

Community College of Philadelphia
A Comprehensive Self-Study Report

Submitted for Reaccreditation
To the Middle States Commission on Higher Education
February 2014

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Executive Summary

The Community College of Philadelphia serves the City and region as a premier learning institution where student success exemplifies the strength of a diverse, urban community college. For almost 50 years, the College has served as an entry point into higher education for many who would not otherwise have been able to attend college. Since the last Self-Study, the College has awarded 18,943 degrees and certificates, many to low income and first generation college students, working adults and students of color.

This executive summary highlights select strengths, recommendations and suggestions, which are all explained in more detail in the body of the document.

Notable Strengths

Student Success

The College is committed to helping students persist and succeed as evidenced by its status as a Leader College in the Achieving the Dream initiative, and the wealth of support services offered to students including Early Alert, the Center for Male Engagement, free workshops for students who place at the pre-college level, and a newly created space with an accessible marketplace of services. Graduates of the College are notably successful at transfer institutions and on professional licensing exams. [Selected student success stories](#) are highlighted on the website.

Teaching Excellence

Excellence in teaching is at the heart of what the College does. The College has high standards regarding credentials necessary to be hired as a faculty member and most faculty members have advanced degrees in their fields. CCP's many talented faculty have been recognized with prestigious awards both for teaching and for accomplishments within their disciplines. The College supports faculty through a robust system of professional development.

Educational Offerings

The College has a well-defined system for developing rigorous and coherent educational offerings. Since the last Self-Study, the College has revised its General Education/Core Competencies, increased its efforts to assess student learning using both direct and indirect methods, and made several innovations in the area of Developmental Education.

Since 2004, the College has developed student learning outcomes for college educational offerings at both the program and course levels with clear linkages between course, program and institutional goals. Assessment plans have also been developed for degree and academic certificate programs to ensure that student learning is coherent, rigorous, and relevant.

Data-driven Planning

The College's planning process involves extensive collaborations among various constituencies. Plans have clear objectives and metrics in order to track progress. The Office of Institutional Research and the Office of Academic Assessment and Evaluation both collect and analyze extensive amounts of data and produce frequent reports that are informative and useful to College leaders, faculty, students, staff and external constituencies.

Fiscal Health

The fiscal health of the College is strong. The College has run an operating budget surplus for ten consecutive years and has an A1 rating from the bond rating agency Moody's Investors Service.

Facilities and Technology

Thoughtful planning and judicious use of resources has allowed the College to significantly upgrade its facilities and technological resources over the past ten years. Accomplishments in this area include:

- Expansion and renovation of facilities including the addition of over 100,000 square feet and the modernization of several hundred thousand square feet of classrooms, laboratories, and other learning spaces
- Increased use of technology including the adoption of an enterprise resource planning system (Banner), web portal (MyCCP), a new learning management system (Canvas), and a degree audit system (My Degree Path)
- The creation of a central area which includes enrollment, financial aid, counseling and several other services provides a convenient location for serving students

Integrity

The College is committed to transparency and integrity as evidenced by the large amount of information that is publicly available via the College's website and the clear policies that protect the rights of students, employees and others. The College has also taken many steps to ensure integrity including requiring ethics training for Board members, developing a whistle blower policy, and contracting with an outside company (EthicsPoint) to allow employees and students to confidentially report suspected wrongdoing.

Notable Recommendations

Student Success

The College is committed to retention and success as shown by the wealth of support services and initiatives in place. It is recommended that the College continue to assess current practices, make changes where appropriate, and explore additional strategies to further enhance student success including increasing the percentage of students who progress from developmental courses to college-level courses. The College must continue its efforts in this area by both looking inward and re-examining its own practices as well as researching best practices nationally.

In particular, it is recommended that the College develop an advising system that is more responsive to student needs, one that more intentionally builds a relationship between students and advisors and connects students to resources.

Mission Statement

The College has not undertaken a formal review of its mission statement in many years and it is thus recommended that it be reviewed prior to the next Strategic Plan to ensure that it still meets the evolving needs of the community.

Relationship between Faculty and Administration

A 2008 survey conducted at the College's request by the Segal Group revealed that a significant percentage of respondents were dissatisfied with the communication between faculty and administration and lacked trust in the College's leadership. It is recommended that strategies be developed to improve the relationship between administrators and faculty.

