Lines of Inquiry

In accordance with Requirements of Affiliation 9, 10, and 15, Working Group 3 will investigate the following lines of inquiry:

- Does the faculty employ a teaching pedagogy that aligns with the College's mission and allows for academic rigor and appropriate assessment of effective student learning? (Institutional Priorities 1 & 3)
- What are the criteria, expectations, policies, and procedures for equitable review of the faculty (and other appropriate employees), and do they allow for promotion, professional growth, and innovation? (Institutional Priority 2)
- Does the College clearly communicate programs of study in a manner that allows students to understand degree and program requirements, including completion timelines? (Institutional Priorities 1 & 3)
- How do the College's program, General Education, and co-curricular offerings enhance students' cultural and global awareness, cultural sensitivity, and well-reasoned judgments? (Institutional Priorities 1 & 3)
- How does the College evaluate the effectiveness of educational modalities (synchronous online, asynchronous online, face to face, hybrid, flex offerings) in its courses and services to ensure students are receiving a quality education toward achieving academic success? (Institutional Priorities 1 & 3)

### Recommendations from the 2015 Self-Study

Develop a process to track and ensure a high level of student participation in the evaluation of faculty. (Institutional Priority 1)

## 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.

<b>Working Group 4: Support of the Student Experience</b>		
Member Name	Title	Role
Dr. Sam Coleman	Dean of Students	Co-Chair, Steering Committee Member
Robert Heller	Advisor/Instructor	Co-Chair, Steering Committee Member
Dani Arcos Narvaez	Student Government Association Representative	Co-Chair, Steering Committee Member
Amy Auwaerter	Director of Pottstown Campus Operations	Member
Dr. Christal Chatman	Director of Financial Aid	Member
Kelly Dunbar	Director of Athletics and Campus Recreation	Member
Bethany Eisenhart	Coordinator of Internships and Career Services	Member
Angela Scott Ferencin	Student Support Programs Manager	Member
Corissa Reilly	Advisor/Assistant Professor	Member
Sarah Schenk	Student Life Program Coordinator	Member

### Proposed Case Studies in Excellence

- With an “Anytime, Anywhere” initiative that was named a national Bellwether Award finalist in 2020, the College provides 24/7 tutoring in multiple modalities to all students.

### Proposed Lines of Inquiry

In accordance with Requirements of Affiliation 8 and 10, Working Group 4 will investigate the following lines of inquiry:

1. How effective have the College’s retention systems and strategies been in promoting student success? (Institutional Priorities 1 & 3)
2. What data is captured, and how does the College use that data, to strengthen student support services and enhance the student experience? (Institutional Priorities 1 & 3)
3. What mechanisms are in place to ensure that divisions are working together to create a holistic student experience? (Institutional Priorities 1 & 3)
4. How does the College examine, assess, and support the relationship between the classroom experience and student success? (Institutional Priorities 1 & 3)
5. How does the College assess the effectiveness of third-party platforms and providers and measure the impact they have on student success? (Institutional Priorities 1 & 3)
6. How does the College ensure that its programs and services are accessible? (Institutional Priorities 1 & 3)

### Recommendations from the 2015 Self-Study

The College needs a college-wide approach focusing on the accessibility of learning materials to satisfy Section 508 requirements as set out in the Amendment to the Rehabilitation Act of 1973. (Institutional Priorities 1 & 3)

## 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.

Working Group 5: Educational Effectiveness Assessment		
Member Name	Title	Role
Tracy Kaiser-Goebel	Director of Educational Effectiveness/ Assistant Professor	Co-Chair, Steering Committee Member
Dr. Stephanie Nnadi	Assistant Professor of Biology	Co-Chair, Steering Committee Member
Cheryl DiLanzo	Dean of Health Sciences	Member
Sean Hutchinson	Manager of Experiential Learning Initiatives	Member
Paul Johnson	Assistant Professor of Marketing and Management	Member
Susan Masciantonio	Director of Faculty Success/ Associate Professor	Member
Dr. Kim Murphy	Assistant Dean of Academic Affairs	Member
Dr. Mary-Kate Najarian	Director of User Success and Learning Technologies	Member
Dr. Catherine Parzynski	Assistant Professor of History	Member
Zainab Afridi	Student Government Association Representative	Member

### Proposed Case Studies in Excellence

- The College implemented effective and sustainable Roundtable Discussions as a hallmark of its Assessment practice (at the course, General Education/core, and program level) and to enhance its faculty development.

### Proposed Lines of Inquiry

In accordance with Requirements of Affiliation 8, 9, and 10, Working Group 5 will investigate the following lines of inquiry:

1. Are the methods used to assess student learning outcomes sustainable? (Institutional Priorities 1, 2, & 3)
2. How are the results of the College’s annual academic assessment communicated to stakeholders? (Institutional Priorities 1 & 2)
3. How does the College ensure that the curricular alignment of general education/core goals, program, and course learning outcomes meet students’ future educational and/or employment goals in accordance with the College’s mission and vision? (Institutional Priorities 1, 2, & 3)
4. What outreach and training opportunities are offered to facilitate assessment data use, and does the training promote continuous improvement of student learning, pedagogy, and student support services? (Institutional Priorities 1 & 2)
5. Do the College’s institutional outcomes actively address the practical needs of the communities that we serve? (Institutional Priorities 1, 2, & 3)

### Recommendations from the 2015 Self-Study

None.

## Standard VI: Planning, Resources, and Institutional Improvement

The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Working Group 6: Planning, Resources, and Institutional Improvement		
Member Name	Title	Role
Mike Bettinger	Director of Government and External Relations	Co-Chair, Steering Committee Member
Dr. Theresa Sullivan	Professor of Office Management	Co-Chair, Steering Committee Member
Phillip Capinski	Supervisor of Grounds	Member
Dr. Shuktara Das	Director of Analysis and Implementation	Member
Deanna Galanti	Human Resources Employment Coordinator	Member
Dr. Rebecca Hays	Assistant Dean of Academic Affairs – STEM	Member
Joe Mancini	Executive Director of Information Technology	Member
Nicole Maugle	Director of Libraries	Member
Lisa Lindquist	Budget Analyst	Member

### Proposed Case Studies in Excellence

- Using college-wide, inclusive processes sponsored jointly by the President’s Office and the College’s Governance Structure, Montco updated its 2023-2027 Strategic Plan and its 2023-2033 Facilities Master Plan with broad input from all community stakeholders.

### Proposed Lines of Inquiry

In accordance with Requirements of Affiliation 8, 10, and 11, Working Group 6 will investigate the following lines of inquiry:

- How does the College communicate its strategic plan to all levels of the organization? (Institutional Priorities 1, 2, & 3)
- How are budgets created, prioritized, analyzed, and reviewed? How does the College ensure that resource allocations support the mission and goals of the institution? (Institutional Priorities 1, 2, & 3)
- How does the College identify, plan, implement, and communicate improvements related to sustainability, human resources, and technology? (Institutional Priorities 1, 2, & 3)
- How does the College use the strategic plan to guide decision-making? (Institutional Priorities 1, 2, & 3)
- How are concerns raised during the process of an independent audit evaluated and later addressed? (Institutional Priorities 1, 2, & 3)
- How does the College evaluate the Strategic Plan and Facilities Master Plan? To what extent do these planning documents relate to and reflect upon each other? (Institutional Priorities 1, 2, & 3)
- What is the process of institutional renewal and resource reallocation? (Institutional Priorities 1, 2, & 3)

### Recommendations from the 2015 Self-Study

The College must continue to create greater clarity of the interrelatedness of the multiple planning documents, and to find ways to communicate a more coherent set of plans to the College and external community. (Institutional Priorities 1, 2, & 3)

## Standard VII: Government, Leadership, and Implementation

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.

<b>Working Group 7: Government, Leadership, and Implementation</b>		
Member Name	Title	Role
Dr. Adriene Hobdy	Director of Leadership Development and Talent Management	Co-Chair, Steering Committee Member
Dr. Jill Meehan	Music Regular Lecturer	Co-Chair, Steering Committee Member
Tim Gallagher	Assistant Professor of Theatre Arts	Member
Wendy Kilderry	Financial Aid Processing Specialist	Member
Tyler Steffy	Director of Student Life	Member
Kelly Strunk	Assistant Dean of Academic Affairs -- Business & Professional Studies	Member
Kim Koch	Board of Trustees Member	Member
Katherine Carter	Board of Trustees Member	Member

### Proposed Case Studies in Excellence

- The College and the Faculty Union worked together to revise and expand the description of the College Governance Structure in the Faculty Contract while including a more detailed explanation of Coordinator responsibilities.

### Proposed Lines of Inquiry

In accordance with Requirements of Affiliation 12, 13, and 14, Working Group 7 will investigate the following lines of inquiry:

1. How does the governing body, leadership, and administration ensure that the College fulfills its mission to transform the lives of those it serves through the educational, workforce, and cultural experiences and programs that drive success, both at the College and beyond? (Institutional Priorities 1 & 2)
2. How does the College's leadership oversee policies and processes, both academic and financial, that ensure the integrity of the institution? (Institutional Priorities 1 & 2)
3. What evidence is there that operational and strategic decision-making is collaborative, transparent, and aligned to support the needs of our employees, our students, and the community? (Institutional Priorities 1 & 2)
4. How have changes in shared governance since the last Self-Study in 2015 impacted the College's mission? What evidence is there to show how well constituent groups (including student government and committees) understand and execute their roles and responsibilities? (Institutional Priorities 1 & 2)

### Recommendations from the 2015 Self-Study

The College should document the integrated governance structure and provide well-defined roles to improve the sustainability and success of the current governance structure. (Institutional Priorities 1 & 2)

## VI. Guidelines for Reporting

### Template for Organizing Chapter Materials

Working Groups will have access to supporting documentation for chapter materials via Watermark, a planning and accreditation software. Working Groups will initially be instructed to complete a template containing important findings in bullet point format. The Steering Committee Co-Chairs, working with other members of the Core Team, will develop a narrative from the information in the template in order to provide a unified voice for the final Self-Study report.

