

Monitoring Report to the  
Middle States Commission on Higher Education  
from  
COMMUNITY COLLEGE OF PHILADELPHIA  
Philadelphia, PA 19130

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Subject of the Monitoring Report:

Documentation that the College “has achieved and can sustain compliance with Standard 14, including but not limited to (1) implementation of a documented & sustained assessment process, in all programs, that uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes; (2) steps taken to promote a culture of assessment, including evidence of support and collaboration among faculty and administration in assessing student learning and responding to assessment results; and (3) evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching & learning.”

## **Introduction**

Founded in 1964, Community College of Philadelphia (CCP) is the only public institution of higher education in the city of Philadelphia. Since its founding, CCP has served over 640,000 individuals and currently has an enrollment of over 38,000 students. The College serves a diverse, non-traditional population: approximately 72% of students are persons of color (53% African-American, 10% Hispanic, 8% Asian) and 53% are older than 25. A substantial portion of the College's students are low-income and first generation students. Community College of Philadelphia offers more than 80 degree and certificate programs in Business, Humanities, Allied Health, Science, Technology and Social/Behavioral Sciences at the Main Campus, three Regional Centers and at various neighborhood sites. The College also provides special programs and support services that are tailored to the needs of our student population and designed to help students overcome obstacles to success. Approximately 69% of full-time students and 59% of all students receive some type of financial aid.

The 2014-2015 academic year has been one of significant change in leadership for the institution. The College welcomed a new president in July 2014. Two vice presidents (Institutional Advancement and Finance and Facilities) and a director for Institutional Research were appointed.

## **Overview**

In Summer 2014 the College was informed that it needed to provide a monitoring report to address the concerns of the Middle States Commission on Higher Education (MSCHE) regarding compliance with Standard 14 (Assessment of Student Learning). The purpose of this report, then, is to inform MSCHE of the current status of assessment efforts at Community College of Philadelphia. The specific issues identified in the MSCHE action from June 2014 were: (1)

implementation of a documented and sustained assessment process, in all programs, that uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes; (2) steps taken to promote a culture of assessment, including evidence of support and collaboration among faculty and administration in assessing student learning and responding to assessment results; and (3) evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning (Standard 14).

The College's approach to responding to the concerns of MSCHE is to move beyond compliance to fostering the climate and skills necessary to achieve excellence in assessment of student learning. The College plan was posted on the College's Middle States web page in Fall 2014. Meetings were held with faculty and administrators to explain the MSCHE action and to request ideas for the response. Information about the College's approach was shared in the Academic Affairs newsletters, in meetings, and in sessions during the College's professional development week in January. A draft of the monitoring report was provided for feedback in February 2015.

To create sustainable processes, a collaborative culture for assessment, and to share and use assessment information to improve teaching and learning, the College's focus has been on: (1) enhancing and adding to current vehicles for assessment; (2) improving institutional structures and interoffice collaboration for assessment, including adding staff and revising job responsibilities; (3) working collaboratively to support faculty responsibilities for assessment of student learning; and (4) employing technology to streamline organization of assessment information, ensure accountability and provide access to information for all constituencies. The College revised guidelines and templates, updated the institution's assessment plan, and

developed an assessment manual for faculty and staff. Academic Affairs made changes to the requirements for academic program audits and for curriculum development and revision. A Curriculum Assessment Team (CAT), modeled on the College's well established Curriculum Facilitation Team was created to add peer to peer support for assessment. Assessment work is highlighted as a new and permanent feature in the Academic Affairs newsletter. The Office of Professional Development and the Faculty Center on Teaching and Learning ensured that assessment topics were included in their programming. An assessment conference, a collaboration of the Faculty Center on Teaching and Learning, Office of Professional Development, Faculty Council on Education, and the Academic Assessment and Evaluation Office was added to the College's January 2015 professional development week, and will be an annual spring semester event.