Notable Suggestions

Student Success

As an alternative approach to prepare students more effectively and efficiently for college-level study, the College should explore the use of assessment instruments that incorporate non-cognitive factors to develop strategies to better support students and ensure they persist.

Data and Assessment

The College has made great strides in collecting and assessing data particularly related to student learning. However, the processes used for collecting student learning outcome data can at times be unwieldy and time consuming. It is suggested that the College refine its processes for collecting and using data to ensure a more efficient and sustainable process.

Recent Changes in Leadership

In the 2013-2014 academic year, the College experienced changes in its senior leadership. The President of the College departed in September 2013 after 14 years. The Vice President for Finance and Planning, a long-serving member of the College community, retired at the beginning of 2014. The Vice President for Institutional Advancement accepted a position at another institution. The College was the beneficiary of many impressive accomplishments under their leadership and is well positioned to serve the educational needs of the City as it enters a new chapter. The Vice President for Academic Affairs is currently serving as interim president while a [search](#) for new leadership is underway.

Certification of Eligibility



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements Effective October 19, 2012

Community College of Philadelphia

(Name of Institution)

is seeking (*Check one*):

- Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review


An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.


Exceptions are noted in the attached memorandum (*Check if applicable*)



(Chief Executive Officer)

12/17/13

(Date)



(Chair, Board of Trustees or Directors)

12/17/13

(Date)

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 685,000 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% of the College's graduates remain in the area and seek employment, strengthening the 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 (2012-13 year except where noted)

Student Body

Enrollment academic year:

- 34,506 students took credit and/or non-credit courses.
- 15,116 full-time equivalent credit students.
- 28,264 students enrolled in credit classes.

Student Characteristics

- More than half (52%) are 25 or older, and the median age is 25.
- There are more women (63%) than men.
- There are diverse groups of students:
 - African-American 57.6%
 - White 24.2%
 - Hispanic/Latino 10.4%
 - Asian/Pacific Islander 7.3%
 - Native American 0.5%
- Approximately 76% are minority students.
- More than half (61%) are enrolled in transfer or liberal arts programs; 16% are enrolled in career programs; 22% are enrolled in non-credit, continuing education coursework.

Faculty and Staff

- 412 full-time faculty
- 734 part-time faculty
- 463 administrative and support staff

Academic Offerings

- More than 70 degree and certificate programs in Business, Humanities, Health, Liberal Arts, Science, Technology, and the Social and Behavioral Sciences.
- Day, evening and weekend classes for full-time and part-time students. Credit and non-credit courses at the Main Campus, three Regional Centers, and 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.)

Accreditation

- Middle States Commission on Higher Education
- Pennsylvania Department of Education

Specific program accreditation information is available.

2013-2014 Budget

\$140.6 million

(\$126.6 operating; \$14.0 capital)

Financial Aid

Approximately 75% of full-time students and 65% 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

We are the largest public institution of higher education in Philadelphia and the sixth largest in Pennsylvania. The College has served more than 685,000 individuals since it began operation.

Approximately 60% of 2011 and 2012 graduates in transfer programs continued on to four-year institutions.

Economic Impact 2012-2013

\$76,140,272 annual payroll

\$2,810,195 in wage tax

\$52,061,876 in expenditures for goods and services

\$67,282,711 in federal and state revenues

- In 2012-13, the College received \$3.97 of federal and state revenue for every dollar of city revenue it received.
- 77.6 % of recent College graduates who were working at a job eight months after graduating from the College were employed in the city.

Locations

- Main Campus, 1700 Spring Garden Street, Philadelphia, PA 19130
- Northeast Regional Center, 12901 Townsend Road, Philadelphia, PA 19154
- West Regional Center, 4725 Chestnut Street, Philadelphia, PA 19139
- Northwest Regional Center, 1300 West Godfrey Avenue, Philadelphia, PA 19141
- Neighborhood and corporate locations citywide

Interim President

Judith Gay, Ph.D.

Governance

The 15-Member Board of Trustees is appointed by the Mayor.