The Template includes the following information:

- Overview of Standard
- Case Studies in Excellence (aligned with Standard Criteria)
- Proposed Lines of Inquiry and Alignment with both Institutional Priorities and Requirements of Affiliation
  - Method
  - Evidence
  - Findings and Discussion Points
- Opportunities for Improvement
- Critical Reflections
- Evidence Inventory

See Appendix C to reference a blank Template for Organizing Chapter Materials (TOES).

### Editorial Style Guidelines

The Self-Study will be created in draft format in Microsoft Word and will adhere to the official College style guide (found in Appendix A). The Core Team will author the final Self-Study report. Assistance from the designated document manager and support staff will ensure a quality final report.

The Steering Committee voted to approve the following guidelines for the management of documents during the process. File-naming for all documents associated with the Self-Study will adhere to the following guidelines:

- Document Title
- Author Initials
- Date in MM.DD.YYYY format
- File extension

In addition, all documents required to support the Self-Study narrative will be archived using Watermark. As mentioned earlier, Watermark is a software program that will be used to upload and maintain the evidence inventory as well as to the Working Groups with a collaborative space as they complete their research.

Finally, a list of college-specific terms and acronyms will be provided as an Appendix to the Self-Study. A preliminary version of this list appears in Appendix E.

## VII. Organization of the Final Self-Study Report

Montgomery County Community College's final Self-Study Report will be organized as follows:

Chapter 1: Executive Summary

Chapter 2: Introduction: Institutional History and Profile

Chapter 3: Overview: The Self-Study Process

A brief discussion of the processes used to choose institutional priorities and a description of the approach chosen for Self-Study. A brief description of how Self-Study chapters are organized and how the Evidence Inventory will be used.

Chapter 4: Standard I: Mission and Goals

Introduction

Case Studies in Excellence and Compliance Narrative

Lines of Inquiry Research

- Method
- Evidence
- Findings and Discussion

Opportunities and Critical Reflections

Chapter 5: Standard II: Ethics and Integrity

Introduction

Case Studies in Excellence and Compliance Narrative

Lines of Inquiry Research

- Method
- Evidence
- Findings and Discussion

Opportunities and Critical Reflections

Chapter 6: Standard III: Design and Delivery of the Student Learning Experience

Introduction

Case Studies in Excellence and Compliance Narrative

Lines of Inquiry Research

- Method
- Evidence
- Findings and Discussion

Opportunities and Critical Reflections

- Chapter 7: Standard IV: Support of the Student Experience  
Introduction  
Case Studies in Excellence and Compliance Narrative  
Lines of Inquiry Research
- Method
  - Evidence
  - Findings and Discussion
- Opportunities and Critical Reflections
- Chapter 8: Standard V: Educational Effectiveness Assessment  
Introduction  
Case Studies in Excellence and Compliance Narrative  
Lines of Inquiry Research
- Method
  - Evidence
  - Findings and Discussion
- Opportunities and Critical Reflections
- Chapter 9: Standard VI: Planning, Resources, and Institutional Improvement  
Introduction  
Case Studies in Excellence and Compliance Narrative  
Lines of Inquiry Research
- Method
  - Evidence
  - Findings and Discussion
- Opportunities and Critical Reflections
- Chapter 10: Standard VII: Governance, Leadership, and Administration  
Introduction  
Case Studies in Excellence and Compliance Narrative  
Lines of Inquiry Research
- Method
  - Evidence
  - Findings and Discussion
- Opportunities and Critical Reflections
- Chapter 11: Summary of Findings
- Chapter 12: Verification of Compliance Certification and Requirements of Affiliation
- Chapter 13: Supporting Documents and Appendices



# VIII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

To complete our Verification of Compliance requirements, the College has assembled an eighth Working Group. Led by the Executive Director of Institutional Effectiveness and Associate Vice President of Academic Affairs, this group includes key Academic Affairs and Information Technology staff who are tasked with finding, organizing, and submitting relevant documentation exhibiting our compliance with Federal Regulatory requirements.

<b>Working Group 8: Verification of Compliance</b>		
Member Name	Title	Role
Dr. Bridget Haines-Frank	Executive Director of Institutional Effectiveness	Co-Chair, Steering Committee Member
Dr. Lianne Hartman	Associate Vice President of Academic Affairs	Co-Chair, Steering Committee Member
Jared Brown	Assistant Dean of Academic Affairs – Pottstown Campus	Member
Bill Rosenbaum	Executive Director of Information Technology Security	Member
Katina Faulk	Administrative Director for Academic Initiatives	Member
Robert Vogel	Senior Software Developer	Member

It is expected that there will be a considerable crossover of the documentation and evidence required to verify compliance with the general evidence inventory assembled by and for the Working Groups for each Standard. The Co-Chairs of Working Group 8 sit on the Steering Committee, which will ensure that there is clear communication among Working Groups and eliminate duplication of effort. Additionally, the Co-Chairs of Working Group 8 will communicate with the Co-Chairs of the Standard Working Groups and the Self-Study Co-Chairs via email or virtual meetings as necessary.

Working Group 8 may be expected to work more closely with Standard II. The Co-Chairs for the Standard II Working Group and the Co-Chairs of Working Group 8 will be in contact as needed to ensure that appropriate information is shared and efforts between the two Working Groups aren't duplicated.

We recognize that many Requirements of Affiliation will touch upon multiple Standards of Accreditation and will, therefore, be addressed in the work of more than one Working Group in more than one chapter of the Self-Study. The Requirements of Affiliation are addressed in the lines of inquiry when applicable. Figure 5 is a proposed map of the fifteen Requirements of Affiliation (13<sup>th</sup> edition) across the seven Standards of Accreditation.

Requirement of Affiliation	Demonstrate Compliance In
1. Authorization to Operate	Compliance Review Process
2. Institution is Operational	Compliance Review Process
3. Graduating One Class Prior to Accreditation	Compliance Review Process
4. Communicate with Commission in English	Compliance Review Process
5. Compliance with Government Laws and Regulations	Compliance Review Process
6. Compliance with Applicable Policies	Compliance Review Process
7. Mission and Goals	Standard I
8. Systematic Evaluation of all Programs	Standards II, IV, V, and VI
9. Student Learning Programs	Standards III and V
10. Institutional Planning	Standards I, III, IV, V, and VI
11. Financial Resources	Standard VI
12. Governance Structure	Standard VII
13. Governing Body Conflicts of Interest Policies	Standard VII
14. Information Made Available is Accurate and Complete	Compliance Review Process
15. A Core of Faculty	Standard III

Figure 5: Requirements of Affiliation Mapped to Standards of Accreditation

The College's Federal Compliance Report will include the following evidence. The corresponding Standards are indicated in parentheses:

1. Evidence of Student Identity Verification in Distance and Correspondence Education (Standard II)
  - a. Policies and/or procedures used to ensure student identity verification in distance or correspondence education courses.
  - b. Policies and/or procedure(s) regarding the protection of privacy (i.e., FERPA) for students enrolled in distance education and correspondence courses.
  - c. Procedure(s) for notifying students at the time of registration or enrollment about any projected additional charges associated with student identity verification including any required travel to campus.
2. Transfer of Credit Policies and Articulation Agreements (Standard III)
  - a. Policies and procedures for making decisions about the transfer of credits earned at other institutions (regardless of modality) including any types of institutions or sources from which credits are not accepted. Demonstrate public disclosure of policy by URL, catalog, or other public location.
  - b. Public disclosure of the list of institutions with which the institution has established an articulation agreement demonstrated by URL and other public locations, if any.
  - c. Policies and procedures for making decisions about credit for prior learning experience including service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning. Demonstrate public disclosure of policy by URL, catalog, or other public location.
3. Title IV Program Responsibilities (Standard VI)
  - a. The most recent three-year Official Cohort Default Rate. If applicable, submit reports on compliance from the USDE in regard to the Cohort Default Rate, including any default reduction plans.

- b. Financial Responsibility Composite Scores for the three most recent fiscal years (private and proprietary institutions only).
  - c. Letter or notification confirming the institution's status as a public institution from an appropriate official from a state or other governmental agency with the legal authority to make such a designation (public institutions only).
  - d. Final Program Review Determination Letter or Expedited Determination Letter and any major correspondence from the most recent program review since the institution's last Verification of Compliance Review. If a program review is in process or an audit is underway, provide major documentation that is available such as Notification for the Program Review or Preliminary Findings. The institution should provide status reports or documentation if it has requested an extension or filed an appeal.
  - e. Single Audit (OMB Circular A-128; OMB Circular A-133, 2 CFR 200 Subpart F; Uniform Guidance) on federal programs for the most recent three fiscal years available (non-profit institutions only).
  - f. Relevant correspondence from the USDE, since the institution's last Verification of Compliance Review, such as any actions to limit, suspend, or terminate the institution's eligibility to participate in title IV programs, including institutional response, if applicable.
4. Institutional Record of Student Complaints (Standard II)
- a. Policy and/or procedures for student complaints, including the URL and any other location where students and the public can access these documents.
  - b. Public location of contact information that the institution provides enrolled and prospective students for filing complaints with the institution's accreditor and with its state approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint.
5. Required Information for Students and the Public (Standards II, III, IV)
- a. URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting required disclosures of graduation, completion, licensure pass rate and other data required by Student Right to Know, as well as policies on Satisfactory Academic Progress, withdrawal, leave of absence, and attendance.
  - b. URLs, catalogs and student handbooks, and other public locations of any alternative institutional website documenting disclosure of program completion eligibility to meet state licensure requirements including states for which the curriculum meets and does not meet state eligibility requirements, and for which eligibility has not been determined.
  - c. Documents and URLs for clear and accurate information wherever accreditation is referenced available to current and prospective students that show the accreditation phase and accreditation status with the Middle States Commission on Higher Education as well as contact information for the Commission.
  - d. An explanation for how the institution verifies that the posted student outcomes data are accurate.
6. Standing with State and Other Accrediting Agencies (Standard V)
- a. Names of other accreditors, program(s) it accredits, and year of next review.
  - b. Documents and/or URLs available to current and prospective students that show the most recent updated degree granting authority, charter, or license with an appropriate jurisdiction and the current accreditation status with the state or other USDE approved agencies.
  - c. Report from state or other accreditor if institution has been found noncompliant (including institutional response) within the last five years.
7. Written Arrangements (if applicable) (Standard VI)
- a. List of current written arrangements, including name of third-party and educational program(s) involved, and date of Commission approval.

