

Community College *of* Philadelphia

The Path to Possibilities™

Community College of Philadelphia

Self-Study Design

May 2012

In Preparation for Spring 2014 Reaccreditation

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I. Institutional Overview

About the College

Community College of Philadelphia is the largest public institution of higher education in the City. Since 1965, the College has served over 630,000 students seeking associate's degrees, certificates, improved workplace skills and lifelong learning. Many of the College's degree students transfer to four-year institutions while others seek employment in the Philadelphia region. Over 90 percent of the College's graduates remain in the area and seek employment, strengthening our local economy and workforce. Local businesses look to the College to provide workplace training to keep their workers skilled and their companies competitive.

College Facts

Student Body

Enrollment (2010-2011) academic year:

- Approximately 37,658 students taking credit and noncredit courses.
- Approximately 16,088 full-time equivalent students.
- Approximately 29,034 students enrolled in credit classes.

Student Characteristics

- More than half (52%) are 25 or older and the median age is 26.
- There are more women (66%) than men.
- There are diverse groups of students:
 - African-American 55.2%
 - White 26.6%
 - Latino 9.1%
 - Asian/Pacific Islander 8.5%
 - Native American 0.6%
- More than half (59%) are enrolled in transfer or liberal arts programs; 16% are enrolled in career programs; 25% are enrolled in noncredit, continuing education coursework.

Faculty and Staff

- 418 full-time faculty
- 757 part-time faculty
- 479 administrative and support staff

Academic Offerings

- More than 70 degree and certificate programs in Business, Humanities, Health, Science, Technology, and the Social and Behavioral Sciences.
- Day, evening and weekend classes for full-time and part-time students. Credit and noncredit courses at the Main Campus, three Regional Centers and numerous neighborhood and corporate locations.
- Online and hybrid courses.
- Customized courses for business and industry.

- Comprehensive academic support services and programs, services for students with disabilities and other support services available.

Degrees Granted

- Associate in Arts (A.A.)
- Associate in Science (A.S.)
- Associate in Applied Science (A.A.S.)

2011-2012 Budget

- \$141.2 million
- (\$126.8 operating; \$14.4 capital)

Financial Aid

Approximately 72% of full-time students and 62% of all students receive some type of financial aid.

Funding

Operating costs are shared among the students, City and the Commonwealth. Capital costs are funded by the City and the Commonwealth.

Educational Impact

Nearly three-quarters of graduates in transfer programs continue on to four-year institutions.

The College is ranked #12 nationally in the number of associate's degrees awarded to African-American students (U.S. Department of Education).

Economic Impact 2010-2011

- \$78,167,782 annual payroll
- \$3,038,953 in wage tax
- \$54,077,041 in expenditures for goods and services
- \$100,211,305 in federal and state revenues
- The College receives \$3.93 of federal and state revenue for every dollar of city revenue it receives.
- 80.7% of recent College graduates who were working at a job eight months after graduating from the College were employed in the city.

Mission, Vision and Values

Mission Statement

Community College of Philadelphia is an open-admission, associate-degree-granting institution which provides access to higher education for all who may benefit. Its programs of study in the liberal arts and sciences, career technologies, and basic academic skills provide a coherent foundation for college transfer, employment, and life-long learning. The College serves Philadelphia by preparing its students to be informed and concerned citizens, active participants in the cultural life of the city, and enabled to meet the changing needs of business, industry and

the professions. To help address broad economic, cultural and political concerns in the city and beyond, the College draws together students from a wide range of ages and backgrounds and seeks to provide the programs and support they need to achieve their goals. Community College of Philadelphia seeks to create a caring environment which is intellectually and culturally dynamic and encourages all students to achieve:

- Greater insight into their strengths, needs, and aspirations, and greater appreciation of their own cultural background and experience;
- Increased awareness and appreciation of a diverse world where all are interdependent;
- Heightened curiosity and active interest in intellectual questions and social issues;
- Improved ability to pursue paths of inquiry, to interpret and evaluate what is discovered, and to express reactions effectively;
- Self-fulfillment based on service to others, preparation for future work and study, and enjoyment of present challenges and accomplishments.

Vision

To serve Philadelphia as a premier learning institution where student success exemplifies the strength of a diverse, urban community college.

Vision Ideals

- A college environment that values and supports a culturally diverse and intellectually dynamic community and prepares students for global citizenship.
- Respected liberal arts and transfer programs that facilitate student preparation for the baccalaureate experience.
- Superior career programs that prepare students to meet current and evolving labor market needs.
- Innovative developmental and literacy programs that prepare students for more advanced educational and training opportunities.
- Agile programs that meet the needs of employers and emergent workforce development initiatives.
- Responsive continuing adult and community education programs that enhance and encourage individual growth and development.
- An engaged and excellent faculty, staff and administration that enable students to meet their full potential.
- A teaching and learning environment that exemplifies ongoing and productive communication and collaboration across the institution.
- Strong and mutually beneficial partnerships with public and parochial schools, community organizations and governmental agencies that model effective community-based educational programs.
- State-of-the-art technology employed to enhance teaching and learning.
- Accessible and affordable education designed to optimize opportunities for student participation.
- A supportive learning community that uses learning outcomes to measure success and guide innovative curricular and program improvements to meet individual and group needs.

Core Values

Integrity

The College places fairness and honesty at the center of all of its policies and operations. We uphold the highest ethical standards in striving for academic and professional integrity in all that we do. We strive to be both responsible and responsive in utilizing resources to meet student and community needs.

Academic Excellence

The College sets, expects, and maintains high educational standards consistent with the needs of the students, region, and changing workforce. Our faculty and staff are committed to providing high-quality, innovative, and flexible educational opportunities and services in an accessible student-centered environment.

Diversity

The College embraces and understands the importance of providing an education and environment that promotes the uniqueness of students, faculty, staff, and the communities that we serve. We affirm that diversity is crucial to a democratic society, as it enriches the educational experience and celebrates differences among individuals.

Commitment to Teaching and Learning

The College functions as a learning organization, continually adapting, improving, and evaluating its services to promote life-long intellectual and personal development. We believe that learning is rooted in both curiosity and inquiry, and is engendered by dedicated, creative, and enthusiastic teaching utilizing appropriate and optimal modes of delivery. Technology supports and serves the learning process.

Communication

The College is committed to effective, open, and proactive communication. We take responsibility to listen, speak, and write clearly to inform others and foster collaboration by using and respecting a matrix of communication channels. Collaborative partnerships are strengthened when communication is ongoing and productive.

Respect

The College promotes respect, civility, and courtesy in our day-to-day interactions with others. We seek to instill respect for and appreciation of members of the College community, our facilities, our environment, our community, and the institution in which we work.

Strategic Planning

The College's Strategic Plan for 2008-2012 lists the following three strategic directions.

I. Enhancing quality and accountability through improved organizational unit effectiveness; better program, course and classroom assessments; strengthened general

education; achieving parity in student outcomes; and responding effectively to external accountability expectations

II. Ensuring effective enrollment management by improving the College's image; enhancing marketing efforts; strengthening recruitment and retention of students; and expanding program delivery services

III. Restructuring for the future through strengthened partnership efforts with the city and the state; changing programs and services to meet emerging needs; building organizational staff capacity; and ensuring responsive financial planning and management

All other College plans mentioned in this document are linked to the 2008-2012 Strategic Plan. Updates on progress towards the strategic directions are provided annually. The Strategic Plan for 2013-2017 is currently under development.

Innovations and Developments at the College since 2004

In the past decade the College has demonstrated its commitment to its mission, vision, values and strategic directions through several innovative and noteworthy developments. These developments are characterized by growth in academic initiatives, student support, planning and infrastructure, and community/workforce initiatives.

Academic Initiatives

- The College created three academic centers as a way to pursue opportunities that will move programs to a higher level of student achievement, build closer ties with communities, and affect the economic and social life of the City and its residents. (Strategic Directions I and III)
 - The Fox Rothschild Center for Law and Society, the recipient of several awards, has initiated numerous programs which involve more than 4,000 participants annually. Programs include “Law and Society Week,” deliberative polling and a prison offender re-entry support project.
 - The Center for International Understanding, through a series of Title VI and other government and private foundation funding, provided support for initiatives in the humanities, business and Study Abroad. Study Abroad, which promotes knowledge of world cultures leading to the celebration of diversity, has significantly expanded the range of areas for study. Students and faculty have participated in study abroad experiences in countries including Turkey, China, India, Ghana, and Peru.
 - The Center for Science and Engineering Education enhances opportunities for student success in the sciences and increases the diversity of those pursuing science careers. The Center sponsors “College Connection for Science and Engineering Technology” where Philadelphia high school students come to the

College to perform laboratory experiments that they are not able to do in their own schools.