Position descriptions were changed to make assessment a clear part of the responsibilities of the Assistant Vice President for Academic Affairs and the Coordinator of the Curriculum Facilitation Team. The coordinator of the Curriculum Facilitation Team now works closely with the staff in the Office of Academic Assessment and Evaluation to ensure that assessment is part of the curriculum development and revision processes. Responsibility for the Institutional Research Office was moved from Finance and Planning to Academic Affairs. Now Institutional Research and the Office of Academic Assessment and Evaluation include a team of assessment and research professionals who communicate closely and support each other in their work. A coordinator was hired to assist with academic program audits and other assessment tasks - more than tripling output in six months. These personnel changes provide a cost effective way of increasing the College's ability to manage and sustain assessment efforts. A Monitoring Report

Work Group consisting of faculty and administrators was created to take a deeper, collaborative look at the College's monitoring report and overall assessment efforts.

College faculty and administrators worked together to create an electronic repository for storing assessment documentation using SharePoint (the web application framework platform). Use of this repository and identification of faculty responsible for entry of information provides a sustainable vehicle for communicating assessment results to all College constituents. The SharePoint electronic repository also makes it easier to monitor progress in using assessment to improve teaching and learning and to share ideas across programs.

While introducing new and enhanced assessment efforts, the College continued existing course and institution level assessment practices and adhered to established plans for assessment and review of general education/core competency requirements. For Fall 2014, 100% of course level assessments were completed on time. All general education/core competency requirements implemented in 2009 have been assessed at least once using direct evidence and indirect evidence, and, as planned in 2009, department heads started the process for review of the general education/core competency model. The work of faculty and administrators at the College related to Standard 14 is summarized in Appendix A and explained in more detail below.

### **Documented and Sustained Assessment Processes for Academic Programs**

Community College of Philadelphia has three categories of assessment at the program level: program assessment of student learning outcomes; annual academic program review; and full academic program audits. The process for program level assessment of student learning was defined in 2009. College faculty and administrators developed a model for assessment that included course assessment, program assessment and general education/core competency assessment. Course level assessment (including Commonwealth required Act 335 assessments

and assessment of student learning outcomes), assessment of program student learning outcomes, annual program reviews, and full academic certificate and degree program audits, are linked by design.

### Program Level Assessment of Student Learning Outcomes

At the program level, program faculty are responsible for developing assessment plans for assessment of student learning outcomes. The first step in documenting the commitment of all academic programs to the assessment process and cycle was to understand the status of each program's work. During Summer 2014, the academic deans and the director of Academic Assessment and Evaluation did a triage of programs based on documentation that the academic divisions had on file. Programs were grouped into three tiers:

Tier 1: Completed the cycle of assessment of program learning outcomes with direct evidence

Tier 2: Partial completion of assessment of program outcomes with direct evidence

Tier 3: No evidence of completing the cycle of assessment of program learning outcomes

The Vice President for Academic Affairs held meetings with faculty and administrators in tiers two and three, respectively, during the fall semester. The basic format of the meetings was: (1) review of the MSCHE action; (2) explanation of the three tiers; (3) review of the meaning of direct and indirect assessment; (4) review of surveys from 2008 and 2013 on the assessment culture at the College; (5) explanation of MSCHE expectations for collaboration, communication to all constituencies, and use of results to improve teaching and learning; (6) importance of documentation; (7) explanation of steps that had occurred during the summer 2014; (8) discussion and feedback from participants about next steps; (9) proposed actions; and (10) identification of resources and support available to assist programs. Faculty and administrators from the programs in each tier were expected to attend the meeting.

To assist the director of Academic Assessment and Evaluation in supporting faculty in their program assessment work, the College created a Curriculum Assessment Team (CAT). The CAT is modeled after the College's successful and long standing Curriculum Facilitation Team. The Curriculum Facilitation Team is composed of faculty who facilitate the development or revision of course and curriculum documents. The CAT, therefore, brings a familiar strategy to our assessment work. Both teams, Curriculum Facilitation and CAT, work to ensure that assessment is a clear expectation as faculty develop and revise courses and programs and then engage in the assessment processes identified. In Fall 2014 CAT members were assigned to specific programs for support. For Spring 2015, the CAT was expanded and includes additional training of team members to enhance their ability to work with colleagues at a sophisticated level. Unlike the Curriculum Facilitation Team where members stay on the team as long as they want and as long as they perform effectively, the plan for the CAT is to limit the time for participation to two years so that a greater number of faculty has the opportunity to engage in assessment support of peers, expanding the level of assessment work through the faculty.