Board officers:

Matthew Bergheiser, Chair
Suzanne Biemiller, Vice Chair
The Honorable James R. Roebuck, Jr., Vice Chair
Beatriz F. Vieira, Secretary

Board members

Matthew Bergheiser, Executive Director, University City District
Suzanne Biemiller, First Deputy Chief of Staff, Mayor's Office, City of Philadelphia
Mark Edwards, President and Chief Executive Officer, Philadelphia Works, Inc.
Lydia Hernández Vélez, Esq., Deputy Managing Director for Aging, City of Philadelphia
Stacy E. Holland, Chief of Strategic Partnerships, School District of Philadelphia
Mary Horstmann, Deputy Director of Policy Planning and Coordination, City of Philadelphia
Willie F. Johnson, Founder and Chairman of PRWT Services, Inc.
Chad Dion Lassiter, Director, Recovery and Red Cross House Emergency Services, American Red Cross, Southeastern Pennsylvania Chapter
The Honorable Michael A. Nutter, Mayor, City of Philadelphia
Judith Rényi, Executive Director, Mayor's Commission on Literacy
The Honorable James R. Roebuck, Jr., Pennsylvania State Representative, 188th Legislative District
Jennie Sparandara, Executive Director, Job Opportunity Investment Network
Stella M. Tsai, Esq., Partner, Archer & Greiner, PC
Beatriz F. Vieira, Vice President for Philanthropic Services, The Philadelphia Foundation
Jeremiah J. White, Jr., CEO, White and Associates

Trustees Emeritus

Rhonda R. Cohen
Robert S. King (deceased)

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 Plan

The Strategic Plan guides all planning efforts at the College. Building on the 2008-2012 Strategic Plan, the [2013-2017 Strategic Plan](#), approved by the Board of Trustees in Fall 2013, has the following strategic directions:

I. Fostering Student Success

Community College of Philadelphia will ensure that all students can: (1) earn an associate's degree or certificate; (2) seamlessly transfer to a baccalaureate program; or (3) complete a continuum of educational experiences to achieve 21st century skills.

II. Making An Impact

Community College of Philadelphia will be a valuable asset to Philadelphia to create a well-educated workforce and globally-competent community.

III. Positioning For The Future

Community College of Philadelphia will develop the resources required to thrive in a continuously changing economic and educational environment.

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. Strategic directions noted below refer to the [2008-2012 Strategic Plan](#).

Academic Initiatives

- The College created three academic centers to explore significant societal issues and provide faculty development and student enrichment. (Strategic Directions I and III)
 - The Fox Rothschild Center for Law and Society, the recipient of several awards, has initiated numerous programs and activities which involve more than 4,000 participants annually. Programs include an annual “Law and Society Week,” a prison offender Reentry Support Project and an annual Constitution Day.
 - The Center for International Understanding, through a series of Title VI and other government and private foundation funding, provides support for Study Abroad and faculty development. 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 received four grants totaling \$662,831 from the United States Department of Education to support College initiatives in the humanities and Study Abroad to strengthen international education. (Strategic Directions I and III)
- 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 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 18 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 Directions I and II)
- 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 who choose to participate 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)
- An Office of Student Success Initiatives was established to provide support to students at academic risk. (Strategic Directions I and II)
- MyGPS, an online resource, was launched to help students identify and achieve academic and career goals in a timely fashion. Students can access a variety of campus and community resources including career development, financial management and academic resources in one place. Through MyGPS, students can create a personal itinerary to help them succeed in College. (Strategic Directions I and II)
- My Degree Path, an academic planning tool, was implemented to provide consistent and meaningful direction to students and their advisors on the path to degree completion. (Strategic Directions I and II)
- 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)
- Since 2004, the number of dual admissions agreements with four-year transfer institutions doubled from six to twelve. Dual admission provides guaranteed acceptance and scholarships to eligible students. (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 Directions I and II)

- The College completed over \$100 million dollars' worth of campus expansion and redesign projects. Two of the new buildings earned 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 debt. (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 create the Reentry Support Project which provides 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 award-winning Public, Educational, and Governmental (PEG) Access Channel, was enhanced to offer more than 10 hours per day of unrepeatable quality educational programming including language programs, technical demonstrations, academic and performance shows, documentaries, independent feature films, international news and special features. (Strategic Direction II)
- 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)
- In January 2013, the Goldman Sachs Foundation announced its partnership with the College, the City of Philadelphia and financing partners (Community First Fund and Philadelphia Industrial Development Corporation) to help create jobs and economic growth by providing regional small businesses with practical business education, business support services and access to capital. The College is delivering the business education portion of the program. In September 2013, a group of 23 entrepreneurs graduated from the inaugural class. (Strategic Directions II and III)

