

Progress Report to the
Middle States Commission on Higher Education
from

Community College of Philadelphia
Philadelphia, PA 19130

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Subject of the Follow-Up Report:

“At its session on November 19, 2009, the Middle States Commission on Higher Education acted: To accept the Periodic Review Report and to reaffirm accreditation. To request a progress letter due by April 1, 2011, documenting (1) implementation and documentation of an organized and sustained assessment process to evaluate and improve institutional effectiveness (Standard 7), and (2) evidence that student learning assessment information is used to improve teaching and learning (Standard 14). The next evaluation visit is scheduled for 2013-2014.”

Date the PRR Was Submitted:

June 1, 2009

The purpose of this progress report is to inform the Commission of the current status of assessment efforts at Community College of Philadelphia as well as to report developments since submission of the Periodic Review Report (PRR) in June 2009 toward the “(1) implementation and documentation of an organized and sustained assessment process to evaluate and improve institutional effectiveness (Standard 7), and (2) evidence that student learning assessment information is used to improve teaching and learning (Standard 14).”

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. The College is the single largest point of entry into higher education for minorities in Pennsylvania, and ranks eighth in the nation in the number of degrees awarded to African-Americans.

The College offers more than 90 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 many special programs and support services that are tailored to the needs of the non-traditional student and designed to help them overcome obstacles to success. Approximately 69% of full-time students and 59% of all students receive some type of financial aid.

INSTITUTIONAL ASSESSMENT (STANDARD 7)

Overview

Community College of Philadelphia has supported an active and effective Office of Institutional Research (OIR) for several decades. In 2009, the College changed a part time staff position in the OIR to a full time position. This office is the primary vehicle for systematic institutional assessment efforts at the College. The OIR's institutional effectiveness research is intended to improve instruction and learning; facilitate the achievement of the institution's mission and planning objectives; and demonstrate the educational and economic impact of the College in our service area. Data from the OIR has been used in the creation of the following recent College plans:

- Strategic Plan, 2008-2013
<http://www.ccp.edu/VPFIN-PL/SP/2008-2012/index.htm>
- Enrollment Management Plan, 2008-2012
<http://www.ccp.edu/emp/>
- Academic Master Plan, 2010-2013
<http://www.ccp.edu/vpacaff/AMP-2010-2013-50710.pdf>.

In addition, the College budget reflects institutional priorities, particularly priorities associated with improvements in student success.

Since the College's Self-Study in 2004, there has been an increase in the systematic review and use of data throughout the College. The College community is notified as each report becomes available. Findings from major reports are presented and discussed during the opening sessions for the College community in the fall and spring semesters. All major reports are reviewed by the President's Cabinet. See Appendix A for a table that shows when reports

were discussed by the Cabinet in 2010 and follow up actions; see Appendix B for an example of the most recent Cabinet retreat which focused on use of data to inform decisions about enrollment.

In 2009 the College created an Office of Academic Assessment and Evaluation with one full time staff person and a graduate student intern (one each semester 2010-2011). The work of this office is described later in this report but primarily relates to academic program audits and assessment of student learning outcomes at the course, program and institutional level. This office also works collaboratively with the Office of Professional Development (created in 2008) and the College's Teaching Center to plan workshops and other offerings related to academic assessment.

Since 2005, the College's administrative and support service units undergo audits of their effectiveness. An oversight committee was created in 2010 to monitor and inform the process. A link to the site that includes a description of the model and executive summaries of the completed reports is available at: <http://www.ccp.edu/vpia/AdminAudit/>

A final source of institutional reports comes from the Office of Human Resources. That unit coordinated a College Engagement Study and a review of administrative positions since the 2004 self-study. Each College division has created activities to respond to the outcomes of the Engagement Study. Administrative position descriptions are being revised in response to the review of positions. The Engagement Study is available at:

<http://intranet.ccp.edu/HR/Engagement%20Survey%20Report.pdf>

The College's Institutional Effectiveness Plan was revised during 2010-2011. It was reviewed by the President's Cabinet (and College deans) in February 2011 and revised based on feedback. The plan is available at <http://www.ccp.edu/VPFIN-PL/ir/effectiveness/index.htm>

Office of Institutional Research (OIR)

A significant amount of data reports and research has supported the OIR assessment of institutional effectiveness. The information and evaluations have been both summative and formative and have included longitudinal and cross-sectional analyses. Effectiveness evaluations have been based on comparisons across time, across subgroups of students within the College, peer comparisons, and against benchmarks.