To help faculty and staff understand the College's approach to assessment of student learning at the course, program and institution levels, a manual was created for distribution to all faculty and staff in Academic Affairs. The manual includes templates to assist faculty and staff with understanding and tracking of assessment information.

In September 2014 a team of faculty and staff started working collaboratively to create an electronic repository for documents using SharePoint. The SharePoint electronic repository provides a user friendly environment for storing and sharing assessment outcomes with a goal of closing the loop to improve teaching and learning. Representatives from the academic divisions were trained to input existing data. By the end of January, 72% of programs had program level

evidence entered in the SharePoint repository library. More than 60 faculty members, representatives of every department, have volunteered to enter data on an ongoing basis. Reports can be created for review of information in the SharePoint repository. Deans are responsible for enforcing program requirements and have been informed that meeting program level assessment requirements will be a factor in their annual performance review. Additionally, department heads were informed during a meeting in Fall 2014 that programs that do not comply with the requirements cannot continue to be supported by the College.

#### Annual Program Review and Full Audits

To encourage all program faculty to review data on an annual basis, in 2008-2009 Academic Affairs administrators worked collaboratively with department heads to create a tool (the Quality/Viability Indicators, or QVI), for annual program review. The QVIs have the same purposes as the full audits that are required every five years by the Commonwealth of Pennsylvania. The purposes are:

- to ensure curriculum relevancy;
- to ensure achievement of student enrollment goals, teaching and learning goals, and programmatic goals;
- to evaluate the assessment of course and program outcomes and assessment practices;
- to assist in meeting compliance standards and requirements;
- to recognize program strengths, and yield recommendations for program improvements, changes, and (in some cases) termination.

Completing the QVIs on an annual basis means the College is in compliance with the Commonwealth requirement that all programs be reviewed at least once every five years. The



QVI development and model was presented at an assessment conference by the director of Academic Assessment and Evaluation, and has been adopted as a model by other institutions. Effective 2010-2011, each academic program was required to complete a QVI. Additionally, each program was required to identify student learning outcomes at the program level and each program was required to have a plan for assessment of program level outcomes. Each program level outcome had to be assessed once during the 5-year program audit cycle. Compliance has been 100% for submission of the QVI. However, because of a union contract-related disagreement, for a period of 15 months many programs did not supply the documentation required to support the rubric used for tracking program learning assessment. Thus the College administration was not able to document compliance or to follow up with deficient programs. The contract matter has been resolved. After discussion during the Fall 2014 semester, program faculty now understand that programs which do not comply with the requirements will not continue to be supported by the College. The next QVIs are due summer 2015, and programs will be required to submit information in the SharePoint electronic repository. In Fall 2014 and Spring 2015, programs were required to submit their assessment plans for the semester. Starting Summer 2015, these submissions will be included with the QVI.

The program development and revision process is coordinated by the College's Curriculum Facilitation Team, faculty who assist their colleagues in curricular work. Program development and revision documents include required statements of program level outcomes. The documents also require a curriculum map that shows how program level outcomes are achieved in courses across the program. The College took two steps to increase the Curriculum Facilitation Team's emphasis on assessment of student learning outcomes. First, the position description for the coordinator of the Curriculum Facilitation Team was revised to increase the requirement for

assisting faculty with assessment and collaborating with the Office of Academic Assessment and Evaluation. The new coordinator has been working closely with staff in the Office of Academic Assessment and Evaluation to ensure coordination of efforts as curricula are revised or created. Second, the coordinator worked with the faculty on the Curriculum Facilitation Team and the director [of Academic Assessment and Evaluation](#) to revise the [College's](#) curriculum models to clarify and strengthen the expectations for assessment, particularly to support revision of curricula. The final versions of the revisions were approved in January 2015 for immediate implementation.