- The College's General Education requirements underwent a major revision. The model chosen by the faculty requires students to take courses in major areas of learning and major academic approaches as well as courses in information literacy and technological competency. (Strategic Direction I)
- In response to workforce demands, new and innovative programs were added including Building Science, Computer Forensics, Health Services Management, and Sound Recording and Music Technology. (Strategic Directions II and III)
- In response to the research showing the importance of short-term credentials, the College created 20 stackable proficiency certificates (which require fewer than 30 credits) to create a path to employment and degrees. (Strategic Directions II and III)
- An Office of Academic Assessment and Evaluation was established to oversee assessment of student learning outcomes and educational program audits. (Strategic Direction I)

Student Support

- The College participated in the *Achieving the Dream* initiative and was awarded Leader College Status for its progress on student retention. (Strategic Direction I)
- An Early Alert system was initiated to increase student success and persistence by providing timely and appropriate interventions and support. Early in the semester, faculty identify students who exhibit specific indicators that may jeopardize academic progress. Students are notified and provided with targeted support options to address potential barriers to success. (Strategic Directions I and II)
- Recently, the United States Department of Education's Predominantly Black Institutions (PBI) program awarded the College a multi-year grant of \$2.4 million to enhance the educational success of African-American males. With an initial \$600,000 PBI grant in 2009, the College created a Center for Male Engagement (CME) which provides a variety of supports such as coaching, life-skills workshops, cultural enrichment activities and financial assistance. With the recent funding, the CME will strengthen and expand its programs. (Strategic Directions I and II)
- The College received a \$500,000 private grant from the Open Society Foundations. With this grant, the College created "Project Achieve," a program that works with a diverse population of African-American males, including veterans and older adults returning to college, and engages their families as collaborators in their academic success. (Strategic Directions I and II)

- The number of dual admission agreements with four-year transfer institutions nearly doubled. Dual admission provides guaranteed acceptance and scholarships to eligible students. (Strategic Directions II and III)
- The College partnered with Bucknell University and four other community colleges to support the enrollment of high-achieving community college students in a six-week Summer Scholars Program with the option of applying for transfer to Bucknell. The program is in its sixth year. (Strategic Directions II and III)

Planning, Growth and Development

- The Community College of Philadelphia Foundation exceeded the \$10 million goal for its first capital campaign, *Expanding Possibilities: The Campaign for Community College of Philadelphia*. (Strategic Directions II and III)
- Multiple College Plans linked to the College's Strategic Plan were created, including an Academic Master Plan, an Enrollment Management Plan, a Diversity Plan, a Technology Plan, and a Marketing Plan. (Strategic Direction I)
- The College completed over \$90 million dollars worth of campus expansion and redesign projects which address the following goals: create campus environments which promote student engagement; allow new instructional programs to be accommodated; provide a technology infrastructure that will fully accommodate current and projected future uses of technology for administrative and instructional purposes; and reflect the College's growing commitment to responsible stewardship of environmental resources. Two of the new buildings earned gold LEED certification. (Strategic Directions II and III)
- An Office of Professional Development was established to improve and sustain the professional growth of all employees through collegially planned learning opportunities that support the institution's strategic goals. (Strategic Direction I)
- The College completed the comprehensive redesign of business processes and full implementation of a college-wide Enterprise Resource Planning system (Banner SCT). The system integrates institutional data and processes across all functions, e.g., registration, financial aid, human resources, and finance. It also supports analysis of trends for the purpose of improving institutional performance. (Strategic Directions I and II)

Community and Workforce Initiatives

- The My Degree Now Program was established to provide Philadelphia residents who have 30 or more college credits the opportunity to earn an associate's degree without incurring tuition or fees. (Strategic Directions II and III)
- With a \$300,000 start-up grant from the Gateway National Network, the College established Gateway to College, an innovative program for School District of

Philadelphia students, ages 16-20, who have dropped out of school but have a desire to earn a diploma. At the same time, students are earning college credits toward an associate degree or certificate. (Strategic Directions II and III)

- The College partnered with the Inside-Out Prison Exchange Program and the Philadelphia Prison System to provide college classes at a minimum-security prison in North Philadelphia. The Inside-Out program works on the hypothesis that incarcerated men and women and college students might mutually benefit from studying together as peers. (Strategic Directions II and III)
- CCPTV, the College's Public, Educational, and Governmental Access Channel, was enhanced to offer more than 8 hours per day of unduplicated quality educational programming including language programs, documentaries, workshops and special features. CCPTV airs regional and national programs, as well as locally produced shows, created by a wide and rich array of the College's faculty, staff and students. (Strategic Direction II)
- The College hosted U.S. Department of Education Secretary Arne Duncan and U.S. Department of Labor Secretary Hilda Solis and more than 200 representatives from government, business, higher education, nonprofit and philanthropic organizations who participated in the first U.S. Department of Education Regional Community College Summit. A follow-up to a national summit hosted at the White House by Second Lady Jill Biden, the regional summit was the first of four to be held across the country. (Strategic Directions II and III)
- A \$20 million federal grant was awarded to all 14 of Pennsylvania's community colleges to retrain laid-off workers for jobs in the high-demand fields of energy, health care and advanced manufacturing. Community College of Philadelphia is the administrative lead college for the grant. (Strategic Directions II and III)
- The College received four grants totaling \$662,831 from the United States Department of Education to support College initiatives in the humanities and Study Abroad and to strengthen international education needed to support the Philadelphia business community as it engages in increased international economic activity. (Strategic Directions II and III)

Hallmarks of Excellence

- Community College of Philadelphia has received numerous awards recognizing outstanding programs, faculty, staff and students. For example:
 - The College's Nursing Program has received, for the third time, recognition as a Center for Excellence in Nursing Education.
 - *The Vanguard* (student newspaper) received several Region 1 Mark of Excellence Awards for entries submitted in 2011-12. The newspaper also received several Keystone Press Awards in 2010-11.

- CCPTV received the League for Innovation in the Community College Innovation of the Year Award, 2010 and two Bronze International Telly Awards in 2011.
- The Center for Male Engagement received the League for Innovation in the Community College 2011 Innovation of the Year Award.
- The Fox Rothschild Center for Law and Society's *Wills for Heroes* program received the League for Innovation in the Community College 2012 Innovation of the Year Award. The Center itself received the League for Innovation in the Community College Innovation of the Year Award, 2008. In 2007, the Center was named as a finalist for the national Bellwether Award which is given in recognition of innovation at community colleges.
- The Study Abroad program earned the Andrew Heiskell Award Honorable Mention from the Institute of International Education (IIE), one of only three colleges in the country recognized in 2012 for "Internationalizing the Community College Campus."
- The Division of Marketing and Government Relations received several prestigious Education Advertising Awards, sponsored by the *Higher Education Marketing Report*, as well as numerous Medallion and Paragon awards from the National Council for Marketing and Public Relations (NCMPR), including four gold medallion awards.
- The College's Phi Theta Kappa "5 Star Chapter" has maintained the highest level of national standards from 2004-2011. Phi Theta Kappa is the international honor society for two-year colleges.
- In both 2011 and 2012, a CCP student was the recipient of the Jack Kent Cooke Foundation Scholarship which provides up to \$30,000 a year, for up to three years, to complete a bachelor's degree at a four-year institution.
- CCP sports teams were State Champions in four areas: Men's Basketball (2007, 2008, 2010), Men's Cross Country (2006, 2007, 2009), Women's Cross Country (2006-2011), Team Tennis (2005, 2007).
- Faculty and staff have been the recipients of multiple awards from organizations including the National Endowment of the Arts (NEA), the Association of Community Colleges and Trustees (ACCT), the Pew Center for Arts & Heritage, the MacDowell Fellowship, and the National Endowment for the Humanities (NEH).
 - A faculty member in the Photographic Imaging Department received the prestigious Pew Fellowship in the Arts in 2011, and was also selected as a MacDowell Fellow for the winter of 2012.
 - A faculty member in English was selected by NEH to be a participant in "Revolution to Republic," a Landmarks of American History and Culture Workshop, 2011.

- Another faculty member from the English Department was awarded a 2010 NEA Fellowship in Prose.
- In recent years, three faculty members have received regional or national faculty awards from ACCT.
- A staff member who is the current president of Alpha Beta Gamma (ABG) Eta Sigma chapter was elected National Student President for 2012-2013. ABG is an international business honor society for two-year college students.

II. Nature and Scope of Self-Study

Community College of Philadelphia has chosen to use the comprehensive model for its Self-Study. This model addresses all 14 Middle States accreditation standards. Since the last Self-Study, which used the selected topics model, the College has undergone significant changes. A comprehensive Self-Study will provide the best opportunity to engage multiple stakeholders in a rigorous examination of the impact of these changes across the institution. Further, a comprehensive Self-Study will allow the College to assess those areas where it is innovating and excelling, as well as areas which need improvement. The College's goal is to creatively approach challenges in an effort to better serve the community.

The 14 standards have been grouped to more readily present an integrated approach to addressing the fundamental elements and to emphasize the connections between standards. Seven Work Groups have been established to research and analyze the evidence for specific characteristics of excellence.

The seven Work Groups are as follows:

Standard 1 Work Group

Standard 1: Mission and Goals

Standards 2/3/7 Work Group

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Standard 7: Institutional Assessment

Standards 4/5/6 Work Group

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity

Standards 8/9 Work Group

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

Standard 10 Work Group
Standard 10: Faculty

Standards 11/13 Work Group
Standard 11: Educational Offerings
Standard 13: Related Educational Activities

Standards 12/14 Work Group
Standard 12: General Education
Standard 14: Assessment of Student Learning

A variety of activities will be used to collect and analyze data for the Self-Study. Both quantitative and qualitative data will be used to conduct a Self-Study that is analytical, forward thinking and evidence-based. The process will be dynamic and will involve a broad, diverse representation of all segments of the College community.

Work Groups will familiarize themselves with MSCHE resources, many of which can be found on the College's Self-Study website (www.ccp.edu/msche). Work Groups will review and analyze institutional documents, including the College's multiple plans (Strategic Plan, Academic Master Plan, Enrollment Management Plan, Facilities Plan, Technology Plan, Diversity Plan and Institutional Assessment Plan), past accreditation reports, Institutional Research reports, the *Annual Statistical Compendium*, annual budget reports, academic and administrative/service program audits and learning outcomes assessments. The charge for each Work Group includes a list of research questions and potential resources that can inform group study.