Each year the OIR provides a College-wide *Institutional Effectiveness Report* which serves as a report card for the College. This report contains a set of institutionally sanctioned performance indicators related to five areas of institutional effectiveness: 1) workforce development; 2) transfer preparation; 3) student persistence and academic achievement; 4) community outreach; 5) cost efficiency, resource usage and resource development. Effectiveness indicators are monitored over time in order to identify areas of strength and weakness. A subset of measures in this report serves as key performance indicators that are used by the College's Board to assess institutional effectiveness. The report is also used by all divisions of the College and subsets of the information are used as unit level dashboards or balanced scorecards. The 2011 report is available at: http://www.ccp.edu/VPFIN-PL/ir/ir_reports/ir_report_212.pdf

A set of performance measures has been developed and managed by the OIR to inform academic program assessments. These indicators include measures related to enrollment, student demographics, graduation rates, academic performance, persistence, program cost, and transfer and workforce development. Performance measures, which are presented as time series data for the most recent five fall and spring semesters, are updated annually for each of the academic programs at the College. The structure of this report allows academic program assessment across time and/or across peer programs for all academic programs offered at the College. This

information is used for academic program audits and, effective 2010-2011, is included in annual program reviews. By including the information in required program reviews, department faculty, administrators and staff are compelled to examine the information and to act on it on an annual basis. This information is available at:

<http://www.ccp.edu/VPFIN-PL/ir/effectiveness/index.htm>

In addition to providing information at the institutional and academic program level, assessment data is made available at the course level. Grade Distribution Reports, which are provided for each semester/term, contain various summaries of grades awarded in all credit courses defined in several ways: individual course and discipline summary; developmental level; course length; day/evening/weekend/internet course; and gatekeeper course summary. This information is reviewed by deans and department heads. Information from those reports has led to improvements in preparation for teaching online; improvements in online courses to meet *Quality Matters* standards; and individual faculty improvement plans. This information is available at: http://www.ccp.edu/VPFIN-PL/ir/grade_dist/index.htm

The Fact Book provides a comprehensive set of trend data describing institutional operating characteristics. This resource, along with the performance measures and the *Institutional Effectiveness Report*, provide a broad set of assessment information for the College as a whole and for academic programs. The *Fact Book* is available at: <http://www.ccp.edu/VPFIN-PL/factbook/factbook.htm>

The aforementioned reports are supplemented annually with two comparative reports that derive from the College's participation since 2006 in the National Community College Benchmarking Project (NCCBP). The CCP effectiveness data gathered through the NCCBP is compared with data at the national and state level and compared with a customized set of peer

institutions that share key characteristics with the College. Similarly, IPEDS information has been used as a source of peer information that has been used for inter-institutional comparisons.

The annual survey of graduates is an assessment strategy that has a long history at the College. The OIR also conducts a similar survey of non-graduating, former students approximately every three years. The results of these surveys are used extensively in assessment of effectiveness. They inform academic program audits and have been used to assess institutional progress related to planning objectives focused on strengthening the College's higher education partnerships; supporting workforce development in the City; improving the quality of student services and facilities; and assessing achievement of general education skills. Several reports on transfer and career outcomes; student progress along a variety of general education dimensions; and student satisfaction with in-class and out-of-class experiences, are issued annually by the IR office. See <http://www.ccp.edu/VPFIN-PL/ir/gradsurv/2008gradsurvey.pdf>

Participation in both the Community College Survey of Student Engagement (since 2007) and the Noel Levitz Survey of Student Satisfaction (since 2008) has provided valuable comparative assessment information related to both classroom and non-classroom student experiences. Several institutional research reports have summarized how the College stacks-up against its peers in the areas of inquiry represented in these surveys. In addition to discussing the reports at professional development sessions, the College's Office of Student Affairs and Office of Academic Affairs identify initiatives to address the findings of these reports.