At least once every five years, the Commonwealth of Pennsylvania requires colleges and universities to audit each academic certificate and degree program. The College process includes completion of the audit by program faculty in conjunction with staff in the Office of Academic Assessment and Evaluation. Audits are then reviewed by the Academic Affairs Council (Academic Affairs administrators). Audits approved at that level are sent to the Student Outcomes Committee of the Board for review. The Student Outcomes Committee trustees make recommendations to the full Board of Trustees. The Board may act to approve the program for up to five years; require a follow up report; or eliminate a program (see Figure 1). Program faculty then discuss the findings and work on the identified strategies for improvement.

**Figure 1 – Audit Process Flow**



In Fall 2010, the academic audit model was revised to require a description and results of assessments of student learning outcomes at the course and program level, as well as information about changes made to improve teaching and learning based on the assessment results. As noted

in the 2014 Team Report (p. 36), the completion of audits was behind schedule; and, as noted by the College in the 2014 Self-Study, while academic certificates (those with 30 or more credits and some general education requirements) and degrees were included in the audit cycle, proficiency certificates (those with fewer than 30 credits and no particular general education requirements), were not. The 2014 Team Report (p. 19) identified staffing of the Office of Academic Assessment and Evaluation as a concern and potential factor in the completion of audits. To address these concerns, a plan was developed to strengthen the relationship between the Offices of Institutional Research and Academic Assessment and Evaluation so staff in both offices could support each other. The Institution Research Office moved from reporting to the Vice President for Finance and Planning to reporting to the Vice President for Academic Affairs. The interim director of Institutional Research was appointed as the permanent director, and worked with the director of Academic Assessment and Evaluation to create a staffing plan that increases resources and support for both areas. A new employee, coordinator of assessment, was hired for the Office of Academic Assessment and Evaluation in September 2014. With a new employee, an aggressive schedule was created to add the proficiency certificates to the schedule and to make sure audits were up-to-date (see Appendix B). A five year audit schedule was created (see Appendix C). The 2014-2015 audit timeline is on schedule to date. While the schedule is aggressive for 2014-2015, staffing, reduction in the number of programs and aligning certificate and degree audits make it possible to coordinate audits in a manageable way. In 2012-2013, the College completed 15 academic audits through the level of Board action; in 2013-2014, during a leadership transition, the College completed two academic audits through the level of Board action. In 2014-2015, the College is meeting the aggressive schedule set. For example, through December, the Board acted on seven audits, including audits of two

proficiency certificates. The Student Outcomes Committee of the Board acted on an additional three audits which will be presented to the Board for action at the February Board of Trustees meeting. The Student Outcomes Committee of the Board has additional nine audits, including three proficiency certificates, on the agenda for February.

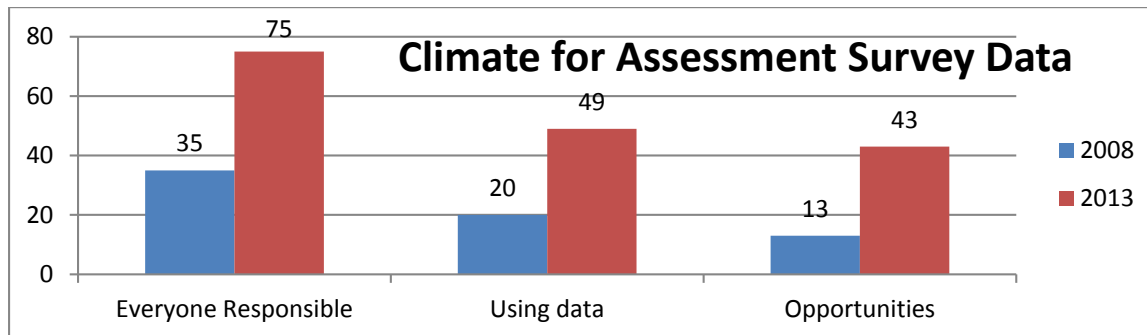
To summarize, the College has established a tenable assessment infrastructure and has begun implementing continuous procedures by revising expectations, enhancing existing processes, and using current successful approaches to create a sustainable approach to assessment. A manual was created to assist faculty and staff in understanding and implementing the College's assessment processes and requirements. The manual also clarifies who is responsible for assessment work. A staff person was added to the Academic Assessment and Evaluation Office, the Curriculum Assessment Team (CAT) was created and the SharePoint electronic repository was created for storage and dissemination of information. The CAT, working with the Academic Assessment and Evaluation office, has worked to help faculty understand the interrelatedness of program and course assessment. Through the SharePoint electronic repository, faculty and administrators have an easier way of tracking progress.