Individual and group interviews, including focus groups, will be used by some Work Groups to gather information related to their charge. Representatives from a variety of institutional constituencies, such as trustees, administrators, department heads, students, faculty and staff, will be included in the interview process.

If needed, surveys will be developed to gather information that is not presently available in other institutional sources. The Office of Institutional Research will work with the Steering Committee to develop and administer surveys and analyze the responses.

III. Intended Outcomes of the Self-Study

The Self-Study process affords the College a valuable and important opportunity to conduct a careful study and evaluation of its history, present status and future directions. The creation of the Self-Study document is important; however, its greater significance lies in the process of its creation that will enable the College to undertake extensive self reflection and assessment of its programs and services to determine how well they fulfill the College's mission and strategic goals.

The self-study will:

1. Reveal areas of strength and areas needing improvement, with a particular emphasis on student learning and success.
2. Generate recommendations to improve institutional effectiveness and outcomes and achieve strategic goals.
3. Demonstrate that Community College of Philadelphia meets or exceeds the Middle States Commission on Higher Education's standards for accreditation.

IV. Organizational Structure of the Steering Committee and Work Groups

The Steering Committee represents diverse institutional constituencies led by the Self-Study Co-Chairs. It is comprised of representatives from divisions across the College, the Board of Trustees, alumni, and the student body.

2014 Self-Study Steering Committee

Co-Chairs

Susan Tobia, Assistant Vice President for Academic Affairs
Pete Watkins, Assistant Professor, Psychology, Education and Human Services;
Coordinator, Curriculum Development

Membership

Joan Bush, Dean, Educational Support Services
Jane Grosset, Director, Institutional Research
Whitney Lopez, Alumna and former President of Phi Theta Kappa
Evette Moore, Alumna and Office Administrative Assistant, Liberal Studies
Charles Phy, President of Student Government Association, 2012-2013
James Roebuck, Board Trustee Member
Sharon Thompson, Associate Vice President for Academic Affairs and Dean, Liberal Studies
Wayne Wormley, Dean, Business and Technology

Work Group Co-Chairs

Osvil Acosta-Morales, Assistant Professor and Department Head, History,
Philosophy & Religious Studies
Laura Davidson, Assistant Professor, Allied Health
Kate Ferry, Administrator, Human Resources
Ronald Jackson, Dean of Students
Steve Jones, Assistant Professor, English/ESL and Co-President, Faculty Federation
Kalala Kabongo-Mianda, Assistant Professor, English/ESL
Allan Kobernick, Director, Multimedia Services
Gina MacKenzie, Assistant Professor, English
Marian McGorry, Assistant Dean, Business and Technology
Andrea Mengel, Professor, Nursing
Margaret Niven, Assistant Dean, Liberal Studies
Dawn Sinnott, Research Associate, Institutional Research

Carol Whitney, Manager, Student Affairs Operations
 Tammy Wooten, Assistant Professor, Chemistry

Ex Officio Members

Stephen M. Curtis, President
 Jody Bauer, Vice President for Information Technology and Chief Information Officer
 Judith Gay, Vice President for Academic Affairs
 Thomas Hawk, Vice President for Planning and Finance
 Samuel Hirsch, Vice President for Student Affairs

Staff

Josephine DiGregorio, Assistant to the President
 Loretta Masciantonio, Technical Craft Specialist, Office of the Vice President for Finance and Planning
 Deborah Polekoff, Technical Craft Specialist, Office of the Vice President for Academic Affairs

The Work Group structure was designed by grouping the 14 standards into seven groups. Some Work Group members were recruited to participate based on their specific experience or expertise. Some members were recruited to bring a fresh perspective. Other Work Group members volunteered. Work Group size was limited to facilitate cohesion, communication and accomplishment of the group's charge.

Each Work Group is co-chaired by one faculty member and one administrator. This model was chosen because it reflects the institution's shared governance structure. To maximize student involvement, students will be added to Work Groups following the Spring 2012 Student Government Association elections.

Work Group Co-Chairs, in consultation with the Self-Study Co-Chairs, will determine how each Work Group operates and functions. Periodic meetings of each Work Group will be held to encourage a process of critical inquiry balanced with uniformity of purpose.

Work Group Members

Member	Division	Role
Standard 1 Work Group		
Steve Jones (co-chair)	Liberal Studies	Faculty
Carol Whitney (co-chair)	Student Affairs	Administration
Vanessa Brown	Flexible Learning Options and Academic Technology	Classified Staff
Theresa Grady	Math, Science, Health Careers	Faculty
Miles Grosbard	Liberal Studies	Faculty
Yvonne King	Educational Support Services	Administration/ Adjunct Faculty
Joan Monroe	Educational Support Services	Faculty
Geoff Schulz	Math, Science, Health Careers	Faculty
Tarsha Scovens	Institutional Advancement	Administration

Standards 2/3/7 Work Group		
Andrea Mengel (co-chair)	Math, Science, Health Careers	Faculty
Dawn Sinnott (co-chair)	Finance/Planning	Administration/ Adjunct Faculty
Ellie Cunningham	Liberal Studies	Faculty
Chris Feiro	Liberal Studies	Faculty
Gim Lim	Student Affairs	Administration
Nikki Sarpolis	Marketing/Government Relations	Administration
Julie Simmons	Information Technology	Administration
Jim Spiewak	Finance/Planning	Administration
Brent Webber	Math, Science, Health Careers	Faculty
Wayne Williams	Business and Technology	Faculty
Standards 4/5/6 Work Group		
Osvil Acosta-Morales (co-chair)	Liberal Studies	Faculty
Allan Kobernick (co-chair)	Flexible Learning Options and Academic Technology	Administration/ Adjunct Faculty
Simon Brown	Office of President	Administration
Kimberley Goodman	Human Resources	Administration
Jamie Gusrang	Liberal Studies	Faculty
Sarah Iepson	Liberal Studies	Faculty
Kathy Mulray	Flexible Learning Options and Academic Technology	Administration
Faith Watson	Liberal Studies	Faculty
Jenavia Weaver	Student Affairs	Administration
Rasheed Williams	Finance/Planning	Classified Staff
Standards 8/9 Work Group		
Laura Davidson (co-chair)	Math, Science, Health Careers	Faculty
Ron Jackson (co-chair)	Student Affairs	Administration
Anthony Driggers	Flexible Learning Options and Academic Technology	Administration
Fred Dukes	Student Affairs	Faculty
Jamie Fell	Finance/Planning	Administration
Sandra Gonzalez-Torres	Educational Support Services	Administration/ Adjunct Faculty
Sandra Hernandez-Mejia	Student Affairs	Administration
Diane Kae	Student Affairs	Administration
Kristy Shuda McGuire	Math, Science, Health Careers	Faculty
Carl Moore	Student Affairs	Administration
Chris Murphy	Liberal Studies	Faculty
Cory Ng	Business and Technology	Faculty

Earl Weeks	Student Government	Student
Ted Wong	Educational Support Services	Faculty
Standard 10 Work Group		
Kate Ferry (co-chair)	Human Resources	Administration
Kalala Kabongo Mianda (co-chair)	Liberal Studies	Faculty
Brandee Allen	Division of Adult and Community Education	Administration
Patti Conroy	Institutional Advancement	Administration
Lisa Handler	Liberal Studies	Faculty
Michelle Myers	Educational Support Services	Faculty
Craig Nelson	Business and Technology	Faculty
Dominic Salerno	Math, Science, Health Careers	Faculty
Sandra Spicer Sharp	Liberal Studies	Faculty
Nichole Webster	Liberal Studies	Faculty
Standards 11/13 Work Group		
Gina MacKenzie (co-chair)	Liberal Studies	Faculty
Marian McGorry (co-chair)	Business and Technology	Administration/ Adjunct Faculty
Ruth Baker	Educational Support Services	Faculty
Warren Berman	Math, Science, Health Careers	Faculty
Kathryn Birster	Division of Adult and Community Education	Administration
Leo Freyre	Finance/Planning	Administration
Sandy Harrill	Educational Support Services	Administration
Janis Laurie	Business and Technology	Administration
Peter Margolis	Flexible Learning Options and Academic Technology	Administration/ Adjunct Faculty
Julie Odell	Liberal Studies	Faculty
Joel Tannenbaum	Liberal Studies	Faculty
Dave Watters	Student Affairs	Administration
Abbey Wexler	Division of Adult and Community Education	Administration/ Adjunct Faculty
Standards 12/14 Work Group		
Margaret Niven (co-chair)	Liberal Studies	Administration
Tammy Wooten (co-chair)	Math, Science, Health Careers	Faculty
Megan Fuller	Educational Support Services	Faculty
Linda Hibbs	Liberal Studies	Faculty
Viki Kellar	Liberal Studies	Faculty
Randy Libros	Math, Science, Health Careers	Faculty
John Moore	Academic Affairs	Administration

Dan Reed	Business and Technology	Faculty
Brian Renna	Math, Science, Health Careers	Faculty
Theresa Tsai	Student Affairs	Faculty

V. Steering Committee and Work Group Responsibilities

Responsibilities of Steering Committee

The Middle States Self-Study Steering Committee will provide leadership and assume responsibility for ensuring the quality of the Self-Study. The Steering Committee Co-Chairs, appointed by the President, will be responsible for coordinating and monitoring the activities of the Steering Committee and for the creation of a Self-Study document that will reflect the College's commitment to fulfilling its mission and goals. The Office of the President and the Offices of the Vice President for Academic Affairs and Vice President for Planning and Finance will provide support.