As alternative strategies for instructional delivery are developed and implemented, they are assessed along several dimensions of effectiveness. In recent years, the OIR has issued several reports related to course length, class size and alternative delivery of developmental writing instruction. These reports have influenced the College's approach to these topics. For

example, based on the College's data on developmental education outcomes, we now provide free accelerated workshops for developmental writing and reading. Student outcomes are tracked each semester and the information has been used to modify program content.

Collaborative data exchanges with other higher education institutions have provided the opportunity to assess the effectiveness of the College's transfer function beyond student self-reported information. The information from these reports has been used to inform conversations with transfer institutions. Since the submission of the 2009 PRR, College administrators and/or faculty have met with counterparts from Temple University, Drexel University and LaSalle University.

Beyond the benefits that the College provides to the many individuals it serves is the economic impact that the College has on the City and the region as a whole. The IR office periodically documents some of the direct and indirect economic benefits that accrue to the City and to the State as a result of the College's educational programs and economic activities. In addition to issuing reports that highlight the economic outcomes of the College's operations as a whole, the OIR also compiles reports that document the impact of the College's Allied Health programs on the Philadelphia region and the impact of CCP's transfer function on Philadelphia-based baccalaureate degree granting colleges and universities. The College also participates in regionally-based economic impact studies that are designed and managed by external constituencies. Institutional research reports are available at: http://www.ccp.edu/VPFIN-PL/ir/irrep_on.htm

In addition to actively using Enrollment Statistics reports to monitor student registration activity, the Office of Student Affairs works collaboratively with the OIR to conduct evaluation research that focuses on the effectiveness of student support initiatives such as the Early Alert

Student Success initiative. The assessment plan for this student support has built in both formative and summative measures which are used by Student Affairs staff to manage and refine the initiative in light of outcome information. Similarly, the new student orientation strategies and the Freshman Orientation Seminar course continue to be monitored and adjusted based on student feedback and outcomes.

The OIR works with the directors of grant-funded special projects to develop assessment models that address the specific objectives of their projects. For example, one of the goals of the *Achieving the Dream* (ATD) initiative is to improve student success through the use of informed decision making; consequently the OIR has had a pivotal role in supporting the College's participation in this grant-funded project. Initial involvement included the identification of student groups who were not meeting with the same level of success as other students at the College. After the design and implementation of strategies that were designed to close the gaps in student performance, the OIR designed and implemented an assessment plan to provide information intended to evaluate the effectiveness of ATD strategies in reducing gaps in performance. Several ATD performance measures were developed and are monitored throughout the year to determine progress in improving student success. The OIR developed and has been maintaining a link on its website (available at <http://www.ccp.edu/VPFIN-PL/ir/index.htm>). To enhance communication with the rest of the College about ATD-related assessment information, the Office developed ATD Fact Sheets which are distributed to all College staff. The findings are discussed at every meeting of the ATD Core Team, which consists of representatives of multiple College constituencies, including the Board of Trustees, faculty, administration, alumni, students and the external community.

Administrative and Support Service Effectiveness

In 2004, the Middle States Commission on Higher Education encouraged the College to maintain mission-focused evaluations of the College's non-instructional organizational units, which include both administrative and support services. In response, the College's 2004-2008 Strategic Plan included a goal to systematically assess organizational unit effectiveness. The College undertook the present administrative audit process as a means of self-study to assist organizational units in becoming more effective, innovative and ensuring their mission, goals and objectives are aligned with the College's strategic priorities. The core of the administrative and support services audits include: Assessment of effectiveness in meeting the unit's mission—achievement of organizational unit goal and objectives; Contributions of the unit to the achievement of College wide Mission and Strategic Plan goals; Identification of critical issues facing the unit; Development of a multi-year plan to address critical issues confronting the administrative unit; External peer evaluation validation of the findings and recommendations. Members of the President's Cabinet identify approximately three units annually for audits. Organizational units are defined as a group of services performed or implemented by a specific group of employees with a common set of goals and objectives. Work teams consisting of organizational unit managers and representatives from key offices throughout the College help guide each unit's assessment process and help bring broader institutional perspectives to the audit process. In 2009-2010, after a five year cycle of audits was completed, a small work group conducted a review of the audit process. Refinements were made to the process, including the creation of an Administrative Audit Oversight Team. A list of completed audits and audits 'in-progress' are available at <http://www.ccp.edu/vpia/AdminAudit/>.