- b. Documents and/or URLs available to current and prospective students that describe written arrangements including:
  - i. The name of educational program(s) involved;
  - ii. The portion of the educational program not provided by the institution;
  - iii. The name and location of the other unaccredited or ineligible third-party providers;
  - iv. The method of delivery and estimated additional costs of that portion of the program.
- 8. Assignment of Credit Hours (Standard V)
  - a. Policy and procedures for assignment of credit hours for all types of courses, disciplines, programs, credential levels, formats, regardless of modality, including the URL and any other location where students and the public can access these documents.
  - b. Course or program review procedures and sample approval documentation, as they relate to the credit hour.
  - c. Process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling.

## IX. Self-Study Timetable

### Timeline for Design Document Creation: Spring 2023

Date	Description	Status
January 4, 2023	Invitations sent to Steering Committee members	Completed
January 20, 2023 1:30-2:30 p.m.	Steering Committee Meeting #1: Overview <ul style="list-style-type: none"> <li>• Review MSCHE Standards</li> <li>• Overview of Self-Study Process</li> <li>• Review of Timeline</li> <li>• Circulation of proposed Working Group membership</li> </ul>	Completed
January 24, 2023	Middle States Kick-off for the College community, Coffee and Conversation, 9:00 a.m. and 3:00 p.m.	Completed
Ongoing Tuesdays 2:30-3:30 p.m.	Standing “Working Group” Office Hours with Faculty Co-Chairs	Ongoing
February 3, 2023 1:00-2:00 p.m.	Steering Committee Meeting #2: Review Self-Study Design Document <ul style="list-style-type: none"> <li>• Review Purpose of Design Document</li> <li>• Discuss Working Group Deliverables (Outcomes and Lines of Inquiry)</li> <li>• Review Institutional Priorities</li> </ul>	Completed
February 8, 2023 1:30-3:00 p.m.	Co-Chairs Informational Report to Institutional Strategy and Visioning Committee (ISV), Board of Trustees	Completed
February 13, 2023 4:00 p.m.	Co-Chairs Informational Report to Full Board	Completed

Date	Description	Status
February 2023	Self-Study Informational Updates to College Community <ul style="list-style-type: none"> <li>• Student Government Association, 2/8 at 4:00 p.m.</li> <li>• President’s Coffee and Conversation, 2/24 at 9:00 a.m. and 3:00 p.m.</li> <li>• Student Success, 2/21 at 3:00 p.m.</li> <li>• Educational Effectiveness, 2/21 at 4:00 p.m.</li> <li>• President’s Advisory Council on Equity and Social Justice, 2/28 at 9:00 a.m.</li> <li>• Curriculum, 3/2 at 2:15 p.m.</li> <li>• Instructional Delivery and Technology, 3/22 at 2:00 p.m.</li> </ul>	Completed
March 3, 2023 1:00-2:00 p.m.	Steering Committee Meeting #3: Outcomes, Lines of Inquiry, and Evidence Part I <ul style="list-style-type: none"> <li>• Communications Update</li> <li>• Nominations for Additional Outcomes</li> <li>• Review Alignment of Priorities with Standards</li> <li>• Lines of Inquiry Discussion</li> </ul> Process for Requesting Evidence	Completed
March 24, 2023 1:00-2:00 p.m.	Steering Committee Meeting #4: Outcomes, Lines of Inquiry, and Evidence Part II <ul style="list-style-type: none"> <li>• Vote to Affirm Alignment of Priorities and Standards</li> <li>• Vote to Affirm Outcomes</li> <li>• Preliminary Lines of Inquiry Deadline</li> <li>• Crosswalk: Standards, Priorities, Lines of Inquiry</li> </ul> Populating the MSCHE Evidence Inventory Template	Completed
March 29, 2023	Draft Design Document Circulated to President’s Office and Steering Committee	Completed
April 7, 2023 1:00-2:00 p.m.	Steering Committee Meeting #5: Feedback on Draft Document Design	Completed
April 19, 2023 3:30-4:00 p.m.	Steering Committee Meeting #6: Vote and Prepare for Fall Vote to accept Final Design Document	Completed
April 21, 2023	General Faculty Meeting Update	Completed
April 24, 2023	Self-Study Design submitted to Dr. Starkey, Montco’s MSCHE liaison, two weeks prior to Self-Study Preparation visit.	Completed
May 8, 2023	Self-Study Preparation Visit President (30 minutes) Steering Committee (90 minutes) Board of Trustees members (45-60 minutes) Open Session for Faculty, Staff, and Students (60 minutes) Exit Briefing with Co-Chairs (30 minutes)	Completed

## Timeline for Self-Study through 2025

Semester	Events
Summer 2023	Watermark site is populated with documents from the Evidence Inventory and prepared for Working Group use.
	Detailed calendar created for AY23-24.
	Supporting documents are identified and assembled via Watermark.
Fall 2023	Kick-off Meeting held for Steering Committee and Working Groups in September.
	Working Groups begin to research Lines of Inquiry for each Standard of Accreditation.
	Supporting documents continue to be uploaded to Watermark.
	Steering Committee shares progress via the Communication Plan.
	Steering Committee discusses preliminary reports and identifies gaps in research.
Co-Chairs update Board of Trustees on progress in December.	
January 2024	MSCHE selects the Evaluation Team Chair, and the College approves the selection.
	The Evaluation Team Chair and Montco select dates for 2025 Evaluation Team visit as well as for the Evaluation Chair's preliminary visit.
	Montco sends a copy of the Self-Study Design to the Evaluation Chair.
	Preliminary reports due to Steering Committee from Working Groups by mid-January.
Spring 2024	MSCHE selects members of the Evaluation Team; Montco approves selection.
	Working Groups continue to meet and address Steering Committee feedback.
	Co-Chairs, with Steering Committee oversight, assemble complete first draft of Self-Study Report.
	Watermark document repository is substantially completed.
	The Steering Committee circulates the first draft of Self-Study Report to key stakeholders throughout the College community.
	Co-Chairs update the Board of Trustees in June.
Summer 2024	Co-Chairs finalize first draft of the Self-Study Report.
Fall 2024	Campus community and appropriate Board of Trustees subcommittees review draft of the Self-Study Report and provide feedback.
	Co-chairs update the Board of Trustees in October.
	Evidence made available for review by Evaluation Chair.
	Evaluation Chair reviews draft of the Self-Study Report in preparation for preliminary visit.
	The Evaluation Chair makes a preliminary campus visit at least four months prior to the Team visit.
	Co-Chairs, with Steering Committee oversight, assemble second draft of Self-Study report by mid-November.
	Board subcommittees approve the second draft of Self-Study in December.

Semester	Events
January 2025	Steering Committee finalizes Self-Study Report.
	Board of Trustees approves final Self-Study Report.
Spring 2025	Montco uploads the final draft of the Self-Study Report and Evidence Inventory to the MSCHE Portal at least six weeks prior to the Team visit.
	Co-Chairs work with Working Group 8 and Steering Committee to finalize Watermark document site.
	Co-Chairs coordinate all Team visit logistics, including Evaluation Team visit to Pottstown Campus and required additional locations.
	Team visits the College in March.
	Final documentation for Self-Study submitted to MSCHE by April 15.
	College responds to Team visit.
Summer 2025	Commission action.

## X. Communication Plan

### Process for Review and Comment on the Self-Study

Because the Self-Study is a collaborative process involving the entire College community, the Core Team and Steering Committee will ensure that there are opportunities for review and comment at many stages in its development.

### Levels of Review

The Steering Committee plans to communicate about Self-Study progress using the following levels of review during our three-year cycle of work.

**Working Group Review:** All Working Group members will meet, discuss lines of inquiry research, and review template drafts according to a schedule affirmed by the Working Group Co-Chairs. The members will provide comments and ensure that all evidence is documented. Working Group Co-Chairs will have access to supporting documentation via Watermark planning and accreditation software, which will allow for collaboration on areas of overlap.<sup>3</sup> Any issues of concern will be brought to the attention of the Working Group Co-Chairs or to members of the Core Team.

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<sup>3</sup> Watermark is a software program that will be used to upload and maintain the evidence inventory, as well as provide a collaborative space for Working Groups as they complete their research.

**Steering Committee Review:** Working Groups report to the Steering Committee. The Steering Committee oversees the drafting of initial reports, ensures that there is no gap in the evidence collected, identifies areas of insufficient data, and looks for potential errors of fact. The Committee assists the Working Groups in linking the report to the Strategic Plan (Institutional Priorities) and to Institutional Effectiveness benchmarks. The Core Team assists the Steering Committee with the organization of the review process and vets responses with a Vice Presidential-level resource as appropriate. If there is ever a need for quick resolution of an issue before the Steering Committee meets, the Core Team has been empowered by the entire membership to make these decisions on behalf of the Committee.

**Academic Affairs Review:** The Vice President of Academic Affairs and her staff also review the Self-Study documents and look for gaps and errors. In particular, the Academic Affairs Office can identify multiple areas of the College as resources and provide access to those for the quick resolution of any areas of concern.

**Governance Review:** The Core Team plans to use Montco's normal governance process to seek comments from the Curriculum Committee, the Instructional Delivery and Technology Committee, the Student Support Committee, the Educational Effectiveness Committee, as well as the President's Leadership Council, the Faculty Union, the Support Staff Union, and the Student Government Association.

**President's Office and Board of Trustees Review:** The President reviews all Self-Study documents and communicates comments directly to the Core Team. Once the President has reviewed and commented on the Self-Study materials, she circulates those materials to the Board of Trustees. The Core Team briefs the Board and conveys feedback to the Steering Committee.

