Community College of Philadelphia

Academic Affairs

Plan for MSCHE Compliance

(Fall 2014)

Goal I: Implement a documented & sustained assessment process in all programs that uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes.

Complete a triage of programs based on compliance status (August):

1. Tier 1: Completed the cycle of assessment of program learning outcomes with direct evidence
2. Tier 2: Partial completion of assessment of program outcomes with direct evidence
3. Tier 3: No evidence of completing cycle of assessment of program learning outcomes

Create electronic repository for information management (August-December)

1. Engage consultant to create information management system (September)
2. Work with ITS for support (September)
3. Create Implementation Team with faculty and administrators (September)
4. Identify future trainers (September)
5. Train the trainers (December)
6. Assist programs with loading information (December-February)

Increase communication:

1. Faculty/Staff updates in *Academically Speaking@CCP* (Monthly starting in September)
2. Program faculty meetings by Tier (Tier 3 September; Tier 2 September; Tier 1 October)
3. Students – Collaborate with Student Affairs (Fall 2014)
4. Cabinet – meeting updates (Fall 2014/Spring 2015)
5. BOT – meeting updates for Student Outcomes Committee of the Board (Fall 2014/Spring 2015)

Develop initial plan for Tier 1 programs (September)

1. Identify responsible person to load information into system (October)
2. Provide training for faculty/administrators/staff on using the system (December/January)
3. Load information in system (December-February)
4. Validate information (February)
5. Encourage ongoing compliance (March)
6. Communication
    a. Letter following PD week – September/October
    b. Potential \visit to department meeting – TBD (deans recommend)

Develop initial plan for Tier 2 programs

1. Identify responsible person to load information into system (October)
2. Provide training for faculty/administrators/staff (December/January)
3. Identify gaps in information (October)
4. Identify steps to close gaps (October)
5. Communication:
    a. Letter to faculty following PD week
    b. Tier 2 meeting (September)
    c. Potential visit to department meeting – TBD (deans recommend)

Develop initial plan for Tier 3 programs

1. Letter to program faculty identified by deans (August)
2. Meeting during PD week (8/27/14)
3. Visits to individual departments based on request from dean (TBD)
4. Support team – identify resources, supports (August)
5. Identification of outcomes to assess for Fall
    a. Identify outcomes and communicate to faculty (September)
    b. Document decision (September)
    c. Schedule follow up meetings to check in (October)
    d. Meet to discuss outcomes and next steps end of semester (December)
    e. Start implementation of next steps (January)
6. Identify person responsible to load information into system (October)
7. Provide training for faculty/administrators/staff (December/January)

Goals II: Document steps taken to promote a culture of assessment, including evidence of support and collaboration among faculty & administrators in assessing student learning & responding to assessment results.

Create a small team for Monitoring Report

1. Draft charge (August)
2. Identify co-lead (August)
3. Identify team members (September)
4. Provide support and materials (Fall 2014)

Create Curriculum Assessment Team (CAT) using CFT model (September 2014)

1. Draft Mission (September)
2. Identify leads (September)
3. Identify team members (September)
4. Provide support & materials (Fall 2014)

Continue professional development

1. Engage Office of Professional Development (September/October 2014)
2. Engage Faculty Center for Teaching and Learning (September)
3. Include in New Faculty Orientation (September)
4. Boot camps (Fall 2014)

Seek Agreement from Federation (Fall 2014)

Increase communication

1. Ensure periodic communication (ongoing)
2. Create visual of progress (October 2014)
3. Use existing sources of communication (e.g. *Academically Speaking @CCP*)

Reorganize to include Institutional Research (IR)

1. Draft staffing plan (September 2014)
2. Draft budget (September 2014)
3. Prioritize agenda for IR (September 2014)

Prioritize agenda for Office of Academic Assessment (September 2014)

Add temporary staff to support Office of Academic Assessment (September 2014)

Change job descriptions to include assessment (September 2014)

Update guidelines (Fall 2014)

Include meeting documentation in assessment repository (Fall 2014)

Update Academic Affairs website (December 2014)

Goal III: Document evidence that student learning assessment information is shared & discussed with appropriate constituents & is used to improve teaching & learning.

Create repository of evidence (e.g. meeting notes, plans, etc.) including:

- Departments/Programs
- Cabinet
- Academic Affairs Council
- Board of Trustees
- Advisory Committees
- Students ?

Add students (and others) to cycle for communication (Fall 2014)

Ensure course and program revisions are based on evidence (add to guidelines)

Report

Compile Evidence – Fall 2014

Draft Report – February 2

Report Review – college community through Feb 16

Finalize Report – February 20-24

Submit Report – February 25