ASSESSMENT OF STUDENT LEARNING (STANDARD 14)

Overview

Since submission of the PRR in 2009, the College has created an Office of Academic Assessment and Evaluation. A person was identified to serve as the Director effective 2009. In 2010, graduate student interns (one each semester) have been hired to support the operation of the Office. In the June 2009 PRR, the College identified the creation of an assessment model to guide assessment of student learning outcomes. Since that time, the College has made progress implementing the model, using a three year cycle for implementation. The Office of Academic Assessment and Evaluation works with the Office of Professional Development and with the College's Teaching Center to help coordinate opportunities for professional development related to assessment. Assessment workshops and speakers have been part of the College's professional development opportunities since 2002.

Assessment of General Education/Core Competencies

The College's general education requirements were revised and became effective Fall 2009. The specific general education requirements are nested under seven core competencies: Effective Communication, Critical Thinking, Quantitative Reasoning, Scientific Reasoning, Information Literacy, Technological Competency, and Responsible Citizenship. The Office of Academic Assessment and Evaluation is responsible for collecting the general education/core competency outcomes data. The Office of Institutional Research, however, also contributes to the review. Since the 2009 PRR, the Office of Institutional Research has provided three reports on general education outcomes based on CCSSE data and one report based on student grades in courses associated with critical thinking skills.

Academic Department Heads serve as a General Education/Core Competency oversight group. Department Heads review results of the assessments and make decisions about follow-up based on the data. Between hearing the results and making a decision, Department Heads have time to discuss the data with department faculty. Appendix C shows the status of the assessment of the College's current general education/core competencies. As indicated in the table in Appendix C, the College is on schedule in reviewing general education/core competency outcomes and responding to the data to improve teaching and learning. In 2009-2010 two core competencies, Information Literacy and Critical Thinking, were assessed. Results were presented to Department Heads. Department Heads reviewed the results and decided that, based on the outcomes on the Information Literacy assessments, English 102 should be revised to enhance student learning (according to the College's General Education requirements, skills in information literacy are acquired in English 102 which is a required course in all curricula). English 102 was revised according to College processes. The revised version will be offered Fall 2011. Information Literacy skills will be reassessed during 2012-2013. On the other hand, Department Heads were not satisfied with the assessment of critical thinking. The Office of Academic Assessment and Evaluation was asked to present alternative modes of assessment, including standardized assessment for consideration. In the meantime, based on a faculty survey that included information on teaching strategies faculty currently use and strategies faculty want to learn more about, two interactive workshops on critical thinking by an external expert were offered in January 2011. In addition, a faculty learning community on critical thinking was established through the College Teaching Center. Critical Thinking will be reassessed with a new assessment tool. During 2010-2011, assessments on two additional competencies, Responsible Citizenship and Effective Communication, are being completed and results will be presented to

Department Heads Fall 2011. The assessment of all competencies will be completed at least once by 2011-2012.

Assessment at the Program Level

There are three types of assessment at the program level: academic program audits; annual academic program review; assessment of program student learning outcomes. Every five years, each academic degree and academic certificate program undergoes an academic program audit. The purposes of the academic program audit process are:

- To ensure curriculum relevancy
- To ensure student achievement goals, student enrollment goals, teaching and learning goals, and programmatic goals are achieved
- 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

As of Fall 2010, the audit model was revised to require a description of and results of assessments of student learning outcomes at the course and program level, as well as changes made based on the assessment results. Academic Program Audits during 2011-2012 will all include this information. Academic Program Audits are reviewed by Academic Deans, the Vice President for Academic Affairs and the Student Outcomes Committee of the Board of Trustees (SOC). The SOC makes a recommendation to the Board to continue or discontinue programs and may also require follow-up reports.