**Community Review:** The College community will be offered multiple methods for review and comment at key points during the drafting process. These methods may include, but are not limited to, the President's Coffee and Conversation meetings, College open forums, divisional meetings, administrative staff meetings, and/or community and student focus group meetings. Updates on the process will also be shared on the College's website, as appropriate (<https://www.mc3.edu/about-mccc/accreditation>).



## XI. Evaluation Team Profile

### Profile of the Visiting Evaluation Team

Several aspects of Montgomery County Community College's distinctive structure and setting should be considered when recruiting members for the visiting team.

- To serve its residents, the College offers in-person courses at two campuses: the Blue Bell campus, situated on 186 acres of former farmland 25 miles northwest of Philadelphia along the Route 202 technology corridor, and the Pottstown campus, located in a small industrial center bordering the adjoining Berks and Chester counties, 40 miles northwest of Philadelphia and 20 miles southwest of Reading. Montgomery County, the third largest in Pennsylvania, includes several suburban residential communities, large farms in its northern and western sections, and several federally certified HUBZones (historically underutilized business zones).
- During the 2021-2022 academic year, the College served 14,477 unduplicated students seeking credit in day, evening, weekend, and online classes, with about 74% of students attending part-time.
- Approximately 43% of the student population self-identifies as an ethnic or racial minority, and close to 60% of the College's students are female. While most of the College's students fall into the traditional undergraduate age range (18-24), 36% are over 25 years old. Military veterans account for 179 students, and more than 32% percent of students identify as first-generation higher education degree earners. Since its founding, the College has educated more than 90,000 alumni.
- The College offers a total of 68 educational programs, of which 43 are associate degrees through four divisions (STEM, Health Sciences, Liberal Arts, and Business and Professional Studies). Our average class size is 14. For students whose goal is to complete a four-year degree, the College has transfer and articulation agreements with more than 35 partner institutions. Montco also offers a range of specialized training, continuing education, and personal enrichment offerings for all learners in the County community, including a unique and long-standing commitment to the fine arts, theatre, and cultural affairs.

The visiting team should include members who understand these important aspects of the College. Therefore, from the College's perspective, the Chair of the visiting team and most of its members should be selected from a two-year, comprehensive institution.

The visiting team should be very diverse and must include those with current experience in:

- Successfully leading a Self-Study Team at a community college under the MSCHE Standards of Accreditation and Requirements of Affiliation, Thirteenth Edition,
- Being well organized, open minded, honest, fair, and transparent,
- Understanding of the higher education landscape, including public/private sector structure and operational/capital appropriation strategy, in the Commonwealth in Pennsylvania.
- Providing quality educational programs and offerings that prepare students for college, employment, transfer, and citizenship,
- Creating a sense of belonging for all through equity, diversity, and belonging,
- Designing curricula that support access, retention, persistence, and completion,

- Using data to follow student progress and articulate the ways in which information systems can be mined to help faculty and staff (sometimes termed “a culture of evidence”),
- Promoting economic development, including an understanding of the relationship of a community college to the community it serves,

Additionally, Montco’s Self-Study would benefit from a visiting team whose members have experience in:

- Procuring grants and philanthropic fundraising,
- Leveraging community partnerships.
- Serving students in suburban and rural settings,
- Interacting with multi-campus institutions that embrace a “one-college” concept,
- Leading Achieving the Dream and other student success initiatives, and
- Employing information technology to support operational functions and teaching strategies.

The College’s peer institutions within the Middle States region include the following. Competitor institutions are indicated in parentheses where appropriate:

- Anne Arundel Community College
- Bucks County Community College (competitor)
- Delaware County Community College (competitor)
- Delaware Technical Community College
- Essex County College
- Genesee Community College
- Hagerstown Community College
- Herkimer College SUNY
- Hudson Valley Community College
- Lehigh Carbon Community College (competitor)
- Mercer County Community College
- Middlesex County College
- Monroe Community College
- Onondaga Community College
- Raritan Valley Community College
- SUNY Sullivan
- Union College

## XII. Evidence Inventory Strategy

To assemble the documents, websites, and reports needed to research our proposed Lines of Inquiry, the Core Team, with the agreement of the Steering Committee, has developed the following strategy:

1. The Core Team designated a separate Working Group (WG 8) to coordinate evidence needed to complete the Requirements of Affiliation and the Verification of Compliance reports. Led by the Executive Director of Institutional Effectiveness and the Associate Vice President of Academic Affairs, this group includes key Academic Affairs and Information Technology staff. See Section VII, Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements, for a complete list of the WG 8 members.
2. The College has chosen the Watermark Planning & Self Study platform to house its digital evidence for Self-Study. The Co-Chairs of WG 8 are currently leading this platform's implementation with the support of Montco's IT department.
3. WG 8 will also support the other seven Working Groups in assembling the Evidence Inventory in the Planning & Self Study repository. This group will be supported by a librarian, designated by the Associate Vice President of Academic Affairs during the Summer of 2024, to support them in this task.
4. As part of the Self-Study Design process, and in preparation for the Watermark platform, the Co-Chairs of the Steering Committee pre-populated a spreadsheet listing potential sources of evidence and circulated this spreadsheet to each Working Group. They also provided Working Groups access to the repository of evidence in SharePoint used to create the recently developed Strategic Planning document. The Co-Chairs assigned each Working Group to review those documents and refine a preliminary list of evidence required for Fall 2023 research. That preliminary work is attached here as Appendix B, MSCHE Evidence Inventory Template.
5. To coordinate responses to Working Group inquiries, the Core Team created a shared "self-study" mailbox (selfstudy@mc3.edu). The Team uses that mailbox to record and respond to requests for additional evidence from the Working Groups.
6. During the Summer of 2023, WG 8, with support from the library and the Core Team, will populate the Planning & Self Study repository with the evidence requested in the MSCHE Evidence Inventory Template. The platform will be ready for the Working Groups to use in Fall 2023.
7. Training for the Planning & Self Study repository will be made available to the entire Steering Committee and the Working Groups in early Fall 2023. File naming conventions and other editorial standards will be reviewed.



## XIII. Appendices

Appendix A: Montgomery County Community College  
Editorial Style Guide

Appendix B: MSCHE Evidence Inventory Template

Appendix C: Template for Organizing Chapter Material

Appendix D: Standards and Lines of Inquiry Aligned with  
Strategic Plan Impact Strategies

Appendix E: Glossary of Terms, Acronyms and College Usage

Appendix A:  
Montgomery County Community College Style Guides

## Montgomery County Community College Style Guides

College Style Guides have been designed to create consistency in Montgomery County Community College's electronic and print publications and reinforce its brand. [The Marketing & Communications Department](#) asks that all College personnel and departments follow these guidelines and instruct outside vendors to do the same. Our MSCHE Self-Study Report will adhere to these guidelines.

### Editorial style

The Marketing & Communications Department uses the *Associated Press Stylebook* as a guide for journalistic copy. The linked Style Guide includes some basic AP style guidelines for commonly used words and abbreviations, style issues related to academia in general and words and phrases unique to Montgomery County Community College.

### Guides to reference

Below are the links that the Self-Study team will reference for its ongoing internal and external communications:

- [Editorial Style Guide](#)
- [Brand Style Guide](#)
- [PowerPoint Style Guide](#)

If needed, the Self-Study team will adhere to other [Marketing & Communications Department standards, as applicable](#).

Appendix B:  
MSCHE Evidence Inventory Template



## MSCHE Evidence Inventory Template Requirements of Affiliation

Requirement of Affiliation	Documents, Processes, and Procedures
<p>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.</p>	<p>Board of Trustees Policies and Procedures PDE Documentation, Reports, and Compliance PA Transfer and Articulation Oversight Committee (TAOC) Middle States Accreditation and Self-Study Materials, Documentation, Correspondence, and Site Visits College Catalogue Program Accreditation and Licensure Documentation</p>
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	<p>Demographic and Trend Enrollment Reports IPEDS Data Middle States Annual Institution Updates Middle States Profile</p>
<p>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.</p>	<p>N/A</p>
<p>4. The institution's representatives communicate with the Commission in English, both orally and in writing.</p>	<p>Middle States Accreditation and Self-Study Materials, Documentation, Correspondence, and Site Visits</p>
<p>5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.</p>	<p>Middle States Accreditation and Self-Study Materials, Documentation, Correspondence, and Site Visits</p>



Requirement of Affiliation	Documents, Processes, and Procedures
<p>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, <a href="http://www.msche.org">www.msche.org</a>.</p>	<p>Middle States Accreditation and Self-Study Materials, Documentation, Correspondence, and Site Visits</p>
<p>7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.</p>	<p>Mission, Vision, Values and Equity Statements  Board of Trustees Reports  Board of Trustees Agenda and Minutes  Board of Trustees Policies and Procedures (website)  Strategic Plans 2016-2022, 2023-2027</p>
<p>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p>	<p>Assessment Roundtable Discussions and Program Annual Reports  ACT 335 Forms  Director of Educational Effectiveness Annual Report  Institutional Effectiveness website  Key Performance Indicators  Community College Survey of Student Engagement  Student Satisfaction Inventory  Graduated Student Survey</p>
<p>9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	<p>College Catalogue  Program Annual Reports  Course Syllabi and ACT 335 Forms  Director of Educational Effectiveness Annual Report  Key Performance Indicators  Graduated Student Survey  Curriculum Committee Agenda, Minutes, and Procedures  Academic Program Advisory Committee Policy  Curriculum Maps  Course Evaluation Summary Reports</p>

Requirement of Affiliation	Documents, Processes, and Procedures
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	<p>Strategic Plans 2016-2022, 2023-2027 Key Performance Indicators Division and Unit Planning Documents Facilities Deferred Maintenance Plan and Facilities Master Plan Foundation Strategic Plan</p>
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	<p>Annual Budgets and Audited Financial Statements Foundation Annual Report Capital Requests Report Five Year Financial Projections Report PA Department of Education (PDE) Budget Reports Board of Trustees Reports Board of Trustees Agendas and Minutes Middles States Annual Institution Updates</p>
<p>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.</p>	<p>Board of Trustees Policies and Procedures (website) President's Reports Faculty and Staff contracts Board of Trustees Agendas and Minutes Conflict of Interest Policies List of Board Members and Positions Orientation Materials for Board Members Governance Committees Agenda, Charges, and Meeting Minutes</p>
<p>13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.</p>	<p>Board of Trustees Policies and Procedures President's Reports Board of Trustees Agendas and Minutes Conflict of Interest Policies Faculty and Staff contracts List of Board Members and Positions Orientation Materials for Board Members Governance Committees Agenda, Charges, and Meeting Minutes</p>