- A recent gift of more than \$1 million from the Gilroy and Lillian P. Roberts Foundation preserves an historic collection of coins and engravings and celebrates the legacy of Gilroy Roberts, ninth chief engraver of the U.S. Mint, whose likeness of John F. Kennedy on the half dollar is recognized around the world. The Gilroy Roberts Gallery is housed in the College's Mint Building Rotunda. (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 College was the first institution to receive the 2013 Commitment to Education Award from ACHIEVEability in recognition of services provided to families participating in the nonprofit's Family Self-Sufficiency program. (The award is usually given to an individual outside the field of 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 two Bronze International Telly Awards in 2011, as well as four international awards and an Emmy in 2013.
 - The Center for Male Engagement received the Lee Noel and Randi Levitz Retention Excellence Award in 2012.
 - The Fox Rothschild Center for Law and Society's *Wills for Heroes* program received the Freedom Foundation Partnership Award in 2010 for its work with *We the People* which offers mock Congressional hearings for high school students. In 2009, the Jeffrey A. Enrico Award from the Pennsylvania Bar Association was awarded jointly to the Center for Law and Society and the Center for Wills for Heroes for their collaboration in providing students with a service learning experience. The model developed has been adapted by other two- and four-year institutions and law schools. In 2007, the Center for Law and Society 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), and Team Tennis (2005, 2007).
 - Faculty and staff have been the recipients of multiple awards from organizations including the National Endowment for the Arts (NEA), the Association of Community College

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 from the English Department was awarded a 2010 NEA Fellowship in Prose.
- In recent years, three faculty members have received regional and/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.
- An English department faculty member was a finalist for the Pulitzer Prize for Poetry.
- An adjunct faculty member in the Learning Lab had his film screened at the Cannes International Film Festival in spring 2013.

Self-Study Process

The Self-Study process afforded the College a valuable and important opportunity to conduct a careful study and investigation of its history, present status and future directions. The creation of the Self-Study document was important; however, its greater significance was in the process of its creation that enabled 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 recommendations generated will serve to strengthen the College's effectiveness in offering a quality learning experience for all students. These recommendations represent a commitment to improvement beyond compliance.

Community College of Philadelphia chose to use the comprehensive model for its Self-Study. Since the last Self-Study, which used the selected topics model, the College has undergone significant changes. A comprehensive Self-Study provided 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 allowed the College to assess those areas where it is innovating and excelling, as well as areas which need improvement.

A Steering Committee led by the Self-Study co-chairs and comprised of representatives from divisions across the College, the Board of Trustees, alumni, and the student body provided leadership and assumed responsibility for ensuring the quality of the Self-Study. The 14 characteristics of excellence were grouped to more readily present an integrated approach to addressing the fundamental elements and to emphasize the connections among standards. Seven Work Groups were established to research and analyze the evidence for specific characteristics of excellence. Research questions were developed by the Work Groups and approved by the Steering Committee.

This Self-Study was prepared with less faculty participation than is typical or desired. The faculty and classified employees' contract expired on August 31, 2011 and in 2012 negotiations for a new contract stalled. As a result, the leaders of the Faculty Federation of Community College of Philadelphia urged their members to withhold voluntary service to the College, which included participation in the Self-Study. Most, but not all, faculty members heeded the union leadership request. A new contract was ratified in September 2013 at which time faculty provided feedback and input into the Self-Study through face-to-face forums and through electronic communication such as email and a web comment form.

The College completed the Self-Study with integrity and on schedule. Faculty perspective is included in this document in many ways. First, the College has a large number of documents that were prepared with faculty input prior to the contract dispute including the Strategic Plan, Academic Master Plan, General Education Work Group Report, and the Assessment Task Force Report. Second, the faculty continued to participate in required activities such as academic program audits which contain information that was used in preparing the Self-Study.

Despite the dispute, which centered on wages and benefits, the faculty, classified employees and administration are united in the belief that the College is a quality educational institution that transforms lives and provides invaluable service to the community.

Communication with College Community

A working draft of the Self-Study was made available to the College community on the [College's Middle States webpage](#) and a comment form was provided for feedback. College-wide forums, feedback sessions, and presentations at new student orientations as well as internal publications such as *The Vanguard* (the student newspaper) and *Transcripts* (an online publication for the staff, faculty, students and friends of the College) were utilized to inform the College community and to provide vehicles for input.