The responsibilities of the Steering Committee as a whole are:

- Review and approve Self-Study Work Group charges and study questions.
- Approve a timetable for the Self-Study process and assure the implementation of the timetable.
- Approve the Self-Study design.
- Ensure sufficient communication of progress on the Self-Study to the College community.
- Approve the final report.

Responsibilities of Work Group Co-Chairs and Members

The following is a list of responsibilities of Work Group co-chairs and members. This list is not exhaustive.

Work Group Co-Chairs

1. Set up meeting schedule and facilitate meetings.
2. Write, revise and edit (in collaboration with other Work Group members) documents produced by the Work Group.
3. Serve on the Steering Committee which provides leadership to the Self-Study process, including approval of:
 - a. Charges to Work Groups developed by Self-Study co-chairs
 - b. Self-Study questions
 - c. Self-Study design

- d. Final Self-Study report and other relevant documents for Self-Study process and team visit

Work Group Co-Chairs and Members

1. Refine research questions based on the fundamental elements of the standard(s) being studied.
2. Read documents prior to meetings.
3. Attend meetings and offer input and feedback.
4. Interview key personnel related to the area being studied.
5. Gather and analyze data related to the area being studied.
6. Maintain an inventory of documentation, including records of interviews, related to standard(s) being studied.
7. Produce outline, preliminary drafts and final drafts of Work Group's report by deadlines established (utilize established template and editorial style).

Work group members will primarily use existing evidence and resources, such as Institutional Research reports and the College's planning documents, in answering the questions below. When evidence is not available, Work Groups may need to gather data themselves, for example through surveys.

VI. Charges and Research Questions

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

The Charge to the Standard 1 Work Group is to gather and analyze evidence related to CCP's compliance with Standard 1. This Work Group will identify strengths, determine areas for improvement and suggest recommendations regarding the College's mission.

Specifically, the Standard 1 Work Group will answer the following research questions:

1. How do the College's mission and strategic goals guide the institution's decision-making related to planning, resource allocation, program and curriculum development, excellence in teaching, learning outcomes and institutional improvement?
2. What is the relationship between the College's vision and core values and its mission and strategic goals?
3. How and to what extent are the mission and strategic goals communicated to the institution's internal and external communities?

4. How does the institution determine that the strategic goals emanating from the mission are being met?
5. Analyze the process for monitoring, reviewing and evaluating the College's mission and strategic goals, vision and core values to ensure relevancy and adaptability. Who is involved and how are they involved? What are the opportunities for feedback?

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

The charge to the Standards 2/3/7 Work Group is to gather and analyze evidence related to CCP's compliance with Standards 2, 3 and 7. This Work Group will identify strengths, determine areas for improvement and suggest recommendations regarding planning, resource allocation, institutional renewal, institutional resources and institutional assessment.

Specifically, the Standards 2/3/7 Work Group will answer the following research questions:

Standard 2

1. To what extent does the planning process include clearly articulated written statements of strategic goals stated in observable terms with assigned responsibility for accountability?
2. How are various plans, including the Strategic Plan, Academic Master Plan, Enrollment Management Plan, Diversity Plan, Facilities Plan, Technology Plan, and Marketing Plan aligned with each other, aligned with the College mission and part of a cohesive planning process?
3. How do the plans mentioned above incorporate assessment results in the planning process and how are the results used to inform planning and resource allocation?
4. To what extent does the College ensure broad representation and participation in the planning process?

5. How has the College responded to recent external pressures including decreases in government support and increases in demands for accountability and transparency? How has the College prepared for the possibility of future decreases?
6. How effective have the College's efforts (e.g., grants and the capital campaign) been in augmenting institutional resources?

Standard 3

7. How does the College ensure that the policies for determining allocation of resources are clear and consistently applied?
8. How does the College ensure that its allocation approach provides adequate staffing to support its mission and strategic goals?
9. Provide evidence that the Facilities Plan ensures appropriate space and resources to accomplish the College's mission and meet evolving needs.
10. Provide evidence that the College's Technology Plan ensures that the institution stays current with emerging technology and uses technological resources effectively in instruction and student services.
11. What controls exist to ensure proper appropriation of and accounting for financial resources?
12. What do recent independent audits reveal about the institution? How has the College remedied any areas of concern identified in recent audits?
13. How are institutional assessment results used to inform planning and resource allocation?

Standard 7

14. Demonstrate that the College's institutional assessment process is:
 - systematic and sustained,
 - of sufficient quality that results can be used with confidence to inform decisions,
 - of sufficient simplicity, practicality, detail and ownership to be sustainable,
 - supported by appropriate investment of institutional resources.
15. How is the institutional assessment process used to monitor effectiveness in achieving mission and strategic goals?
16. How does the College's approach to institutional assessment make use of qualitative and quantitative evidence?
17. How are assessment results shared and discussed with appropriate constituents and used to inform decisions regarding planning, resource allocation and institutional renewal? What tangible changes have resulted from institutional assessment?

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

The Charge to the Standards 4/5/6 Work Group is to gather and analyze evidence related to CCP's compliance with Standards 4, 5 and 6. This Work Group will identify strengths, determine areas for improvement and suggest recommendations regarding leadership and governance, administration and integrity.

Specifically, the Standards 4/5/6 Work Group will answer the following research questions:

Standard 4

1. Evaluate the system of shared collegial governance, including policies and responsibilities. How is decision-making authority shared among various groups such as the Board, the Administration, and the Faculty? How are students and employees ensured a voice in the governance of the institution regarding policies that affect them?
2. Analyze the process for ongoing assessment of the effectiveness of the governance system, particularly its effectiveness in fulfilling the institution's mission and strategic goals. What are the results of recent assessment cycles in this area?
3. What mechanisms are in place to provide opportunities for communication and feedback among the governing bodies and various institutional groups?
4. What are the mechanisms for ensuring that members of the Board of Trustees represent the public interest, are free from conflicts of interest, and demonstrate the expertise to ensure the academic and fiscal integrity of the institution? Evaluate the process for ongoing assessment of the effectiveness of these mechanisms. What are the results of recent assessment cycles in this area?
5. What is the process for orienting new Board members?

6. How does the Board assess its progress in meeting stated objectives? How does it assess the effectiveness of institutional leadership and governance? What are the results of recent assessment cycles in these areas?
7. What role does the Board play in generating resources needed to sustain and improve the institution?

Standard 5

8. What are the mechanisms for ensuring that administrators have appropriate training, experience, and credentials? Evaluate the process for ongoing assessment of the effectiveness of these mechanisms. What are the results of recent assessment cycles in this area?
9. How does the administrative structure support the institution in achieving its mission and strategic goals? How does the administrative structure facilitate learning and scholarship/research?
10. What changes have been made in the administrative structure since the last Self-Study? What has been the impact of these changes?
11. Evaluate the process for ongoing assessment of the effectiveness of the administrative structure. What are the results of recent assessment cycles in this area?

Standard 6

12. Analyze policies and procedures for hiring, compensation, evaluation, promotion and dismissal of employees to determine if they are consistent, fair and transparent.
13. What processes does the institution have for promoting academic integrity, inquiry, intellectual freedom, diverse points of view, and protection of intellectual property? How are these processes applied to various groups such as the Board, the Administration, the Faculty, students, and employees?
14. What is the evidence that the policies and processes to address student grievances are published, widely available, fair and impartial?
15. How does the institution demonstrate honesty and integrity in its communications including marketing, admissions materials, and recruitment of students?
16. How does the institution provide access to information about its effectiveness (graduation, retention, certification/licensing pass rates) to prospective students?
17. What practices are in place for ensuring that students have access to institutional policies, program information and course availability to enable them to meet graduation goals in accordance with published program length?

18. How does the institution ensure that institutional changes regarding mission, strategic goals, programs and other material changes are disclosed with accuracy and timeliness to the institution's constituents and regulatory entities?
19. How does the institution monitor and assess the integrity of its policies, processes and practices? What are the results of ongoing assessment in this area?

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

The Charge to the Standards 8/9 Work Group is to gather and analyze evidence related to CCP's compliance with Standards 8 and 9. This Work Group will identify strengths, determine areas for improvement and suggest recommendations regarding student admissions, student retention and student support services.

Specifically, the Standards 8/9 Work Group will answer the following research questions:

Standard 8

1. How does the College ensure that recruitment and admissions practices reflect the mission and strategic goals of the institution?
2. How does the College ensure that institutional policies regarding placement testing, financial aid, program criteria for admission, transfer and prior learning are available to students?
3. How are data (e.g., retention) used to inform admissions and placement criteria?
4. What are the mechanisms for communicating to students the program and course outcomes associated with specific degree and certificate curricula?
5. How are lessons learned from retention studies and initiatives such as Early Alert used to improve academic, co-curricular and support programs/services?
6. How does the College determine whether the College's Enrollment Management Plan and Marketing Plan respond to changing needs of the City? How does the College assess whether enrollment projections align with financial projections to support institutional programs/services?
7. What collaborations has the College engaged in to address the needs of students with various levels of preparation? How does the College evaluate these collaborations?

8. How has the College used its participation in *Achieving the Dream* and its utilization of surveys such as CCSSE and Noel Levitz to better assist students in accomplishing their goals?

Standard 9

9. What strategies are used to determine appropriate support services for a diverse student body, consistent with institutional mission and learning expectations? How is availability of these services communicated to students? How does the College ensure that support services are accessible at all locations, including virtual ones?
10. How does the institution determine if there is a qualified student support staff to provide appropriate, equitable and caring service to address the varied needs of students such as those involving academic policies, personal issues and career directions?
11. What evidence exists that the institution's co-curricular activities (e.g., athletics) contribute to student development and academic success?
12. What policies and procedures are in place for securing student records and information and how are these policies/procedures communicated to students, faculty and staff?
13. How does the institution consistently measure the effectiveness of the support services (e.g., advising, tutoring, coaching through the Center for Male Engagement) in place to improve student retention and achievement of academic goals? How are the results of assessment utilized for improvement?