Requirement of Affiliation	Documents, Processes, and Procedures
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	<p>College Catalogue  Board of Trustees Policies and Procedures (website)  President's Reports  Board of Trustees Agendas and Minutes  Student Handbook  Middle States Accreditation and Self-Study Materials, Documentation, Correspondence, and Site Visits  Programmatic Accreditation materials  College External Website  Campus Safety Annual Report  College Fact Book</p>
<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.</p>	<p>Employee Handbook  Employee Orientation Materials  Faculty Contract  Faculty Evaluation Process  Faculty Handbook  Faculty Orientation Materials  Faculty Credentials  Organizational Charts  Performance Evaluation Guidelines  Position Descriptions  Search Committee Guidelines</p>

## 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.*

Standard I Criteria	Documents, Processes, and Procedures
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> <li>a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</li> <li>b. address external as well as internal contexts and constituencies;</li> <li>c. are approved and supported by the governing body;</li> <li>d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;</li> <li>e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;</li> <li>f. are publicized and widely known by the institution's internal stakeholders;</li> <li>g. are periodically evaluated.</li> </ul>	<p>Academic Program Advisory Committee Policy            Institutional Effectiveness site            MCCC Connect (Internal Portal)            MCCC External Website            Economic Impact Report            Student Handbook            College Fact Book            Annual Budgets and Audited Financial Statements            Board of Trustees Reports            President's Reports            Board of Trustees Policies and Procedures            Governance Committees Agenda, Charges, and Meeting Minutes            College Report Cards            Foundations Strategic Plan (Fundraising)            Instructional Technology Plan            Strategic Plans 2016-2022, 2023-2027</p>
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p>MCCC External Website            College Fact Book            Board of Trustees Reports            President's Report to the Board            Board of Trustees Policy Manual            Board of Trustees Policies and Procedures            Governance Committees Agenda, Charges, and Meeting Minutes            Strategic Plans 2016-2022, 2023-2027</p>

Standard I Criteria	Documents, Processes, and Procedures
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<p>Academic Program Advisory Committee Policy            Institutional Effectiveness site            MCCC External Website            Board of Trustees Reports            President's Report to the Board            Division and Unit Plans            Strategic Plans 2016-2022, 2023-2027</p>
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>MCCC External Website            Economic Impact Report            Annual Budget and Audited Financial Statements            Board of Trustees Reports            President's Annual Report            College Report Card            Board of Trustees Policies and Procedures            Governance Committees Agenda, Charges, and Meeting Minutes            Strategic Plans 2016-2022, 2023-2027</p>

## 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.*

Standard II Criteria	Documents, Processes, and Procedures
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	<ul style="list-style-type: none"> <li>Course Catalogue</li> <li>Conflict of Interest Policy</li> <li>Employee, Faculty, and Student handbooks</li> <li>Faculty and Staff contracts</li> <li>Board of Trustees Policies and Procedures website</li> <li>Policy on Academic Freedom (in Faculty contract)</li> </ul>
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	<ul style="list-style-type: none"> <li>Course Catalogue</li> <li>Strategic Plans 2016-2022, 2023-2027</li> <li>College Fact Book</li> <li>Board documents</li> <li>Conflict of Interest policy</li> <li>President's Advisory Council on Equity and Social Justice Agenda and Meeting Minutes</li> <li>Employee, Faculty, and Student handbooks</li> <li>Student Code of Conduct</li> <li>Faculty and Staff contracts</li> <li>Board of Trustees Policies and Procedures website</li> </ul>
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	<ul style="list-style-type: none"> <li>Course catalogue</li> <li>Board of Trustees Agenda and Minutes</li> <li>Conflict of Interest policy</li> <li>Title IX Policy and Procedures</li> <li>Student Code of Conduct</li> <li>Employee, Faculty, and Student handbooks</li> <li>Student Code of Conduct</li> <li>Faculty and Staff contracts</li> <li>Board of Trustees Policies and Procedures website</li> </ul>

Standard II Criteria	Documents, Processes, and Procedures
<p>4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.</p>	<p>Conflict of Interest Policy  Board of Trustees Conflict of Interest Policy  Anti-Nepotism Policy  Employee, Faculty, and Student handbooks  Faculty and staff contracts  Promotion process and guidelines  Search Committee guidelines  Title IX documents/procedures  Board of Trustees Policies and Procedures website</p>
<p>5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.</p>	<p>Faculty and staff contracts  Search Committee Chair Checklist  Performance Evaluation and Promotion guidelines  Title IX documents/procedures  Board of Trustees Policies and Procedures website</p>
<p>6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.</p>	<p>Institutional Effectiveness site  Course Catalogue  College Fact book  Employee, Faculty, and Student handbooks  Faculty and staff contracts  Campus Safety Annual Report  Board documents  Conflict of Interest policies  President's Advisory Council on Equity and Social Justice Agenda and Performance evaluation guidelines  Consumer Information site  Admissions Policy  Board of Trustees Policies and Procedures website</p>

Standard II Criteria	Documents, Processes, and Procedures
<p>7. As appropriate to mission, services or programs in place:</p> <ol style="list-style-type: none"> <li>to promote affordability and accessibility, and;</li> <li>to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.</li> </ol>	<p>Course Catalogue          College Fact Book          Student Handbook          Consumer information site          Disability Services site          Financial Assistance site          Admissions Policy          Board of Trustees Policies and Procedures website</p>
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ol style="list-style-type: none"> <li>The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</li> <li>The institution's compliance with the Commission's Requirements of Affiliation;</li> <li>Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;</li> <li>The institution's compliance with the Commission's policies.</li> </ol>	<p>Institutional Effectiveness site          Course catalogue          Campus Safety Annual Report          Board documents          Conflict of interest policies          Consumer information site          Admissions Policy          Board of Trustees Policies and Procedures website</p>
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>Board of Trustees Operations Policy 2.3 Self-Assessment          Annual Assessment Report          Program Assessment Reports          Annual Report Card Data          Assessment Roundtable Discussions          Faculty and Staff contracts          Performance Evaluation and Promotion guidelines          Whistleblower Policy          Conflict of Interest policies          Title IX Policy          Student Code of Conduct          Employee, Faculty, and Student handbooks</p>



### STANDARD III: Design and Delivery of the Student Learning Experience

*An institution provides students with learning experiences that are characterized by rigor and coherence of 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.*

Standard III Criteria	Documents, Processes, and Procedures
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<p>Programs of Study (on the website and in the catalogue)            Program Annual Report Archive            Curriculum Maps            Curriculum Committee Agenda, Minutes, and Procedures            Educational Effectiveness Committee Agenda and Minutes</p>
<p>2. Student learning experiences that are:</p> <ol style="list-style-type: none"> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</li> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;</li> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</li> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</li> <li>designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</li> </ol>	<p>Course Catalog            Curriculum Maps            Faculty Contract            Faculty Evaluation Process            Faculty Handbook            Faculty Orientation Materials            Faculty Evaluation and Promotion processes and handbook            Organizational Charts            Search Committee Checklist            Academic Freedom article in Faculty contract            Academic Assessment Overview            Director of Educational Effectiveness Annual Report</p>

Standard III Criteria	Documents, Processes, and Procedures
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<p>Programs of Study (on the website and in the catalogue) College Catalog MCCC External Website Student Handbook Program Audits Self-Service website Transfer Articulation Agreements website Transfer Planning website</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Tutoring / Academic Support website Montco Connect portal SENSE Executive Summary Academic Advising website Perkins Program Graduate Survey</p>
<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> <li>a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</li> <li>b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</li> </ul> <p>In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.</p>	<p>"Our Core Curriculum" website Curriculum Committee Agenda and Minutes Curriculum Committee pathway on Faculty Toolkit site Programs of Study (on the website and in the catalogue) College Catalog Curriculum Maps Course Syllabi and Act 335 forms Annual Assessment Report Program Audits Annual Graduated Student Survey Course Evaluation Summary Reports Noel Levitz Student Satisfaction Survey Non-Returner Student Survey Retention Analyses</p>

Standard III Criteria	Documents, Processes, and Procedures
6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.	N/A
7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.	Board of Trustees Policies and Procedures Tutoring /Academic Support Assessment
8. Periodic assessment of the programs providing student learning opportunities.	Program Annual Report Archives Director of Educational Effectiveness Summary Report Course Evaluation Summary Reports Matrix of Instructional Engagement (MIE) Distance Education Rubric for Course Assessment (DERCA) Programmatic Accreditation Information (website) Academic Program Advisory Committee Policy Program Audits Institutional Effectiveness site Key Performance Indicators

## 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.*

Standard IV Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ol style="list-style-type: none"> <li>a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</li> <li>b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</li> <li>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</li> <li>d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</li> </ol>	<p>Cost Calculator website            Financial Aid Policies            FAFSA Documentation/Information            Tuition &amp; Other Costs website            Scholarships and Awards website            Financial Aid website            Montco Connect portal            Academic Advising website            Student Resources website            Student Success Center documentation            Starfish documentation            Disability Services website            Prior Learning Assessment website            Placement exams documentation and policies            Testing exemptions policy            Community College Survey of Student Engagement (CCSSE)            Survey of Entering Students Engagement (SENSE) Executive Summary            TimelyCare Portal and Data            Veterans Resource Center website            First Year Experience 101 ACT 335            Transfer Planning and Agreement website            Dual Enrollment Policy            University Center website            Tutoring and Academic Support website            Hire-a-Mustang platform            Workforce Development and Continuing Education website</p>