### **A Culture of Assessment**

In 2008 the College used a survey developed by education consultant Maggie Culp to measure the climate for assessment at colleges and universities. Maggie Culp gave permission for the College to use the survey a second time to find out if there was an improvement in the climate. The survey was re-done in 2013. The greatest improvements were in: believing everyone is responsible for assessment; using data to strengthen courses and programs; and believing there are opportunities to identify assessment skills and update them (See figure 2). While the data showed improvement and were encouraging, work remained to be done in the

area of engaging faculty and administrators so that they become vested in the culture of assessment.

**Figure 2**



The College's approach to addressing the issue of fostering a culture of assessment since our 2014 Self Study started with the meetings with faculty in programs that fell into Tiers 2 and 3 to clarify the MSCHE action and expectations. Faculty and administrators responded positively to the challenge of demonstrating a commitment to improve teaching and learning using assessment information. A Monitoring Report Work Group, comprised of six faculty and two administrators, was created. The Monitoring Report Work Group's task was to review all prior reports to MSCHE since the 2004 self-study and all MSCHE responses; review follow up report requirements; and review additional information on assessment. The goal was to work collaboratively to ensure that the monitoring report was accurate and addressed the concerns of MSCHE.

The Faculty Center for Teaching and Learning, a faculty-driven professional development resource, included assessment sessions on their schedule as did the Office of Professional Development. The Faculty Council on Education partnered with the Office of Assessment and Evaluation, the Faculty Center on Teaching and Learning, and the Office of Professional

Development to create and host a faculty conference on assessment during the College's professional development week in January 2015. Faculty responded enthusiastically with submissions for consideration. There were 15 presentations, all but one by faculty. The director of Academic Assessment and Evaluation gave a keynote address during lunch and there were seven discussion roundtables in the afternoon. The conference was open to the entire College community. More than 100 individuals, primarily faculty, attended. A survey of 92 individuals who pre-registered for the conference showed most (78%) reported that communication about assessment had improved since the reaccreditation process and most agreed that the College was creating a culture of assessment (90%). An area for improvement based on the survey was making sure people understand the resources the College is providing to support them in their assessment work (only 66% reported that the College is assisting them in developing the skills needed to do assessment). Many presenters at the conference have agreed to repeat their presentations during the Spring 2015 semester through the Faculty Center on Teaching and Learning so members of the College community who were unable to attend in January have a second opportunity to hear some of the presentations. Powerpoints from the presentations will also be posted. An assessment conference will be an annual spring semester event.

The Academic Affairs newsletter, *Academically Speaking @ CCP*, added a permanent "Assessment Showcase" to highlight assessment work in academic affairs. Programs featured in the first three issues were: Art and Design; Chemistry; and Automotive Technology.

For many years, every meeting of the department heads has included assessment on the agenda. In the past the focus of the assessment discussions in department head meetings was on general education. During Fall 2014, department heads also had an opportunity to discuss work by programs in their departments for program level assessment, and they received updates on the

development of the SharePoint electronic repository. Thus the department meetings became an ongoing vehicle for expanding attention to assessment at the program level. It is the responsibility of the department heads to consistently update faculty in their department on all departmental matters.

Beyond the faculty, assessment has been included in discussions by the Academic Affairs Council, program advisory committees, President's Cabinet, and Board of Trustees. Each of those groups also was made aware of the SharePoint electronic repository for assessment information. The Board of Trustees also heard presentations by faculty about their assessment work during the Board meetings in October and November.

Students have had opportunities to engage in the conversation about assessment. At the Fall 2014 meeting that the president hosted with students leaders from the Student Government Association and from student clubs, the students were asked to provide input on the best ways to make students more aware of assessment information. Their suggestions included putting the information on syllabi and including information in the student handbook. Department heads were informed of their suggestions. A survey of department heads during the January 29<sup>th</sup> meeting showed some department heads said they are including program learning outcomes on syllabi. The Vice President for Student Affairs agreed to add information to the handbook. Also in January 2015, the Vice President for Academic Affairs met with students in two art classes to get ideas for communicating about assessment in a visual format. Student feedback will be used to revise the poster the College has been using to communicate the general education/core competencies that are required for degree students.