Also as of Fall 2010, the College adopted a new format for review of programs that have an external accreditation or re-approval process. The Modified Program Audit aligns our internal

process with external standards. It requires all programs that complete the Modified Program Audit to do so within a year of receipt of notification of reaccreditation/re-approval and to provide information on identified minimum College information in addition to providing their self study findings and results. The first academic program audit to complete a modified audit is the Paralegal Studies program (Spring 2011).

The Vice President tracks follow up on audit recommendations. The following information about academic program audits is available at http://www.ccp.edu/site/about/assessment_evaluation/academic_program_audits.php:

Program Audit Guidelines; Modified Program Audit Guidelines; academic program audit schedule for 2010-2011; proposed five year audit cycle; samples of completed audits.

Most program faculty engage in program review more frequently than every five years. In the last five years, more than 50 curricula were revised with eight programs being eliminated. To encourage all program faculty to review data more frequently than every five years, in 2008-2009, Academic Affairs created a tool (the Quality/Viability Indicators, or QVI) for annual program review. The QVI was reviewed by Department Heads (and Department Faculty). Three programs (i.e., Automotive Technology, Paralegal Studies, and Medical Assisting) agreed to pilot the QVI in 2009-2010. Feedback from the Department Heads and from the programs that piloted the QVI was used to revise the QVI (available in Appendix C at <http://www.ccp.edu/vpacaff/AMP-2010-2013-50710.pdf>). Effective 2010-2011, each year each academic program is required to complete the QVI. Thus, by June 2011, all programs will submit the required information on programs.

As of Fall 2010, each program also has identified student learning outcomes at the program level and each program has a plan for assessment of program level outcomes. The

assessment of program outcomes may be staggered on a five year cycle so that not all program outcomes are assessed in a given year, but insuring that each program outcome is assessed once during the 5-year program audit cycle.

Program development is coordinated by the College's Curriculum Facilitation Team. Program development documents include required statements of program level outcomes (http://faculty.ccp.edu/dept/cur_dev/templates.html). The documents also include a curriculum map that shows how program level outcomes are achieved in courses across the program. Since Fall 2010, 100% of programs have identified program level outcomes.

Course Level Assessment

There are two aspects to course level assessment, Chapter 335 required assessment and assessment of student learning outcomes. It is a Pennsylvania state requirement (Chapter 335) that all courses be evaluated on a five year cycle, using specific criteria determined by the State. The criteria require departments to review course data and to identify an action plan for required changes. Chapter 335 documentation is completed by Department Heads based on a department review of course information. The Chapter 335 documentation must be approved by the appropriate division Dean and then by the Vice President for Academic Affairs. The documentation is maintained by the College's Curriculum Facilitation Team (CFT). Information on compliance is updated regularly and Academic Affairs Deans and the Vice President for Academic Affairs get reports on the status of the Chapter 335 documentation. In March 2011, 76% of courses were in compliance with Chapter 335 reporting requirements for Spring 2011. Departments are notified if they are missing Chapter 335 documentation. If course compliance is not brought up to date within a semester, the College administration has, in the past, not

allowed courses to be offered until they are in compliance. Thus the College ensures that courses that are offered at the College meet state requirements.

In 2010, the Chapter 335 document was modified to include a requirement to report on the student learning outcome data at the course level that is being used as the basis for any follow up action plan. Each department is required to identify the student learning outcomes for each course and is required to have an assessment plan to ensure that course learning outcomes are being measured and used for decision-making. Plans must include assessment of at least 20% of outcomes per year so that on a five year cycle, all student learning outcomes have been assessed. Thus, the College has aligned student learning outcome assessment with a process that is already required by the State and that requires review every five years.