Standard IV Criteria	Documents, Processes, and Procedures
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<p>Transfer Planning Guides            Admissions Policy            Prior Learning Assessment website            Placement exams documentation and policies            Testing Exemption policy            PA Transfer and Articulation Oversight (TAOC) website            Transcript Evaluation Processes            Perkins SOAR initiative            CLEP Equivalencies            Challenge Exams            Workforce Development and Continuing Education website</p>
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<p>Board of Trustees Policies and Procedures            FERPA Procedures and Documentation            Frewo workflow software            MontCo Data Hub            Starfish Student Success platform</p>
<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	<p>Montco Mustangs Athletics website            Student Life Handbook            Career Services website/Hire a Mustang website            Campus Clubs website            Veterans Resource Center website</p>
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<p>Financial Aid Verification platform            Starfish Student Success platform            SignalVine Messaging services            Tutor.com Support            Veterans Resource Center            Hire-A-Mustang platform            YMCA Early Learning Center partnership            Canvas Learning Management System</p>
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p>Survey of Entering Students Engagement (SENSE) Executive Summaries            Workforce and Continuing Education assessment</p>

## STANDARD V: Educational Effectiveness Assessment

*Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

Standard V Criteria	Documents, Processes, and Procedures
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.</p>	<p>Curriculum Maps            Program Annual Report archives            Educational Effectiveness resource page            College External Website            College Catalog            Director of Educational Effectiveness Annual Reports            Academic Assessment Overview</p>
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ol style="list-style-type: none"> <li>define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</li> <li>articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;</li> <li>support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</li> </ol>	<p>General Education Core Goal Rubrics            Educational Effectiveness Committee Agenda and Meeting Minutes            Curriculum Committee Agenda and Meeting Minutes            Transfer and Articulation Agreements            Placement Testing records            Graduated Student Surveys            Employment/Alumni events, surveys or reports            Program Annual Report archives            Educational Effectiveness resource page on Faculty Clipboard            College Website            College Catalog            Director of Educational Effectiveness Annual Reports            Academic Assessment Overview            Course Syllabi and Act 335 forms</p>
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:</p> <ol style="list-style-type: none"> <li>assisting students in improving their learning;</li> <li>improving pedagogy and curriculum;</li> <li>reviewing and revising academic programs and support services;</li> <li>planning, conducting, and supporting a range of professional</li> </ol>	<p>Program Assessment Reports            Governance Committees Agenda and Meeting Minutes            Opening Day and Division Meeting Agenda            Director of Educational Effectiveness Report 2022-23            Distance Education Rubric for Course Assessment by Instructors (DERCA) Form            Educational Effectiveness Resource Page</p>

Standard V Criteria	Documents, Processes, and Procedures
<p>development activities;            e. planning and budgeting for the provision of academic programs and services;            f. informing appropriate constituents about the institution and its programs;            g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and,            h. implementing other processes and procedures designed to improve educational programs and services.</p> <p>*required</p>	<p>EL 101 Online Teaching Certification Syllabus            FYE 101 First Year Experience ACT 335            Institutional Effectiveness Webpage            Matrix for Instructional Engagement for Online Courses (MIE) Form            Montco Data Hub            Programmatic Accreditation Information            eLearning 101 Syllabus            IPEDs data            MSCHE data submissions            College Fact Book</p>
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<p>Enrollment Records            Graduated Student and Employer survey results            Workforce and Continuing Education Assessment            Advisory Board Committee Policy            Course development Policies and Process            Programmatic Assessment materials            Curriculum Maps            Community College Survey of Student Engagement (CCSSE)            Tutoring and Academic Support Assessment</p>
<p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>Educational Effectiveness Committee Agenda and Minutes            Curriculum Maps            Program Annual Report archives            Educational Effectiveness resource page            College Website            College Catalog            Director of Educational Effectiveness Annual Reports            Academic Assessment Overview            Voluntary Framework of Accountability Report            National Community College Benchmark Project Accreditation Report</p>

## 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.*

Standard VI Criteria	Documents, Processes, and Procedures
<p>1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.</p>	<p>Institutional Effectiveness website            Foundation Annual Report            Governance Committees Agenda and Minutes            Great Colleges to Work results            Foundations Strategic Plan (Fundraising)            Facilities Master Plan            Annual Report Card            National Community College Benchmark Project Accreditation Report            2023-2024 Editorial Calendar for Strategic Marketing            Strategic Plan            Academic Assessment Overview            Annual Enrollment Media Plan            Annual Institutional Reporting Tracking Document 2023-2023            Annual Reports            Annual Security Report            College Factbook            Compensation and Benefits Study - Korn Ferry            Employee Orientation Materials            Finance and Business Office Webpage            Governance Committee Meeting Agendas and Minutes            Institutional Effectiveness Resource Group            Institutional Effectiveness Webpage            Montco Data Hub            Montgomery County Planning Commission Website            MSCHE Annual Institutional Updates            Performance Evaluation Guidelines            Board of Trustees Policies and Procedures</p>



Standard VI Criteria	Documents, Processes, and Procedures
<p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.</p>	<p>           President's Reports            Program Annual Report Archive            Programmatic Accreditation Information            Supervisory Effectiveness Program Materials            Strategic Planning Process            Strategic Plans 2016-2022, 2023-2027            Coffee and Conversation Sessions            Facilities Master Plan            Deferred Maintenance Plan            Annual Enrollment Media Plan            Compensation and Benefits Study - Korn Ferry            Finance and Business Office website            Institutional Effectiveness website            Montco Data Hub            Montgomery County Planning Commission Website            MSCHE Annual Institutional Updates            Performance Evaluation Guidelines            Board of Trustees Policies and Procedures            President's Reports            Program Annual Report Archive            Programmatic Accreditation Information            Supervisory Effectiveness Program Materials            Governance Committees Agenda and Minutes            Great Colleges to Work results         </p>
<p>3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.</p>	<p>           Program Assessment Report Archives            Capital Requests Report            Five Year Financial Projections Reports            PDE Budget Reports            Treasurer's Approved Operating and Capital Budgets            Audited Financial Statements         </p>

Standard VI Criteria	Documents, Processes, and Procedures
<p>4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.</p>	<p>County Audit (safety, security, lighting) Facilities/Public Safety  Capital Requests Report  Treasurer's Approved Operating and Capital Budgets  Audited Financial Statements  Great Colleges to Work results  Strategic Workforce Planning Reports  Human Resources website  Flexible Work Plan</p>
<p>5. Clear assignment of responsibility and accountability.</p>	<p>Board of Trustees Policies and Procedures  Administrative Employee Handbook  Administrative Annual/Support Staff Appraisal Process  Organizational charts  Supervisory Effectiveness Program  Human Resources website</p>
<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	<p>Facilities Master Plan  Deferred Maintenance Report  Facilities Condition Report  Strategic Plan 2023-2027  Information Technology Plans  Challenger Learning Center Documentation</p>
<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.</p>	<p>Annual Budgets and Audited Financial Statements</p>
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	<p>Campus Safety Annual Report  Montgomery County Census Data  Montgomery County Planning Commission Website  County Audit (safety, security, lighting) Facilities/Public Safety  Foundation Annual Report  Security Information Report  Great Colleges to Work results  COVID pivot documentation (technology needs form for students, usage audit per students/faculty for HS, STEM; HR email; hotspots)</p>

Standard VI Criteria	Documents, Processes, and Procedures
<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>Institutional Effectiveness Model  National Community College Benchmark Data (NCCPB)  Annual Assessment Report  Course Level Assessment Calendar  Director of Educational Effectiveness Annual report  Campus Safety Annual Report  Employer Surveys  Campus Safety Training and Certification Planning Resources, Needs Assessment, and Performance Data  Montgomery County Census Data  Montgomery County Planning Commission Website  County Audit (safety, security, lighting) Facilities/Public Safety Foundation Annual Report  Five Year Financial Projections Reports  Security Information Report  Great Colleges to Work results  Strategic Plan Progress Reports and KPIs  Strategic Plans 2016-2022, 2023-2027  Strategic Employee Workforce Plan  COVID pivot documentation (technology needs form for students, usage audit per students/faculty for HS, STEM; HR email; hotspots)  Recruitment Plan</p>

## 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.*

Standard VII Criteria	Documents, Processes, and Procedures
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p>	<p>Strategic Plan 2017-2022, 2023-2027            Board of Trustees Policies and Procedures            Board of Trustees Conflict of Interest Policy            Board of Trustees Duties and Responsibilities            Board of Trustees Meeting Minutes Archive            Board of Trustees Members and Positions            Board of Trustees Self-Assessment Policy            Biographies - Senior Leadership            Biography – President            College Catalog            College Website            Compensation and Benefits Study - Korn Ferry            Employee Conflict of Interest Policy            Employee Orientation Materials            Evaluation Documentation - 12-month Faculty            Evaluation Documentation - Full-Time Faculty            Evaluation Documentation - Part-Time Faculty            Evaluation Process - Administrators            Faculty and Staff Contracts            Faculty Evaluation and Promotion Process            Performance Evaluation Guidelines            Presidential Evaluation Policy            Search Chair Checklist            State of Relationship with Foundation Policy            Supervisory Effectiveness Program Materials            The Foundation            Organizational Charts</p>

Standard VII Criteria	Documents, Processes, and Procedures
<p>2. A legally constituted governing body that:</p> <ul style="list-style-type: none"> <li>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;</li> <li>b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</li> <li>c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;</li> <li>d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;</li> <li>e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</li> <li>f. appoints and regularly evaluates the performance of the Chief Executive Officer;</li> <li>g. is informed in all its operations by principles of good practice in board governance;</li> <li>h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing</li> </ul>	<p>Foundation Governance documents  Job Descriptions  Physical Plant Contract  Student Government Association Constitution</p> <p>College website  College Catalog  Mission, Vision, Values and Equity Statements  Board of Trustees Agenda and Minutes  Board of Trustees Reports  Conflict of Interest Policies  Governance Committees Agenda, Charges, and Meeting Minutes  President’s Reports  Faculty Evaluation Process  Faculty Credentials  Campus Safety Annual Report  Board of Trustees Policies and Procedures  Board of Trustees Conflict of Interest Policy  Board of Trustees Duties and Responsibilities  Board of Trustees Meeting Minutes Archive  Board of Trustees Members and Positions  Board of Trustees Self-Assessment Policy  Biographies - Senior Leadership  Biography – President  Employee Conflict of Interest Policy  Employee Orientation Materials  Faculty and Staff Contracts  Faculty Evaluation and Promotion Process  Performance Evaluation Guidelines  Presidential Evaluation Policy  Search Chair Checklist  State of Relationship with Foundation Policy  Supervisory Effectiveness Program Materials</p>