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. (MSCHE, Characteristics of Excellence)

Introduction

Community College of Philadelphia's mission is to serve a diverse student body entering with a broad range of educational experiences and a broad range of educational and career goals. The emphasis on student success inspires the work of faculty and staff and guides the institutional strategic goals and each of the major plans - Strategic Plan, Academic Master Plan, Diversity Plan, Enrollment Management Plan, Facility Master Plan and Technology Plan. Decisions regarding planning, resource allocation, program and curriculum development, learning outcomes and institutional effectiveness are consistent with the College's mission and strategic goals.

Since the last Self-Study, there has been a significant increase in the use of data to determine effectiveness and guide decision-making. The College has also launched several important initiatives aimed at boosting student success including Achieving the Dream, the Center for Male Engagement, and an Early Alert system, all of which will be described in more detail within this report.

There is college-wide and external stakeholder involvement in the strategic planning process. The strategic directions identified in the College's Strategic Plans demonstrate commitment to its core values: Integrity, Academic Excellence, Diversity, Commitment to Teaching and Learning, Communication and Respect.

The mission, vision and strategic goals were central in the development of each of the plans. Budget and planning documents, including the *2012-2013 Fiscal Year Budget*, also contain the College's mission and vision statements as well as the vision ideals.

Evidence and Analysis

The last substantial review of the College's mission was conducted during the 2002-2003 academic year. This was followed in 2004 by the development of core values. Input was solicited from students, faculty and staff using a variety of methods including focus groups, roundtable discussions, and a web-based forum for comments. The development of a vision statement and vision ideals integrating the core values reaffirmed and complemented the mission statement.

More recently, the mission statement was re-visited during January 2012 Professional Development Week. A facilitated workshop, entitled *Middle States Self-Study Launch*, included an exercise where faculty and staff present were asked to write two words that reflected what the College mission meant for them; the top three responses were: access, education and opportunity. Another workshop, *Middle States 2014: The Journey Begins with the Mission*, attended by faculty and staff, included a public discussion that provided members of the College community an opportunity to share ways that the mission directly impacts their work and discuss how the mission might better guide the College's activities and practices. While this was a good starting point for a review of the mission, no subsequent follow-up discussions have been held.

Planning

The College has developed three Strategic Plans since the last Middle States Self-Study: 2004-2008, 2008-2012, and 2013-2017. These plans were developed with institution-wide input as well as external representation.

The [2013-2017 Strategic Plan](#) was presented to the Board of Trustees and accepted at their October 3, 2013 Board meeting. Board members played an active role in setting metrics for the plan, and in providing additional recommendations. The Board has also undertaken a visioning session to lay the groundwork for its search for new leadership of CCP, which has been partially incorporated in the newly accepted plan. The Board also will inform candidates for the presidency of the College that the strategic planning process and plan may be revised once the new president takes office.

Resource Allocation

In 2011-12, the College modified its budget planning process to more explicitly and transparently align the budget process with strategic priorities and divisional objectives and prioritize expenditures in light of reduced funding. This new process resulted in a budget that reflects significant commitment to advancing goals in the College's strategic and operational plans. The 2011-2012 budget process was assessed and results were used to make improvements to the process for development of the 2013-14 budget (*Results of the Assessment of the 2012-13 Budget Process*, [IR Report #232](#)).

Program Development

Below are three examples of initiatives (all of which are described in more detail in subsequent chapters) that the College has launched since the last Self-Study. All are closely aligned with the College's core mission of helping students succeed in achieving their educational goals:

- [Achieving the Dream \(AtD\)](#) – a long-term national initiative to help more community college students earn degrees and certificates, as well as transfer to four-year institutions to continue their studies. This initiative focuses on using data to identify strategies to help student groups that have faced the most significant barriers to success, including low-income students and students of color. In 2011, the College was awarded AtD Leader College Status in recognition of its commitment to student retention and the success of initiatives such as academic Early Alert and professional development (link to [feedback letter](#) from AtD).
- [Center for Male Engagement](#) – a center that provides supports such as coaching, workshops and cultural activities in order to promote educational success among African-American male students. The Center has achieved exemplary results, receiving the 2012 Lee Noel and Randy Levitz Retention Excellence Award for its commitment to student retention and student success, and a League for Innovation in the Community College Innovation of the Year Award in 2011.
- Early Alert – a system where faculty members who observe students with particular risk factors can complete a web-based form at the 20% and/or 50% portion of the semester. Student Affairs then offers the students an array of support services designed to help them be successful.