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

The charge to the Standard 10 Work Group is to gather and analyze evidence related to CCP's compliance with Standard 10. This Work Group will identify strengths, determine areas for improvement and suggest recommendations regarding faculty.

Specifically, the Standard 10 Work Group will answer the following research questions:

1. How does the College ensure that faculty have appropriate training, experience and credentials and how is this periodically assessed?
2. What evidence exists that faculty and other professionals demonstrate excellence in teaching and other activities?
3. What role do faculty play in designing, maintaining, updating, assessing and improving educational offerings and services?
4. How does the College support the professional development (e.g., Office of Professional Development, Teaching Center) of faculty and how does it assess the impact of these activities?

5. In what ways do faculty demonstrate commitment to the institution and to their field of study and engage in the life of the College?
6. Demonstrate that standards and procedures regarding tenure, promotion and dismissal are published and implemented fairly with due regard for the rights of all persons.
7. How effective are policies and practices for hiring and integrating new faculty into the College community?
8. How are full-time and part-time faculty evaluated for effectiveness in the classroom and in service areas such as the Library, Learning Lab, Advising and Counseling?
9. What efforts have been taken to ensure that the faculty are sufficiently prepared to work effectively with a diverse student population?

Standard 11: Educational Offerings

The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 13: Related Educational Activities

The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

The charge to the Standards 11/13 Work Group is to gather and analyze evidence related to CCP’s compliance with Standards 11 and 13. This Work Group will identify strengths, determine areas for improvement and suggest recommendations regarding educational offerings and related educational activities.

Specifically, the Standards 11/13 Work Group will answer the following research questions:

Standard 11

1. What processes has the College established to ensure the excellence (including rigor, innovation, coherence, and relevance) of its educational offerings?
2. How are course, program and institutional student learning outcomes communicated to the college community? How are they used to guide teaching?
3. What processes has the College established to evaluate the effectiveness of curricular, co-curricular and extra-curricular educational experiences?
4. What processes has the College established for using assessment data to develop and revise educational offerings?

5. To what extent are information literacy and technological competency infused across the curriculum? How do library faculty, course faculty, and administrators collaborate to foster these competencies?
6. What evidence exists that the College's policies regarding transfer of credits earned at another institution are fair, consistently applied and publicly communicated?
7. How effective are the College's current educational offerings at meeting community and workforce needs?

Standard 13

8. How effective is the college's placement process at identifying students who are not fully prepared for college level study and linking them to appropriate courses and services?
9. How effective are the College's Literacy Programs?
10. How effective are the College's Developmental Education Programs?
11. Cite evidence that the College's certificate programs are coherent programs of study with clearly articulated student learning outcomes.
12. How does the College ensure that its Academic and Proficiency Certificates have appropriate transfer and/or career paths?
13. How does the College establish and ensure learning outcomes consistent with external criteria?
14. How effective is the College's process for evaluating prior learning such as life and work experience and how effective is the communication of those processes?
15. How does the College ensure its non-credit offerings are coherent, rigorous and consistent with the College's mission and aligned with community and workforce needs?
16. How is assessment used to evaluate the impact of non-credit offerings and make improvements?
17. How does the College ensure offerings at the Regional Centers, Neighborhood Sites, off-campus locations and distance learning are of comparable quality to those offered on Main Campus?
18. What evidence exists that students who attend the Regional Centers receive a level of support that is adequate and appropriate?
19. How does the College ensure that distance learning courses meet institutional standards for academic rigor and quality of instruction and achieve comparable outcomes to those of traditional courses?

20. By what process does the College ensure the academic integrity of its distance education offerings including verifying the identity of the student?
21. How effective is the College's ongoing training and support for faculty teaching distance courses?
22. What support is provided for students taking distance courses and how does the College assess the adequacy of its support efforts?

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

The charge to the Standards 12/14 Work Group is to gather and analyze evidence related to CCP's compliance with Standards 12 and 14. This Work Group will identify strengths, determine areas for improvement and suggest recommendations regarding general education and assessment of student learning.

Specifically, the Standards 12/14 Work Group will answer the following research questions:

Standard 12

1. Evaluate the College's efforts since the last accreditation to design and deliver a program of general education that is consistent with the College's mission.
 - a) Evaluate the faculty role and responsibility in the design and assessment of general education requirements.
 - b) Evaluate the College's effectiveness toward reforming general education.
2. Evaluate the College's current general education/core competency outcomes and the degree to which they ensure students achieve college-level proficiency in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. To what extent do the general education requirements incorporate study of values, ethics and diverse perspectives?
3. In what ways are general education/core competencies effectively incorporated into students' major programs of study? How is this assessed?
4. Evaluate the ways in which the College assures student achievement of general education outcomes in light of the multiple ways course credit may be earned (courses completed at

the College, transfer credits, or competencies demonstrated in ways determined by the College).

5. What is the relationship of the assessment of general education outcomes to the College's overall plan for assessing student learning? In what ways are the assessment results utilized for curricular improvement?

Standard 14

6. How does the College assess student learning at the course, program, and institutional levels?
7. How does the College ensure that student learning outcomes are congruent with institutional mission and strategic goals as well as standards of higher education?
8. To what extent are student learning outcomes stated in clear measurable terms?
9. Evaluate whether the College's assessment process is:
 - systematic and sustained,
 - of sufficient quality that results can be used with confidence to inform decisions,
 - of sufficient simplicity, practicality, detail and ownership to be sustainable,
 - supported by appropriate investment of institutional resources.
10. What direct evidence, quantitative and/or qualitative, is used to demonstrate student learning?
11. Analyze existing assessment data regarding CCP graduates' achievement of the specified general education/core competency outcomes?
12. How are assessment results shared and used to improve teaching and learning?

VII. Timetable

Fall 2011

- Steering committee chairs announced
- Self-Study institute held
- Steering committee members chosen
- College chooses Self-Study design model
- MSCHE staff liaison schedules Self-Study preparation visit to the institution

Spring 2012

- College sets up Work Groups
- Draft Self-Study design finalized, including charge questions for Work Groups
- Self-Study design sent to MSCHE staff liaison (should be sent to MSCHE by March 30, 2012)
- MSCHE staff liaison conducts Self-Study preparation visit (scheduled for April 17, 2012)
- Staff liaison approves College's Self-Study design

Fall 2012

- Steering committee oversees research and reporting by Work Groups
- Work Groups involve the community

Early Spring 2013

- Work Groups submit reports to Self-Study co-chairs
- MSCHE selects the evaluation team Chair and the College approves the selection
- Chair and the College select dates for team visit and for the Chair's preliminary visit, and inform MSCHE
- College sends a copy of the Self-Study design to the team Chair

Late Spring 2013

- MSCHE selects evaluation team members and the institution reviews the selection
- Co-chairs send draft Self-Study to Steering Committee

Fall 2013

- Campus community reviews draft Self-Study report
- College's governing board reviews draft Self-Study report
- College sends draft Self-Study report to evaluation team Chair, prior to Chair's preliminary visit
- Evaluation team Chair reviews draft Self-Study report
- Team Chair makes preliminary visit at least four months prior to team visit
- College prepares final version of the Self-Study report
- College sends final report to evaluation team and to MSCHE at least six weeks prior to the team visit

Spring 2014

- Team visit
- Team report
- College response

Summer 2014

- Committee on Evaluation report meets
- Commission action

VIII. Organization of the Self-Study Report

The goal is to produce a Self-Study report that is readable and substantial with a maximum length of 100 single-spaced pages. Work Groups are urged to present evidence, analysis and recommendations in a coherent, concise, and objective manner. In order to create a coherent Self-Study report and to reduce the amount of editing, the Steering Committee requests that all Work Groups use the following outline to prepare reports.

Work Group Standard #(s) and Title(s):

Charge

Introduction

- Overall summary of area(s) addressed by standard(s)
- Highlight changes since 2004
- Suggested length of introduction one-half page

Evidence and Analysis

- Respond to research questions posed. Questions do not have to be addressed in the sequence asked. The questions are meant to be thought provoking. They provide the basis for the inquiry.
- Make explicit connections among standards as appropriate.
- Support and substantiate responses and conclusions with existing data.
- Carefully consider outcomes and institutional effectiveness as they relate to the standard(s).
- Demonstrate how assessment processes are used to monitor effectiveness.
- Keep description to a minimum.
- Use tables whenever possible to convey evidence and analysis.
- Suggested limit: 5-7 pages per standard

Strengths

- Are we achieving what we want to achieve? Highlight achievements.

Opportunities for Improvement

- What should we do to improve our effectiveness in achieving our mission and strategic goals?

Recommendations

- Offer recommendations on issues which reflect strategic directions and are high priority for the College.
- Align recommendations with evidence, analysis and opportunities for improvement.

Suggestions

- Offer suggestions on issues which could potentially benefit the College.