Standard VII Criteria	Documents, Processes, and Procedures
<p>body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</p>	<p>Organizational Charts Human Resources Website</p>
<p>3. A Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</p>	<p>Organization Charts Presidential and Cabinet Search Criteria Executive Onboarding documents Job Descriptions Board of Trustees Self-Assessment Policy Biographies - Senior Leadership Biography – President Evaluation Process - Administrators Faculty and Staff Contracts Faculty Evaluation and Promotion Process Performance Evaluation Guidelines Presidential Evaluation Policy Search Chair Checklist State of Relationship with Foundation Policy Supervisory Effectiveness Program Materials Human Resources website</p>
<p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p>	<p>Organizational Charts List of Board Members and Positions Student Government Association Constitution Organization Charts Presidential Search Criteria Executive Onboarding documents Job Descriptions Biographies - Senior Leadership Evaluation Process - Administrators Faculty and Staff Contracts Faculty Evaluation and Promotion Process</p>

Standard VII Criteria	Documents, Processes, and Procedures
<ul style="list-style-type: none"> <li>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</li> <li>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</li> </ul>	<p>Performance Evaluation Guidelines  Supervisory Effectiveness Program Materials  Human Resources website  Key Performance Indicators</p>
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>Institutional Effectiveness website  Key Performance Indicators  Supervisory Effectiveness Program Materials  Satisfaction / Engagement survey results  National Community College Benchmark Data (NCCPB)  Board of Trustees Self-Assessment Policy  Compensation and Benefits Study - Korn Ferry  Administrative Staff Evaluation and Promotion Process  Presidential Evaluation Policy</p>

Appendix C:  
Template for Organizing Chapter Materials



## Template for Organizing Self-Study Chapters (TOES)

<b>Working Group Standard</b>	
<b>MSCHE Standard Brief Description</b>	
<b>Co-Chairs</b>	
<b>MSCHE resources on Standards</b>	<a href="#">MSCHE Standards</a>

### Case Studies in Excellence

Strengths Aligned with Standard Criteria	Evidence	Discussion and Findings
List strengths as they align with each criterion here.	List evidence here and upload to Watermark.	Provide brief discussion of findings here.

**Lines of Inquiry and Areas of Compliance**

Lines of Inquiry	Method	Evidence	Findings and Discussion Points
1.			
2.			
3.			
4.			
5.			

## Priorities

Strategic Institutional Priorities	Evidence	Findings and Discussion Points
<p><b>Provide Pathways</b> Ensure students can balance life responsibilities through responsive scheduling and flexible supports. Make early college opportunities available to all high school students. Provide a holistic student experience that connects students to momentum-promoting support systems and learning opportunities.</p>		
<p><b>Build Connectivity to the College</b> Enhance and evaluate culture building and engagement opportunities. Develop and share out communications that articulate the Employee Value Proposition and related employer brand elements. Assess employee experiences while seeking to include employees in feedback processes and provide equitable availability of resources.</p>		
<p><b>Grow Engagement to Promote Lifelong Learning</b> Establish opportunities with community partners to promote relevant learning and engagement opportunities. Communicate and enable experiences with community partners to build capacities for lifelong learning. Identify and assess ways to meet the learning needs and interests of local communities.</p>		

Based on your review of the evidence for this Standard, does (and if so, how does) our institution apply Accreditation Standard Criteria with regards to the College's Strategic Priorities?

### Opportunities for Improvement

List and explain opportunities for improvement based on evidence and analysis.

Opportunities Aligned with Standard Criteria	Evidence	Discussion and Findings

### Critical Reflection

Provide suggestions to the College with regard to this Standard and to the Institutional Priorities.

Appendix D:  
MSCHE Standards and Lines of Inquiry Aligned with Strategic Plan Impact Strategies

## MSCHE Standards Aligned with Strategic Plan Impact Strategies

(Key: S = Secondary; P = Primary; R=Recommendation from the 2015 Reaccreditation Report)

Standard	Question	Line of Inquiry	Provide Pathways	Build Connectivity	Grow Community Engagement
1	1	How does the mission guide decision-making as it relates to planning, resource allocation, program and curricular development, and institutional outcomes?	S	S	P
1	2	How does the strategic plan support, reinforce, and align with the mission and vision to empower and enhance economic prosperity and social mobility?	S	S	P
1	3	How does the mission align and support student learning, scholarly activity, and community engagement?	S	S	P
1	4	How are the mission and vision assessed to ensure that they are relevant and achievable regarding educational, workforce, and cultural programs?	S	S	S
2	1	How does the College define and support academic and intellectual freedom? How do these connect to student success?	S	S	S
2	2	How does the college demonstrate its commitment to the impartial and equitable hiring, compensation, evaluation, promotion, discipline, and separation of employees? How does the College ensure its constituents are aware of and afforded prompt, appropriate, fair, and impartial grievance opportunities, or disciplinary actions?	S	S	S
2	3	How does Montco work toward a climate that fosters respect, inclusion, and belonging among students, faculty, staff, and community that enhances their experience and engagement with the College?	S	S	S
2	4	How does the College demonstrate timely, truthful, and transparent internal and external communications that enable informed decision-making and active participation from all College constituents and the community?	S	S	S

Standard	Question	Line of Inquiry	Provide Pathways	Build Connectivity	Grow Community Engagement
2	5	How does the College demonstrate its compliance with applicable federal, state, and Commission reporting policies, regulations, and requirements? How does the College evaluate and ensure its own policies, processes, and practices are ethical and have integrity?	S	S	S
2	R	The institution should continue to place high priority on hiring diverse faculty.	S	S	S
3	1	Does the faculty employ a teaching pedagogy that aligns with the College's mission and allows for academic rigor and an appropriate assessment of effective student learning?	S		S
3	2	What are the criteria, expectations, policies, and procedures for equitable review of the faculty (and other appropriate employees), and do they allow for promotion, professional growth, and innovation?		S	
3	3	Does the College clearly communicate programs of study in a manner that allows students to understand degree and program requirements, including completion timelines?	S		S
3	4	How do the College's program, General Education, and co-curricular offerings enhance students' cultural and global awareness, cultural sensitivity, and well-reasoned judgments?	S		S
3	5	How does the College evaluate the effectiveness of educational modalities (synchronous online, asynchronous online, face to face, hybrid, flex offerings) in its courses and services to ensure students are receiving a quality education toward achieving academic success?	S		S
3	R	The institution should continue to place high priority on hiring diverse faculty.	S		
4	1	How effective have the College's retention systems and strategies been in promoting student success?	P		S
4	2	What data is captured, and how does the College use that data, to strengthen student support services and enhance the student experience?	P		S

Standard	Question	Line of Inquiry	Provide Pathways	Build Connectivity	Grow Community Engagement
4	3	What mechanisms are in place to ensure that divisions are working together to create a holistic student experience?	P		S
4	4	How does the College examine, assess, and support the relationship between the classroom experience and student success?	P		S
4	5	How does the College assess the effectiveness of third-party platforms and providers and measure the impact they have on student success?	P		S
4	6	How does the College ensure that its programs and services are accessible?	P		S
4	R	The College needs a college-wide approach focusing on the accessibility of learning materials in order to satisfy Section 508 requirements as set out in the Amendment to the Rehabilitation Act of 1973.	P		S
5	1	Are the methods used to assess student learning outcomes sustainable?	S	S	S
5	2	How are the results of the College's annual academic assessment communicated to stakeholders?	S	S	
5	3	How does the College ensure that the curricular alignment of general education/core goals, program, and course learning outcomes meet students' future educational and/or employment goals in accordance with the College's mission and vision?	S	S	S
5	4	What outreach and training opportunities are offered to facilitate assessment data use, and does the training promote continuous improvement of student learning, pedagogy, and student support services?	S	S	
5	5	Do the College's institutional outcomes actively address the practical needs of the communities that we serve?	S	S	S
6	1	How does the College communicate its strategic plan to all levels of the organization?	S	S	S



Standard	Question	Line of Inquiry	Provide Pathways	Build Connectivity	Grow Community Engagement
6	2	How are budgets created, prioritized, analyzed, and reviewed? How does the College ensure that resource allocations support the mission and goals of the institution?	S	S	S
6	3	How does the College identify, plan, implement, and communicate improvements related to sustainability, human resources, and technology?	S	S	S
6	4	How does the College use the strategic plan to guide decision-making?	S	S	S
6	5	How are concerns raised during the process of an independent audit evaluated and later addressed?	S	S	S
6	6	How does the College engage in assessment of the Strategic Plan and Facilities Master Plan? To what extent do these planning documents relate to and reflect upon each other?	S	S	S
6	7	What is the process of institutional renewal and resource reallocation?	S	S	S
6	R	The College must continue to create greater clarity of the inter-relatedness of the multiple planning documents, and to find ways to communicate a more coherent set of plans to the College and external community.	S	S	S
7	1	How does the governing body, leadership, and administration ensure that the College fulfills its mission to transform the lives of those it serves through the educational, workforce, and cultural experiences and programs that drive success, both at the College and beyond?	S	P	
7	2	How does the College's leadership oversee policies and processes, both academic and financial, that ensure the integrity of the institution?	S	P	
7	3	What evidence is there that operational and strategic decision-making is collaborative, transparent, and aligned to support the needs of our employees, our students, and the community?	S	P	

<b>Standard</b>	<b>Question</b>	<b>Line of Inquiry</b>	<b>Provide Pathways</b>	<b>Build Connectivity</b>	<b>Grow Community Engagement</b>
7	4	How have changes in shared governance since the last Self-Study in 2015 impacted the College's mission? What evidence is there to show how well constituent groups (including student government and governance committees) understand and execute their roles and responsibilities?	S	P	
7	R	The College should document the integrated governance structure and provide well-defined roles to improve sustainability and success of the current governance structure	S	P	

Appendix E:  
Glossary of Terms, Acronyms and College Usage

## Glossary of Terms, Acronyms and College Usage (Draft with Sample Entries)

**ACT 335 Forms:** Taking their name from the State legislation that requires them, ACT 335 forms are standard course outlines of record that contain a course description. The College has added information to the course outlines to assist parity across course sections, including prerequisites, measurable student-learning outcomes for that course, sequence of topics, learning activities, and course assessment plan.