As of March 2011, 99% of courses have course level student learning outcomes and 100% of courses scheduled for Fall 2011 have course level student learning outcomes (courses that do not have identified student learning outcomes are not allowed on the schedule).

When courses are developed or revised, course writers use a College approved course development model. The model is available at:

http://faculty.ccp.edu/dept/cur_dev/templates.html.

The course evaluation section of the course development/revision model was revised to require a description of the assessment tools and processes that will be/are used to evaluate the course and assess student learning outcomes. The curriculum development process is therefore closely linked to the assessment process at the course level. As courses are revised or developed, student learning outcomes and their plan for assessment can now be included in official course documents.

Summary of the Academic Assessment Plan

- Each year, each program completes an Annual Program Review, using data from the Quality/Viability Indicators rubric. This ensures that programs are gathering information annually that will be used for the audit required every five years.
- Every five years, each academic course is assessed using the required Chapter 335 documentation form and all student learning outcomes are assessed.
- Every five years, degree and certificate programs undergo an academic program audit.
- Each program outcome is assessed at least once during the 5-year program audit cycle.
- Courses that meet a General Education requirement are mapped/aligned to the relevant core competencies and become part of the assessment of core competencies.
- Each core competency is assessed at least once every three years.

Appendix D provides an overview of the plan for assessment of outcomes at the course, program and general education/core competency levels.

SUMMARY

The College has made progress in addressing Standards 7 and 14 since the PRR in 2009, including progress in creating a culture of evidence. Assessment is a topic for every professional development week during fall and spring semesters. Workshops and webinars are offered throughout the year. Highlights of the College efforts include:

- Additional full time staff were hired to support assessment efforts
- Institutional research on effectiveness informs College planning and budgeting
- College research is available online

- Since 2009, the College has an Office of Academic Assessment and Evaluation in addition to an Office of Institutional Research
- An administrative and support service assessment process was created in 2004, and reviewed and revised in 2010.
- A revised Institutional Assessment Plan was completed in 2011.
- An academic assessment model was completed in 2008 and is being implemented as of 2009.
- Academic assessment is integrated with existing processes such as state-required Chapter 335 documentation; curriculum development; academic audits.
- An annual program review process was created (2008), piloted, (2009) revised (2010) and is being fully implemented 2011
- Professional development for faculty is provided every year in multiple formats and multiple times

APPENDIX A

CABINET REVIEW OF COLLEGE RESEARCH REPORTS (SPRING 2010-FALL 2010)

Cabinet Meeting Date	Reports Reviewed	Action(s)	Responsible Area	Comments
2/22/10	IR 179 – Level 1 Writing Workshop Outcomes	Increase workshops based on improved outcomes	VPAA	Writing workshops increased; added reading workshops Spring 2011; data provided March 2011
4/5/10	Engagement Survey	Increase unit level engagement to improve outcomes	All divisions	Follow-up reports provided Spring 2011
5/24/10	IR 199 – Institutional Effectiveness	See below for In Brief 181		
5/24/10	In Brief 181 – Institutional Effectiveness Scorecard Changes Over the Last Year	Identify target areas for improvement by division	All divisions	Included in area goals
6/7/10	Administrative Audit Process & Procedures	Proposed revision based on feedback	VP HR	Process revised and new 5 year cycle implemented
9/27/10	IR 201 - CCP Transfer Admissions Outcomes at Temple U.	Outcomes are positive, no immediate action		Continue to engage Temple in conversations
9/27/10	IR 203 - CCP Transfers to Drexel U: Who are they and how are they doing?	Outcomes are positive, no immediate action	VPAA	Use for conversation about Drexel proposed changes to articulation
9/27/10	In Brief 182 - Transfer Outcomes at LaSalle Fall 2007-Spring 2009	Follow up with LaSalle about changes in outcomes	VPAA	Meeting of administrators and faculty, CCP & LaSalle with follow up on ideas Fall 2010
9/27/10	In Brief 183 - Transfer Outcomes at Kaplan, 2007-2009	No immediate follow up required		

APPENDIX B

PRESIDENT'S CABINET RETREAT ON ENROLLMENT (FEBRUARY 2011)

Step 1. Before the retreat, Cabinet members review the following Institutional Research (IR) documents:

IR 199 Institutional Effectiveness Report. (March 2010) - See pages 14-32.