IX. Editorial Style for Self-Study Report

The co-chairs of the Self-Study will serve as editors of the Self-Study report to ensure that the report is presented in one voice. Work groups will use the following editorial guidelines in producing their reports:

- Microsoft Word
- Times New Roman
- Font size 12, tables 10 point
- Single-spaced for body of report, 2-line return under headings and between paragraphs and sections
- Standard 1-inch margins (top, bottom, left, right)
- No indentation
- Left-justified
- Acronyms may be used, but provide full name the first time it is introduced, e.g., Achieving the Dream (AtD)
- Write in the third person
- Use active voice whenever possible
- Use present tense in general
- Refer to people by title, not name

When submitting drafts of the Work Group's report, please submit an electronic copy and date every draft. Keep an up-to-date back-up version of each draft.

Resources

Keep track of all resources used including bibliographic information. Resources will be gathered in a virtual document room for the Visiting Team's reference. Include copies of supporting data which may not be readily available including surveys, summaries of interviews and special area documents.

X. Profile of the Evaluation Team

The Steering Committee requests that the Middle States Commission on Higher Education consider the following suggestions when preparing an accreditation evaluation team for the Community College of Philadelphia.

1. Chairperson, president of a large urban community college, with a strong preference for experience in a diverse, multi-campus, unionized environment
2. Diverse membership familiar with a large, urban, commuter, community college
3. Chief Academic Officer
4. Membership with expertise in:
 - a. Academic Affairs
 - b. Student Services
 - c. Finance and Planning
 - d. Outcomes Assessment
 - e. Continuing Education

- f. Workforce Development
 - g. Instructional and Informational Technology
5. Two faculty members one from a liberal arts discipline and one from a career program, preferably one that is represented at the College.

XI. Inventory of Support Documents

Documents and Resources

The list below includes suggested internal and external resources to assist the Work Groups in answering the research questions. As the Work Groups gather and analyze information, they may discover other resources that will be of use. However, this table will provide each Work Group with guidance as to where to find information most relevant to their assigned research questions. An electronic document room will be created for Work Groups to use while conducting the Self-Study and also for the evaluation team to use in preparation for and during their visit. In addition, the College's Institution Wide Assessment Committee (IWAC) has created a resource bank that is aligned with the 14 Standards described in *Characteristics of Excellence*.

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
1.1 How do the College's mission and strategic goals guide the institution's decision-making related to planning, resource allocation, program and curriculum development, excellence in teaching, learning outcomes and institutional improvement?	College Catalog Strategic Plan Academic Master Plan Institutional Assessment Plan Enrollment Management Plan Diversity Plan Facilities Plan Technology Plan Marketing Plan Program Development Template from Curriculum Office (program and curriculum development) Budget testimony (resource allocation) Teaching Awards guidelines(excellence in teaching) Credit Course Evaluation (335) Guidelines QVI Guidelines Program Audit Guidelines IR reports-146, 149, 157, 172, 181, 191 EMSI Economic Impact Study (on IR website)	President VP for Academic Affairs VP for Finance and Planning VP for Marketing and Government Relations VP for Student Affairs Board of Trustees Officer

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
1.2 What is the relationship between the College's vision and core values and its mission and strategic goals?	Strategic Plan Academic Master Plan Institutional Assessment Plan Enrollment Management Plan Diversity Plan Facilities Plan Technology Plan Marketing Plan	President VP for Finance and Planning VP for Academic Affairs VP for Student Affairs Academic Deans
1.3 How and to what extent are the mission and strategic goals communicated to the institution's internal and external communities?	College Catalog College Budget Institutional Publications Institutional Advertising ('one-pagers') HR recruitment materials Board and Staff Professional Development Materials Student Handbook College Homepage	President VP for Marketing and Government Relations
1.4 How does the institution determine that the strategic goals emanating from the mission are being met?	IR reports-146, 149, 157, 172, 181, 191	Director of Institutional Research President Vice Presidents Deans Department Heads
1.5 Analyze the process for monitoring, reviewing and evaluating the College's mission and strategic goals, vision and core values to ensure relevancy and adaptability. Who is involved and how are they involved? What are the opportunities for feedback?	Board of Trustees Documents	President VP for Academic Affairs

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
<p>2.1 To what extent does the planning process include clearly articulated written statements of key strategic goals stated in observable terms with assigned responsibility for accountability?</p> <p>2.2 How are various plans, including the Strategic Plan, Academic Master Plan, Enrollment Management Plan, Diversity Plan, Facilities Plan, Technology Plan, and Marketing Plan aligned with each other, aligned with the College mission and part of a cohesive planning process?</p> <p>2.3 How do the plans mentioned above incorporate assessment results in the planning process and how are the results used to inform planning and resource allocation?</p> <p>2.4 To what extent does the College ensure broad representation and participation in the planning process?</p>	<p>Strategic Plan Academic Master Plan Institutional Assessment Plan Enrollment Management Plan Diversity Plan Facilities Plan Technology Plan Marketing Plan EMSI Economic Impact Study (on IR website) Annual Reports</p>	<p>VP for Information Technology/Chief Information Officer Co-Chairs Strategic Planning Committee Co-chairs of Institution Wide Assessment Committee Office of Diversity and Equity President VP for Academic Affairs VP for Finance And Planning VP for Marketing and Government Relations VP for Student Affairs</p>
<p>2.5 How has the College responded to recent external pressures including decreases in government support and increases in demands for accountability and transparency? How has the College prepared for the possibility of future decreases?</p>	<p>President's Budget Updates Transcripts-President's Perspective columns President's PD week addresses</p>	<p>VP for Finance And Planning President</p>
<p>2.6 How effective have the College's efforts (e.g., grants and the capital campaign) been in augmenting institutional resources?</p>	<p>College Budgets</p>	<p>Office of Institutional Advancement/Director of Grants</p>
<p>3.7 How does the College ensure that the policies for determining allocation of resources are clear and consistently applied?</p>	<p>Strategic Plan Academic Master Plan Institutional Assessment Plan Enrollment Management Plan Diversity Plan Facilities Plan Technology Plan Marketing Plan Budgeting Process Guidelines</p>	<p>President VP for Finance And Planning</p>

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
3.8 How does the College ensure that its allocation approach provides adequate staffing to support its mission and strategic goals?	Budget	VP for Human Resources/General Counsel
3.9 Provide evidence that the Facilities Plan ensures appropriate space and resources to accomplish the College's mission and meet evolving needs.	Facilities Plan	VP for Finance And Planning Director for Facility Planning and Construction
3.10 Provide evidence that the College's Technology Plan ensures that the institution stays current with emerging technology and uses technological resources effectively in instruction and student services.	Technology Plan College Budgets IR reports on Student Satisfaction	VP for Information Technology/Chief Information Officer Dean of Flexible Learning Options and Academic Technology Director of Academic Computing
3.11 What controls exist to ensure financial resources are properly appropriated and accounted for? 3.12 What do recent independent audits reveal about the institution? How has the College remedied any areas of concern identified in recent audits?	Budget Annual Financial Aid Audits Management Letters and Institutional Reports	VP for Finance And Planning Controller Bursar
3.13 How are institutional assessment results used to inform planning and resource allocation?	Institutional Assessment Plan College Budgets Strategic Plans 2004-2008 and 2008-2012	Director of Institutional Research Co-chairs of Institution Wide Assessment Committee VP for Planning and Finance

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
<p>7.14 Demonstrate that the College's institutional assessment process is</p> <ul style="list-style-type: none"> ➤ systematic and sustained, ➤ of sufficient quality that results can be used with confidence to inform decisions, ➤ of sufficient simplicity, practicality, detail and ownership to be sustainable, ➤ supported by appropriate investment of institutional resources. <p>7.15 How is the institutional assessment process used to monitor effectiveness in achieving mission and strategic goals?</p> <p>7.16 How does the College's approach to institutional assessment make use of qualitative and quantitative evidence?</p> <p>7.17 How are assessment results shared and discussed with appropriate constituents and used to inform decisions regarding planning, resource allocation and institutional renewal? What tangible changes have resulted from institutional assessment?</p>	<p>Assessment Plan Institutional Assessment Plan Administrative Audit Guidelines IR Website Sample Presentations made to Board and Staff Enrollment Management Plan Performance Indicators Strategic Plan Performance Indicators Annual Divisional Goals and Progress Reports Annual Strategic Plan Progress Reports Enrollment Management Progress Reports</p>	<p>Director of Institutional Research Director of Academic Assessment Co-chairs of Institution Wide Assessment Committee VP for Academic Affairs VP for Planning and Finance VP for Student Affairs President</p>

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
<p>4.1 Evaluate the system of shared governance, including policies and responsibilities. How is decision-making authority shared among various groups such as the Board, the Administration, and the Faculty? How are students and employees ensured a voice in the governance of the institution regarding policies that affect them?</p> <p>4.2 Analyze the process for ongoing assessment of the effectiveness of the governance system, particularly its effectiveness in fulfilling the institution's mission and strategic goals. What are the results of recent assessment cycles in this area?</p> <p>4.3 What mechanisms are in place to provide opportunities for communication and feedback among the governing bodies and various institutional groups?</p>	<p>Collective Bargaining Agreement Governance Website Ad Hoc Report on Governance Student Government By-Laws Policy and Procedure Section of College Web Site</p>	<p>President Chair of the Board Special Assistant for Governance</p>
<p>4.4 What are the mechanisms for ensuring that members of the Board of Trustees represent the public interest, are free from conflicts of interest, and demonstrate the expertise to ensure the academic and fiscal integrity of the institution? Describe the process for ongoing assessment of the effectiveness of these mechanisms. What are the results of recent assessment cycles in this area?</p> <p>4.5 What is the process for orienting new Board members?</p> <p>4.6 How does the Board assess its progress in meeting stated objectives? How does it assess the effectiveness of institutional leadership and governance? What are the results of recent assessment cycles in these areas?</p> <p>4.7 What role does the Board play in generating resources needed to sustain and improve the institution?</p>	<p>Board of Trustees By-Laws City Policies (regarding appointment of Board members) Audit Committee Charter</p>	<p>President Chair of the Board VP for Human Resources/General Counsel</p>