**Curriculum Committee (Curriculum):** One of the four governance committees of the College, charged with ensuring integrity, rigor, and coherence of academic programs (new, modified, and deleted), including general education core and discipline courses; making recommendations on academic policies and other related matters; and collaborating with the President's Leadership Council to advance strategic initiatives, particularly those related to learning.

**Canvas:** The College's Learning Management System.

**CCSSE:** Acronym for Community College Survey of Student Engagement

**Community College Survey of Student Engagement:** A nationally normed survey, administered to community college students, that asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. It is a benchmarking instrument that establishes national norms on educational practice and performance, as well as a diagnostic tool for identifying areas of the student educational experience that may need improvement. (Definition paraphrased from [www.ccsse.org](http://www.ccsse.org).)

**Colleague Reporting and Operational Analytics:** A transactional reporting tool that supports day-to-day data analysis.

**CROA:** Acronym for Colleague Reporting and Operational Analytics

**Curriculum:** College usage for the All-College Curriculum and Academic Affairs Committee

**Decision Support Systems:** A general term for College technology that uses data analysis to assist in making informed decisions. Information Technology offers all decision-makers tools that include user-driven reporting systems, performance dashboards, and sophisticated analytics.

**DERCA:** Acronym for Distance Education Rubric for Course Assessment

**Distance Education Rubric for Course Assessment (DERCA):** This rubric is a tool designed by the Educational Effectiveness Committee 1) to inform faculty of best practices of online education; 2) to enable faculty to review online courses with the goal of improving them; 3) to ensure compliance with external accreditation standards and 4) to provide the application of sound instructional design principles to online course design and development that benefits both the student learning experience and the faculty instruction experience.

**Educational Effectiveness Committee (EEC):** One of the four governance committees of the College, charged with organizing systematic assessment by faculty, evaluating the extent of student achievement of institutional and program goals; advising faculty on consideration and use of assessment results to improve educational effectiveness; empowering faculty via access and training to use data to inform

student success and institutional improvement; and collaborating with President's Leadership Council to advance strategic initiatives, particularly those related to learning.

**EDUCAUSE.** A nonprofit association of IT leaders and professionals committed to advancing higher education.

**Ellucian Colleague system (Colleague):** The College's Enterprise Resource Planning software.

**Enterprise Resource Planning system:** A suite of software applications that integrates admissions, student, financial, and planning information. The College uses Ellucian's Colleague software as its ERP.

**ERP:** An acronym for Enterprise Resource Planning system.

**Faculty Governance Council:** A periodic regular meeting of the Faculty Chairs of the College Governance Committees and the College President and Leadership.

**Gateway to College:** Although broadly the term refers to a national network designed for young adults ages 16-21 who are at risk for not completing high school, in this document the term refers to the program that supports the Gateway to College cohort. The College is one of only 43 Gateway to College programs in the country and partners locally with 16 area school districts and the Montgomery County Workforce Investment Board to help increase high school—and ultimately college—graduation rates.

**Governance Committees:** Montgomery County Community College has four governing committees comprised of representatives from the faculty, student leadership, and administrative staff, that discuss policy, procedures, and curricular matters in order to make recommendations to the Leadership Cabinet. The Faculty Union Contract specifies the exact membership of each of these four governance committees. The four committees are the Curriculum and Academic Affairs Committee (Curriculum), the Instructional Delivery and Technology Committee (IDT), the Educational Effectiveness Committee (EEC) and the Student Support Committee (Student Support).

**Governmental Accounting Standards Board:** The GASB is the independent organization that establishes and improves standards of accounting and financial reporting for U.S. state and local government. (Definition quoted directly from <http://www.gasb.org/jsp/GASB/Page/GASBLandingPage&cid=1175804799024> )

**Health Sciences Center:** Name for the expanded and renovated Physical Education building.

**Instructional Delivery and Technology Committee (IDT):** One of the four governance committees of the College, charged with ensuring consistent, equitable, and inclusive learning environments, regardless of instructional modality; leveraging teaching and learning technologies to improve student success (access, retention, persistence, and completion); assuring the quality of information technology tools and practices; making recommendations on academic and information technology policies and other related matters; and collaborating with President's Leadership Council to advance strategic initiatives, particularly those related to learning.

**LASSI:** Acronym for Learning and Study Strategies Inventory

**Leah Meyer Austin Award:** Achieving the Dream's Leah Meyer Austin Award recognizes outstanding achievement in supporting student success through the creation of a culture of evidence, continuous improvement, systemic institutional change, broad engagement of stakeholders, and equity, with particular attention to low-income students, first-generation college students, and students of color. Austin, whose visionary leadership shaped the development of Achieving the Dream, is the former Senior Vice President for Program Development and Organizational Learning at the Lumina Foundation.

**Learning and Study Strategies Inventory:** A 10-scale, 80-item assessment of students' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. (Definition paraphrased from <http://www.hhpublishing.com/assessments/lassi/> )

**Key Performance Indicator:** A quantifiable measure used by an institution to evaluate its success or the success of a particular activity.

**KPI:** Acronym for Key Performance Indicator.

**Matrix of Instructional Engagement (MIE):** A tool through which instructors map instructional hour equivalencies to online interactions. It also allows instructors to evaluate their use of best practices, types of online interaction, and use of assessment tools.

**MIE:** Acronym for Matrix of Instructional Engagement

**Noel-Levitz Student Satisfaction Inventory.** This assessment measures student satisfaction and priorities, showing how satisfied students are as well as what issues are important to them ((Definition paraphrased from <https://www.noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/student-satisfaction-inventory> ).

**PASSHE:** Acronym for Pennsylvania State System of Higher Education

**Pearlstine Grant:** Named in honor of founding Trustee Gladys Pearlstine, these funds support Faculty Development at the College and are available by application.

**Pennsylvania State System of Higher Education (PASSHE):** The Pennsylvania State System of Higher Education (PASSHE is comprised of 14 universities that are publicly owned and governed by the commonwealth: Bloomsburg University of Pennsylvania; California University of Pennsylvania; Cheyney University of Pennsylvania; Clarion University of Pennsylvania; East Stroudsburg University; Edinboro University of Pennsylvania; Indiana University of Pennsylvania; Kutztown University of Pennsylvania; Lock Haven University of Pennsylvania; Mansfield University of Pennsylvania; Millersville University of Pennsylvania; Shippensburg University of Pennsylvania; Slippery Rock University of Pennsylvania; and West Chester University of Pennsylvania. The (PASSHE) universities first originated as state normal schools and teacher colleges in Pennsylvania. Over time, the schools evolved from state normal schools to state teacher colleges to state colleges. On November 12, 1982, Act 188 was signed into law establishing the Pennsylvania State System of Higher Education. (Adapted from [http://www.portal.state.pa.us/portal/server.pt/community/institution\\_types/8713/pennsylvania\\_state\\_system\\_of\\_higher\\_education\\_\(passhe\)/522469](http://www.portal.state.pa.us/portal/server.pt/community/institution_types/8713/pennsylvania_state_system_of_higher_education_(passhe)/522469) )

**POWER Program:** Acronym for Partnership on Work Enrichment and Readiness. The POWER Program helps individuals in mental health recovery to successfully develop and reach their education and career goals

through a two-credit college course that focuses on time management, basic computer skills, study skills, public speaking, college success skills, career assessment, resume writing, and professionalism.

**President's Leadership Council:** The President's senior staff, Faculty Governance Committee Chairs, Faculty Union President, and other leaders designated in the Faculty Contract, who meet quarterly to systematically assess educational and institutional goals against the College's Strategic Plan, to use assessment results to advance educational effectiveness and institutional improvement, to communicate results to all stakeholders, and to collaborate with Faculty Governance Committees to advance student success.

**Proposed Case Studies in Excellence:** A possible example of the College's exemplary work in an area related to a Working Group's lines of inquiry.

**SGA:** Acronym for the Student Government Association.

**SENSE:** Acronym for Survey of Entering Student Engagement

**Student Support Committee (Student Support):** One of the four governance committees of the College, charged with ensuring a coherent and effective support system that enhances the quality of the learning environment, contributes to the educational experience, and fosters student success; making recommendations on student policies and other related matters; and collaborating with President's Leadership Council to advance strategic initiatives, particularly those related to student success.

**Student Success Initiative:** A compendium of all of the activities in the College that help students to be successful and reported and assessed via the College's Student Success Inventory.

**Survey of Entering Student Engagement:** An assessment of students in developmental and 100-level Math and English courses structured around six benchmarks: Early Connections, High Expectations and Aspirations, Clear Academic Plan and Pathway, Effective Track to College Readiness, Engaged Learning, and Academic and Social Support Network.

**TAACCCT 2:** Acronym for one of the Trade Adjustment Assistance Community College and Career grant programs administered by the US Department of Labor.

**TAOC:** Acronym for Transfer and Articulation Oversight Committee

**Transfer and Articulation Oversight Committee:** The Pennsylvania organization that shapes transfer and articulation policies throughout the state. Members develop statewide program and course equivalency standards and agree to accept for transfer credits in all courses approved by its review process. ([https://www.pacollege-transfer.com/portals/6/PAFiles/TAOC\\_OptInAgreement\\_2010.pdf](https://www.pacollege-transfer.com/portals/6/PAFiles/TAOC_OptInAgreement_2010.pdf) )

**VFA:** Acronym for Voluntary Framework of Accountability

**Voluntary Framework of Accountability:** The principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences (Definition paraphrased <http://vfa.aacc.nche.edu/about/Pages/default.aspx> ).