The use of technology is a key strategy for increasing the culture of assessment at the College. SharePoint was identified as a cost effective tool for storing and sharing assessment information. The repository has “read-only” access for all constituencies. Point persons have been identified for entry of documentation. More than 60 faculty volunteered to input documentation. This is in addition to faculty and staff who have been entering historical documentation. The reaction to the SharePoint repository is so positive that it will be expanded to include assessment from other areas of the College and expanded to link to the budget process.

In summary, the College has made significant sustainable strides in helping the College community understand and embrace the importance of having a culture of assessment. From meetings, to written materials, to a new conference, assessment is at the forefront of the work of faculty and administration at the College.

### **Sharing of Assessment of Student Learning and Use to Improve Teaching and Learning**

An Institution Wide Assessment Committee (IWAC) was created in 2011-2012 with the following goals:

- Facilitate the achievement of consistency and alignment across the College for assessment efforts (including development of standardized documentation procedures)
- Facilitate college-wide use of metrics for continuous improvement
- Identify and assist in the establishment of best practices in the use of assessment for institutional improvement
- Monitor college-wide efforts to help ensure a cohesive and comprehensive assessment effort across the College
- Develop recommendations for needed resource allocations to achieve college-wide assessment goals.

In 2013, a web page was introduced that organized assessment documents according to the *Characteristics of Excellence* standards. The goal was to have a one-stop location for assessment information and to reinforce the organization of information around MSCHE



Standards. Also in 2013, the IWAC was reorganized into three subcommittees: Institution Review Board (for review of internal and external research proposals); Data Standards (for standardizing terminology and processes); and Data Collaborative (to address external requests for data sharing). As noted in the 2014 Team Report (p. 35), the use of IWAC to “bring staff and leadership together to coordinate ongoing assessment” was not having much success. The Steering Committee for IWAC met in Fall 2014 under the new director for Institutional Research. Under her leadership, there have been ongoing meetings of College report writers for the Data Standards subcommittee. The IRB and Data Collaborative subcommittees meet as required based on external and internal requests. The IWAC is considered part of the organizational structure for the College’s SharePoint electronic repository. The College has moved away from the IWAC repository to the new SharePoint electronic repository as an easier way for stakeholders to submit, review, share and track information about assessment.

The SharePoint electronic repository is a key part of the College strategy for sharing information about assessment of student learning. Our goal is to be proactive in responding to information and not just to gather the information. Thus, while a review of documentation entered in the repository shows faculty and administrators are using assessment to improve teaching and learning, it is now possible to provide targeted interventions to improve the quality of assessment.

The First Annual Faculty Conference provided an opportunity to showcase assessment practices at the College for a broad audience of stakeholders. The College community also is using more traditional means for sharing assessment information including the Academic Affairs newsletter, professional development sessions, and meetings, including meetings of external stakeholders such as the College Foundation Board and program advisory committees. The

result is a more focused, seamless approach to assessment at all levels of the teaching-learning-administrative endeavors of the College.

### **Assessment at the Course and Institutional Levels**

While engaged in revising and adding new processes related to program assessment, the College continued assessment at the course and institutional levels. Course level assessments, as required by the Commonwealth, continued timely completion at a rate of 100% for Fall 2014. The rate has been above 95% for many years. This process continues to be monitored and tracked successfully by the Coordinator of the Curriculum Facilitation Team. The process includes identifying changes for teaching and learning at the course level. Course level information will be entered in the SharePoint electronic repository, making the tracking and sharing of information even easier.

At the institution level, all general education/core competency requirements were assessed using direct and indirect evidence at least once during the planned five year cycle (2009-2014). As stated in the 2014 Team Report (p.29), "Assessment reports show evidence that general education assessments are planned, organized, and produce results that raised some useful questions for further assessment progress." The College goal was to continue our organized approach to institutional assessment even as we expanded our approach to evidence at the program and course levels. Thus, department heads (who serve as a general education/core competency committee) continue to make decisions about improving outcomes as appropriate and the cycle of assessment continues they work on assessment of the general education/core competency model.