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
<p>5.8 What are the mechanisms for ensuring that administrators have appropriate training, experience, and credentials? Describe the process for ongoing assessment of the effectiveness of these mechanisms. What are the results of recent assessment cycles in this area?</p> <p>5.9 How does the administrative structure support the institution in achieving its mission and strategic goals? How does the administrative structure facilitate learning and scholarship/research?</p> <p>5.10 What changes have been made in the administrative structure since the last Self-Study? What has been the impact of these changes?</p> <p>5.11 Describe the process for ongoing assessment of the effectiveness of the administrative structure. What are the results of recent assessment cycles in this area?</p>	<p>Organizational Charts Administrative and Support Service Audits Department Head Evaluation Form Administrative Job Descriptions Segal Administrator Compensation Study Administrative Duties Study Administrator Performance Review Process</p>	<p>President All Vice Presidents Associate VP for Human Resources</p>
<p>6.12 Analyze policies and procedures for hiring, compensation, evaluation, promotion and dismissal of employees to determine if they are consistent, fair and transparent.</p>	<p>Collective Bargaining Agreement Hiring Guidelines Promotion Guidelines</p>	<p>General Counsel/VP for Human Resources Associate VP for Human Resources Administrator, Human Resources</p>
<p>6.13 What processes does the institution have for promoting academic integrity, inquiry, intellectual freedom, diverse points of view, and protection of intellectual property? How are these processes applied to various groups such as the Board, the Administration, the Faculty, students, and employees?</p>	<p>Collective Bargaining Agreement Student Code of Conduct Staff Handbook Integrity Work Group Documents Policy and Procedure #3 Affirmative Action Guidelines</p>	<p>Co-chairs of Integrity Workgroup Manager of Duplicating Services VP for Academic Affairs VP for Human Resources/General Counsel Associate VP for Academic Affairs</p>
<p>6.14 What is the evidence that the policies and processes to address student grievances are published, widely available, fair and impartial?</p>	<p>Student Handbook Policy and Procedure Website Student Portal</p>	<p>Dean of Students VP for Student Affairs</p>
<p>6.15 How does the institution demonstrate honesty and integrity in its communications including marketing, admissions materials, and recruitment of students?</p>	<p>Marketing materials College Website-Prospective Students Section Recruiting Materials College Catalog</p>	<p>VP for Marketing and Government Relations Director of Admissions VP for Student Affairs</p>

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
6.16 How does the institution provide access to information about its effectiveness (graduation, retention, certification/licensing pass rates) to prospective students?	IR website Right to Know Section of College Web Page Consumer Information Website Gainful Employment Information in Catalog	Director of Admissions Dean of Math, Science and Health Careers VP for Student Affairs
6.17 What practices are in place for ensuring that students have access to institutional policies, program information and course availability to enable them to meet graduation goals in accordance with published program length?	College Catalog Student Portal Student Handbook	Director of Admissions Dean of Enrollment Services VP for Student Affairs
6.18 How does the institution ensure that institutional changes regarding mission, strategic goals, programs and other material changes are disclosed with accuracy and timeliness to the institution's constituents and regulatory entities?	Middle States Annual Reports College Budgets Strategic Plans 2004-2008 and 2008-2012 Federal and State Reports Financial Aid Audit Reports	VP for Finance and Planning VP for Academic Affairs
6.19 How does the institution monitor and assess the integrity of its policies, processes and practices? What are the results of recent assessment cycles in this area?	Whistle Blower Web Site	Co-chairs of Integrity Workgroup General Counsel VP for Student Affairs Dean of Students
8.1 How does the College ensure that recruitment and admissions practices reflect the mission and strategic goals of the institution?	Recruitment/Admissions materials College website Marketing materials College Catalog IR website	Director of Admissions VP for Marketing and Government VP for Student Affairs Director of Institutional Research
8.2 How does the College ensure that institutional policies regarding placement testing, financial aid, program criteria for admission, transfer and prior learning are available to students?	MyCCP portal – Student tab College website College Catalog	Director of Admissions Coordinator of Assessment Center Director of Financial Aid Office of Records and Registration Department Head, Counseling Transfer Counselor Students
8.3 How are data (e.g., retention) used to inform admissions and placement criteria?	Academic Performance Measures tab (data piece) Select Program Processes	VP for Student Affairs Dean of Educational Support Services VP for Academic Affairs Department Head, English Department Head, Mathematics Academic Deans
8.4 What are the mechanisms for communicating to students the program and course outcomes associated with specific degree and certificate curricula	Grade Distribution Report tab (data piece) College Catalog Academic Program Audits Gainful Employment Information in Catalog	VP for Academic Affairs VP for Student Affairs Academic Deans

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
8.5 How are lessons learned from retention studies and initiatives such as Early Alert used to improve academic, co-curricular and support programs/services?	IR Reports 155, 156, 163, 164, 173, 174, 175, 185, 197, 198, 208, 209, 221, 222 (National Community College Benchmark Project)	VP for Academic Affairs VP for Student Affairs Deans in Academic and Student Affairs
8.6 How does the College determine whether the College's Enrollment Management Plan and Marketing Plan respond to changing needs of the City? How does the College assess whether enrollment projections align with financial projections to support institutional programs/services?	Enrollment Management Plan 2008-12 Integrating Marketing Scan Results College Budget	VP for Student Affairs VP for Marketing and Government Relations VP for Planning and Finance Budget Director
8.7 What collaborations has the College engaged in to address the needs of students with various levels of preparation? How does the College evaluate these collaborations?	Achieving the Dream Web Site Gateway to College Program Citi Postsecondary Success Program	Dean of Adult and Community Ed (DACE) Assistant VP for Academic Affairs Office of Institutional Advancement/Director of Grants VP for Student Affairs Dean of Educational Support Services
8.8 How has the College used its participation in <i>Achieving the Dream</i> and its utilization of surveys such as CCSSE and Noel Levitz to better assist students in accomplishing their goals?	Achieving the Dream tab: AtD Fact Sheet #14 IR Reports 169, 168, 167, 177, 181, 184, 189, 190, 191, 200A, 200B, 202	VP for Academic Affairs VP for Student Affairs Academic Deans
9.9 What strategies are used to determine appropriate support services for a diverse student body, consistent with institutional mission and learning expectations? How is availability of these services communicated to students? How does the College ensure that support services are accessible at all locations, including virtual ones?	Placement testing IR Report 192 (Early Alert Student Success) College Catalog Facility Master Plan Enrollment Management Plan	Dean of Educational Support Services Dean of Students VP for Academic Affairs VP for Student Affairs VP for Planning and Finance Students
9.10 How does the institution determine if there is a qualified student support staff to provide appropriate, equitable and caring service to address the varied needs of students such as those involving academic policies, personal issues and career directions?	Counseling Center Resource Materials Counseling Department Audit Career Planning Office Materials and Resources Position Descriptions Organizational Charts	VP for Student Affairs Dean of Students Counseling Center Dept Head Director, Center for Male Engagement Assistant Dean of Students/Director Student Life Dean of Educational Support Services Library Dept Head Learning Lab Dept Head

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
9.11 What evidence exists that the institution's co-curricular activities (e.g. athletics) contribute to student development and success?	IR Reports 144, 154, 161, 176, 187, 199 Student Affairs Assessment Studies	Dean of Students Assistant Dean Students/Director Student Life Director of Student Programming Assistant Director of Student Life for Student Leadership and Involvement
9.12 What policies and procedures are in place for securing student records and information and how are these policies/procedures communicated to students, faculty and staff?	Policy and Procedures Website Student Handbook Student Portal College Catalog	Dean of Enrollment Services General Counsel/VP for Human Resources VP for Information Technology/Chief Information Officer
9.13 How does the institution consistently measure the effectiveness of the support services (e.g., advising, tutoring, coaching through the Center for Male Engagement) in place to improve student retention and achievement of goals? How are the results of assessment utilized for improvement?	IR Reports: Graduate Surveys, Former Student Surveys Developmental Education White Paper Counseling Audit Learning Lab Audit Library Audit Center on Disability Audit Career Services Audit	Dean of Educational Support Services Dean of Students
10.1 How does the College ensure that faculty have appropriate training, experience and credentials and how is this periodically assessed?	Collective Bargaining Agreement Board of Trustees Policy on Minimum Credentials for Faculty Hires HR Recruitment Materials	Federation Co-Presidents Administrator, Human Resources Director of Diversity and Equity VP for Human Resources/General Counsel
10.2 What evidence exists that faculty and other professionals demonstrate excellence in teaching and other activities?	Academic Master Plan	VP for Academic Affairs Assistant VP for Academic Affairs Teaching Center
10.3 What role do faculty play in designing, maintaining, updating, assessing and improving educational offerings and services?	Curriculum Development Documents	Coordinator of Curriculum Development Academic Deans Department Heads
10.4 How does the College support the professional development (e.g., Office of Professional Development, Teaching Center) of faculty and how does it assess the impact of these activities?	Professional Development Website Teaching Center	Director of Professional Development Facilitator of Teaching Center Assistant VP for Academic Affairs