IR 200A Noel-Levitz Student Satisfaction with Student Services, Academic Services, and Campus Climate. (May 2010)

IR 200B Student Satisfaction with Student Services, Academic Services and Campus Climate. (June 2010)

IR 208 National Community College Benchmark Project. National and Statewide Comparisons. (November 2010) - See market share and persistence data sections.

IR 209 National Community College Benchmark Project: Peer Institution Comparison. (November 2010) - See market share and persistence data sections.

IR 174 Remediation Needs of Recent High School Graduates (December 2008)

IR 178 CCP Student Persistence Patterns Based on Philadelphia High School (October 2009)

IR 181 Institutional Effectiveness Scorecard Changes Over the Last Year (May 2010)

ACHIEVING THE DREAM FACT SHEETS

Fact Sheet 20 - Fall 2008 to Fall 2009 Student Persistence (November 2009)

Fact Sheet 22 - Fall 2009 to Fall 2010 Student Persistence (October 2010)

COLLEGE FACT BOOK

PART A – Enrollment Trends

PART G - Student Academic Performance and Persistence Patterns

Step 2. At the retreat, Cabinet members agree on the most important facts from the data (16 key facts identified)

Step 3. At the retreat Cabinet members agree on “driving forces”

Step 4. At the retreat, Cabinet members identify ideas for recruitment and retention

Step 5. Next steps – creation of an action plan for 2011-2012 (March/April 2011)

APPENDIX C

ASSESSMENT OF GENERAL EDUCATION/CORE COMPETENCIES (SPRING 2011 UPDATE)

Competency	Measurement Date	Tool (s)	Outcome(s)	Follow-up
Information Literacy	2009-2010	<ol style="list-style-type: none"> 1. SAILS 2. CCP Rubric 3. Spring 2009 grade distribution 	<ol style="list-style-type: none"> 1. Poorer performance than other 2 yr on SAILS 2. 23%-41% (Fall 2009) & 19%-32% (Spring 2010) below competency on items on CCP rubric 3. Lowest core competency performance in ENGL 102 (IR#195) 	<ol style="list-style-type: none"> 1. Revision of ENGL 102 to increase emphasis on information literacy skills (Completed spring 2011) 2. Re-assessment will be 2012-2013
Critical Thinking	2009-2010	<ol style="list-style-type: none"> 1. CCP rubric 2. Spring 2009 grade distribution 3. CCSSE 	<ol style="list-style-type: none"> 1. 17%-48% below competency on items on rubric 2. 73.2% success in courses that emphasize critical thinking (IR#195) 3. Graduates significantly support CCP impact on critical thinking skills & critical thinking area of greatest benefit (IR#204); some decline 2007-2009 IR#191) 	<ol style="list-style-type: none"> 1. Dissatisfaction with rubric; considering standardized assessment tool. 2. Reconsideration of courses that support critical thinking based on identified student outcomes 3. Professional Development for faculty Spring 2011. Faculty survey showed faculty interest greatest in this topic.
Responsible Citizenship	2010-2011	<ol style="list-style-type: none"> 1. CCP rubric 2. Student Survey 3. CCSSE 	To be reported Spring 2011/Fall 2011	
Effective Communication	2010-2011	<ol style="list-style-type: none"> 1. CCP rubric 	To be reported Spring 2011/Fall 2011	
Technological Competence	2011-2012	<ol style="list-style-type: none"> 1. CCP rubric 	To be reported Spring 2012/Fall 2012	
Quantitative Reasoning	2011-2012	<ol style="list-style-type: none"> 1. CCP rubric 	To be reported Spring 2012/Fall 2012	
Scientific Reasoning	2011-2012	<ol style="list-style-type: none"> 1. CCP rubric 	To be reported Spring 2012/Fall 2012	