## **Summary/Conclusion**

The College is working hard to demonstrate that there is a serious commitment to assessment of student learning, not just for compliance, but to achieve a level of excellence reflective of our mission. The College's focus has been on: (1) enhancing and adding to current vehicles for assessment; (2) improving institutional structures and interoffice collaboration for assessment, including adding staff and revising job responsibilities; (3) working collaboratively to support faculty in their assessment responsibilities; and (4) employing technology to streamline organization of assessment information, ensure accountability and provide access to information for all constituencies. Assessment is being used in a systematic way to improve student learning outcomes. Student learning outcomes are used to monitor course and program effectiveness and to identify and implement strategies for improvement. Our monitoring report addresses each of the three issues raised by MSCHE and documents that our approach emphasizes having a sustainable and collaborative approach to assessment.

Appendix A: Summary of College Response

<b>Response</b>	<b>Issue 1</b>	<b>Issue 2</b>	<b>Issue 3</b>
Revised Guidelines	X		X
Revised Audit Plan	X		
Staff/Job Descriptions	X		
Electronic repository	X	X	X
CAT	X	X	
Assessment manual	X		X
Report workgroup		X	
Conference		X	X
Prof. Development		X	X
Newsletter showcase		X	X
Meeting agendas		X	X

Issue 1: Implementation of a documented & sustained assessment process, in all programs, that uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes

Issue 2: Steps taken to promote a culture of assessment, including evidence of support and collaboration among faculty and administration in assessing student learning and responding to assessment results

Issue 3: Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching & learning.

Appendix B: Audit Plan for 2014-2015 (by Program Code)

Month	Academic Affairs Council	Student Outcomes Committee of the Board	Board of Trustees
August	ENGS MCIT		
September	CIST NSPC	ENGS MCIT	
October	INTL JUST JUSC	CIST NSPC	ENGS MCIT
November		INTL JUST JUSC	CIST NSPC
December	AUTO AUMM ASPC		
January	RLGS    PCPC AUMM    HOSM AUTO    YOWC ASPC    YWPC CULA		
February	DIGF LIBA	RLGS    PCPC AUMM    HOSM AUTO    YOWC ASPC    YWPC CULA	INTL JUST JUSC
March	MUSN MUSP SRMT		
April	BUSN    CADC BUSA    CSTM CADT    FAMC FAMD	LIBA MUSN MUSP DIGF SRMT	RLGS    PCPC AUMM    HOSM AUTO    YOWC ASPC    YWPC CULA
May	HSVM    DIPC ASET    RESP APDP    RCPC DGVD	BUSN    CADC BUSA    CSTM BUS      FAMC CADT    FAMD	LIBA MUSN MUSP DIGF SRMT
June	MATH ARTP LAHO	HSVM    DIPC ASET    RESP APDP    RCPC DGVD	BUSN    CADC BUSA    CSTM BUS      FAMC CADT    FAMD

Appendix C: Five Year Audit Plan

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
BUSN	ARTP	EDEC	LASB	ARCH
BUSA	COMM	EDML	CSCI	INTS
HSVM	CSTP	EDHS	SCIP	ENGL
INTL	LAHO	EDMS	BHHS	THEA
LIBA	MAMD	PSYC	DSCP	ACCT
MUSN	MATH	INTR	HSVC	PHOT
MUSP	CLTP	BLDG	RTRC	GISC
RLGS	PLST	DMIP	SOCG	GIPC
ENGS	PLPC	FSCI	RTPC	ENTR
ASET	APPC	NURS	SHPC	BIOL
APDP	BMPC	ENCC	CHTE	
AUMM	BTPC		DHYG	
AUTO	CAPC		CRWC	
ASPC	MIPC			
CADT	PSPC			
CADC	PIPC			
CIST				
NSPC				
SDPC				
CSTM				
CULA				
PCPC				
DIGF				
DGVD				
DIPC				
FAMC				
FAMD				
HOSM				
JUST				
JUSC				
RESP				
SRMT				
YOWC				
YWPC				
RCPC				