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
10.5 In what ways do faculty demonstrate commitment to the institution and to their field of study and engage in the life of the College?	Faculty and Staff Engagement Survey Department Evaluation Plans Annual Divisional Progress Reports Promotion Criteria	Department Heads Academic Deans
10.6 Demonstrate that standards and procedures regarding tenure, promotion and dismissal are published and implemented fairly with due regard for the rights of all persons.	Promotion 2012-2013 Criteria College Policy and Procedures Memo 117 B	VP for Academic Affairs
10.7 How effective are policies and practices for hiring and integrating new faculty into the College community?	New Faculty Program HR Orientation Materials Departmental Mentoring Programs for New Hires	Assistant VP for Academic Affairs VP for Academic Affairs Associate VP for Human Resources Department Heads
10.8 How are full-time and part-time faculty evaluated for effectiveness in the classroom and in service areas such as the Library, Learning Lab, Advising and Counseling?	Student Evaluations Departmental Plans for Evaluation of Faculty	Deans and Department Heads
10.9 What efforts have been taken to ensure that the faculty are sufficiently prepared to work effectively with a diverse student population?	Professional Development workshops	Deans and Department Heads Teaching Center Assistant VP for Academic Affairs
11.1 What processes has the College established to ensure the rigor, coherence and relevance of its educational offerings?	Curriculum Development Documents Academic Program Audits Advisory Committee Meetings IR Reports Program Accreditation Reports (e.g. Nursing)	Coordinator of Curriculum Development Academic Deans VP for Academic Affairs
11.2 How are course, program and institutional student learning outcomes communicated to the College community How are they used to guide teaching?	College Catalog Curriculum Documents Course Syllabi	Coordinator of Curriculum Development Deans and Department Heads Students
11.3 What processes has the College established to evaluate the effectiveness of curricular, co-curricular and extra-curricular educational experiences?	Student Affairs Assessment Studies	Assistant Dean of Students/Director Student Life
11.4 What processes has the College established for using assessment data to develop and revise educational offerings?	Assessment Plan Academic Assessment and Evaluation Office website Departmental Projects	Director of Academic Assessment and Evaluation Deans and Department Heads

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
11.5 To what extent are information literacy and technological competency infused across the curriculum? How do library faculty, course faculty, and administrators collaborate to foster these competencies?	Assessment of Information Literacy Competency IR Reports 146, 149, 157, 172, 195, 204	Director of Academic Assessment and Evaluation Department Head, Library Department Head, English
11.6 What evidence exists that the College's policies regarding transfer of credits earned at another institution are fair, consistently applied and publicly communicated?	College Catalog Student Portal Policy and Procedure #12 Articulation Agreements	Dean of Enrollment Services Transfer Team
11.7 How effective are the College's current educational offerings at meeting community and workforce needs?	Environmental Scans IR Report 162 Economic Impact Study Advisory Committee Minutes Manpower Employment Outlook Survey Academic Program Audits	Dean of Business & Technology Assistant Dean of Business & Technology VP for Academic Affairs Academic Deans
13.8 How effective is the college's placement process at identifying students who are not fully prepared for college level study and linking them to appropriate courses and services?	Placement Test Results Developmental Education Program Learning Lab	Director of Developmental Education Department Head, Learning Lab Dean of Educational Support Services
13.9 How effective are the College's Literacy Programs?	IR report 217	Dean of Adult and Community Education
13.10 How effective are of the College's Developmental Education Programs?	IR Report 158 Achieving the Dream Fact Sheets	Dean of Educational Support Services Director of Developmental Education Department Head, Mathematics Department Head, English
13.11 Cite evidence that the College's certificate programs are coherent programs of study with clearly articulated student learning outcomes.	College Catalog Program Development Materials	Deans and Department Heads VP for Academic Affairs Coordinator of Curriculum Development
13.12 How does the College ensure that its Academic and Proficiency Certificates have appropriate transfer and/or career paths?	Transfer Agreements Proficiency Certificate Documents	Academic Deans
13.13 How does the College establish and ensure learning outcomes consistent with external criteria?	Program Accreditation Reports (e.g. Nursing, Paralegal Studies)	Department Head, Allied Health Department Head, Social Science Coordinator of Automotive Technologies Deans

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
13.14 How effective is the College's process for evaluating prior learning such as life and work experience and how effective is the communication of those processes?	College Catalog	Dean of Enrollment Services Coordinator of Applied Studies
13.15 How does the College ensure its non-credit offerings are coherent, rigorous and consistent with the College's mission and aligned with community and workforce needs?	Non-Credit Program Guidelines Assessment Results of Non-Credit Offerings	Corporate Solutions Staff Dean of Business and Technology
13.16 How is assessment used to evaluate the impact of non-credit offerings and make improvements?	Assessment Results of Non-Credit Offerings	Dean of Business and Technology Corporate Solutions Staff
13.17 How does the College ensure offerings at the Regional Centers, Neighborhood Sites, off-campus locations and distance learning are of comparable quality to those offered on Main Campus?	Course Offerings Graduation Statistics Grade Distribution Reports	Dean of Flexible Learning Options and Academic Technologies Academic Deans
13.18 What evidence exists that students who attend the Regional Centers receive a level of support that is adequate and appropriate?	Staffing and Resources Allocation Data Student Satisfaction Surveys Enrollment Information Guide College Catalog Student Handbook	Dean of Flexible Learning Options and Academic Technologies VP for Student Affairs Dean of Enrollment Services Dean of Students Regional Center Students
13.19 How does the College ensure that distance learning courses meet institutional standards for academic rigor and quality of instruction and achieve comparable outcomes to those of traditional courses?	IR Reports Quality Matters Rubric Quality Matters Guidelines Distance Education Course Conversion Guidelines	Dean of Flexible Learning Options and Academic Technologies Director of Distance Education VP for Academic Affairs
13.20 By what process does the College ensure the academic integrity of its distance education offerings including verifying the identity of the student?	Quality Matters Guidelines	Director of Distance Education VP for Academic Affairs
13.21 How effective is the College's ongoing training and support for faculty teaching distance courses?	Faculty surveys	Director of Distance Education

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
13.22 What support is provided for students taking distance courses and how does the College assess the adequacy of its support efforts?	Syllabi for Distance Education Courses	Director of Distance Education Students
12.1 Evaluate the College's efforts since the last accreditation to design and deliver a program of general education that is consistent with the College's mission. a) Evaluate the faculty role and responsibility in the design and assessment of general education requirements. b) Evaluate the College's effectiveness toward reforming general education.	Recommendations of Gen Ed Work group (2007) General Education Process Document (2011) College Catalog	VP for Academic Affairs
12.2 Evaluate the College's current general education/core competency outcomes and the degree to which they ensure students achieve college-level proficiency in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. To what extent do the general education requirements incorporate study of values, ethics and diverse perspectives?	IR Reports 146, 149, 157, 172, 195, 204 Office of Academic Assessment and Evaluation Website	Director of Academic Assessment and Evaluation
12.3 In what ways are general education/core competencies effectively incorporated into students' major programs of study? How is this assessed?	Institutional Assessment Plan Learning Outcomes Assessment Model Program Learning Outcomes	Director of Academic Assessment and Evaluation Coordinator of Curriculum Development VP for Academic Affairs
12.4 Evaluate the ways in which the College assures student achievement of general education outcomes in light of the multiple ways course credit may be earned (courses completed at the College, transfer credits, or competencies demonstrated in ways determined by the College).	General Education/Core Competencies Assessment Plans	Director of Academic Assessment and Evaluation VP for Academic Affairs

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
12.5 What is the relationship of the assessment of general education outcomes to the College's overall plan for assessing student learning? In what ways are the assessment results utilized for curricular improvement?	Institutional Assessment Plan document Learning Outcomes Assessment Model	Academic Deans VP for Academic Affairs
14.6 How does the College assess student learning at the course, program, and institutional levels?	Curriculum Documents General Education/Core Competencies Assessment Plans Credit Course Evaluation Forms (335 documents) Program and Departmental Assessment Plans	Co-chairs of Institution Wide Assessment Committee Director of Academic Assessment and Evaluation Coordinator of Curriculum Development Deans and Department Heads
14.7 How does the College ensure that student learning outcomes are congruent with institutional mission and strategic goals as well as standards of higher education?	Curriculum Documents Strategic Plan Institutional Assessment Plan	Director of Academic Assessment and Evaluation Coordinator of Curriculum Development Institution Wide Assessment Committee
14.8 To what extent are student learning outcomes stated in clear measurable terms?	Course Syllabi Curriculum Documents	Director of Academic Assessment and Evaluation Coordinator of Curriculum Development
14.9 Evaluate whether the College's assessment process is: <ul style="list-style-type: none"> ➤ systematic and sustained, ➤ of sufficient quality that results can be used with confidence to inform decisions, ➤ of sufficient simplicity, practicality, detail and ownership to be sustainable, ➤ supported by appropriate investment of institutional resources. 	Departmental Assessment Plans General Education/Core Competencies Assessment Plans	Director of Academic Assessment and Evaluation Academic Deans Department Heads VP for Academic Affairs
14.10 What direct evidence, quantitative and/or qualitative, is used to demonstrate student learning?	Departmental Assessment Plans General Education/Core Competencies Assessment Plans	Director of Academic Assessment and Evaluation Academic Deans Department Heads/Curriculum Coordinators
14.11 Analyze existing assessment data regarding CCP graduates' achievement of the specified general education/core competency outcomes?	General Education/Core Competencies Assessment Plans	Director of Academic Assessment and Evaluation

Question	Suggested Resources/Documents	Suggested person/office to be interviewed
14.12 How are assessment results shared and used to improve teaching and learning?	Departmental Assessment Plans Course Revision Documents Program Revision Documents	Director of Academic Assessment and Evaluation Department Heads Academic Deans Institution Wide Assessment Committee