APPENDIX D

COURSE, PROGRAM, GENERAL EDUCATION/CORE COMPETENCY PLAN

Activity	Deadline	Responsible	Completion
Assessment of Information Literacy Assessment of Critical Thinking	June 2010	OAAE	X
Review of Information Literacy data Review of Critical Thinking data	October 2010	Dept Heads	X
Action re Information Literacy Action re Critical Thinking	December 2010	Dept Heads	X
335 document revised to include SLOs	December 2010	CFT	X
Modified audit process approved	December 2010	OAAE	X
CFT course documents revised to require SLOs & Assessment plans	June 2011	CFT	X
100% approved course SLO plans	June 2011	Dept Heads Deans	
QVIs (2010-2011) completed	June 2011	Dept Heads Deans	
2010-2011 audits completed	June 2011	OAAE	
Assessment of Effective Communication Assessment of Responsible Citizenship	June 2011	OAAE	X
Review of Effective Communication data Review of Responsible Citizenship data	October 2011	Dept Heads	
Action re Effective Communication Action re Responsible Citizenship	December 2011	Dept Heads	
Realign Gen Ed courses with Core Competencies based on new SLOs	December 2011	OAAE	
Fall 2011 335 documents include Minimum 20% SLOs assessed & action	December 2011	CFT, Dept Heads, Deans	
2011-2012 audits completed	June 2012	OAAE	
Spring 2012 335 documents include Minimum 20% SLOs assessed & action	June 2012	CFT, Dept Heads,Deans	
QVIs (2011-2012) completed	June 2012	Dept Heads	
Assessment of Quantitative Reasoning Assessment of Scientific Reasoning Assessment of Technological Competency	June 2012	OAAE	
Review of Quantitative Reasoning data Review of Scientific Reasoning data Review of Technological Competency data	October 2012	Dept Heads	

Activity	Deadline	Responsible	Completion
Fall 2012 335 documents include Minimum 40% SLOs assessed & action	December 2012	CFT, Dept Heads,Deans	
Action re Quantitative Reasoning data Action re Scientific Reasoning data Review of Technological Competency data	December 2012	Dept Heads	
Spring 2013 335 documents include Minimum 40% SLOs assessed & action	June 2013	CFT, Dept Heads,Deans	
QVIs 2012-2013 completed	June 2013	Dept Heads	
Audits 2012-2013 completed	June 2013	OAAE	
Assessment of Information Literacy Assessment of Critical Thinking	June 2013	OAAE	
Review of Information Literacy data Review of Critical Thinking data	October 2013	Dept Heads	
Action re Information Literacy Action re Critical Thinking	December 2013	Dept heads	
Fall 2013 335 documents include Minimum 60% SLOs assessed & action	December 2013	CFT, Dept Heads,Deans	
Spring 2014 335 documents include Minimum 60% SLOs assessed & action	June 2014	CFT, Dept Heads,Deans	
QVIs 2013-2014 completed	June 2014	Dept heads	
Audits 2013-2014 completed	June 2014	OAAE	
Assessment of Effective Communication Assessment of Responsible Citizenship	June 2004	OAAE	
Review of Effective Communication data Review of Responsible Citizenship data	October 2014	Dept heads	
Action re Effective Communication Action re Responsible Citizenship	December 2014	Dept heads	
Fall 2014 335 documents include Minimum 80% SLOs assessed & action	December 2014	CFT, Dept Heads,Deans	
Spring 2015 335 documents include Minimum 80% SLOs assessed & action	June 2015	CFT, Dept Heads,Deans	
QVIs 2014-2015 completed	June 2015	Dept heads	
Audits 2014-2015 completed	June 2015	OAAE	
Assessment of Quantitative Reasoning Assessment of Scientific Reasoning Assessment of Technological Competency	June 2015	OAAE	
Review of Quantitative Reasoning data Review of Scientific Reasoning data Review of Technological Competency data	October 2015	Dept Heads	
Action re Quantitative Reasoning data Action re Scientific Reasoning data Review of Technological Competency data	December 2015	Dept Heads	