In addition, the College has continued ongoing programs such as the *First Course Free* program for members of Philadelphia's Chambers of Commerce; *Opportunity Now* which provides Philadelphia residents who have been permanently or indefinitely laid off from a full-time, non-seasonal position with a tuition-free semester to make a new career start; and Corporate Solutions offerings which allow Philadelphia workers to develop and maintain their skills for success in their jobs.

Excellence in Teaching

The College's commitment to excellence in teaching is demonstrated in many ways. In 2008, the College hired a full-time Director for the Office of Professional Development who oversees programming during the College's dedicated Professional Development days and throughout the year. Academic computing routinely offers seminars and workshops on the use of technology in the classroom. Additional workshops on pedagogy are offered by the [Faculty Center for Teaching and Learning \(FCTL\)](#), and a yearlong [New Faculty Program \(NFP\)](#), initiated in 2006, provides new faculty the opportunity to learn new teaching strategies that promote student success. The English Department requires all new faculty to participate in Teaching Circles, providing collaborative opportunities to examine teaching practices.

Faculty and staff have been the recipients of multiple awards from external organizations including the National Endowment of the Arts (NEA), the Association of Community College Trustees (ACCT), the Pew Center for Arts & Heritage, the MacDowell Fellowship, and the National Endowment for the Humanities (NEH). Each year one faculty member receives the Christian R. and Mary F. Lindback Award for Distinguished Teaching, a competitive, peer-nominated award. Since 2002, the Lindback winner has delivered a lecture related to his/her expertise to the College community, sharing scholarship and practice with colleagues.

Learning Outcomes

The College routinely engages in assessment of student learning at the course, program and institution levels as described in the College's *Assessment Plan*. Expected student learning outcomes for all programs are available in the College's online Catalog. All course-level outcomes are kept on file in the Curriculum Development Office and are included in all syllabi. (See Standards 12 and 14 for specific details regarding learning outcomes.)

In Fall 2009, the College implemented new General Education requirements which were subsequently tied to a set of core competencies. Rubrics and assessment plans were created to assess whether students are developing the intended knowledge, attitudes, and behaviors. [General Education/Core Competency Guidelines](#) were created to reflect the process.

Institutional Improvement

Since the last Self-Study, the mission and strategic goals have guided three major capital projects: an expansion and renovation of the Northeast Regional Center (NERC), expansion at the West Regional Center, and construction of a new building and redesign of approximately 100,000 existing square feet at the Main Campus. These projects 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 uses of technology for administrative and instructional purposes; and reflect the College's growing commitment to responsible stewardship of environmental resources.

Communication of the College's Mission and Strategic Goals

Surveys indicate that most faculty and staff understand the mission of the College. In the [Faculty and Staff Engagement Survey](#) - October 13, 2009, 96% of respondents reported that they understood how their jobs help the College support its mission. A review of [The People Connection: Onboarding Survey of Faculty & Staff Following 6-Months of Employment, 2010-2012](#), published by the Human Resources Department, revealed that 99% of respondents indicated they understood the mission of the College and how their position related to the mission. At a November 2012 Student Government Association (SGA) Open Assembly, nearly half of the students in attendance indicated awareness of the College's mission statement in such places as the *Student Handbook* and the *College Catalog*.

To raise awareness of the College and its value to the City, the *Path to Possibilities* campaign was launched in Fall 2006. Results from follow-up research show a substantial growth in Philadelphia resident

awareness of the College, from 19.2% in 2005 to 31.6% in 2009 (link to [Community Scan Results June 2009](#), p. 11). In addition, the College has hosted special events which bring business, political, governmental and community leaders to the College including a White House Summit on community colleges and the National Council on Black American Affairs (co-hosted event during the 2010-11 year).

Institutional Assessment

The College uses a wide variety of methods to measure its effectiveness in fulfilling its mission and strategic goals, inform decision-making at the institution, and improve instruction and learning. The Office of Institutional Research's (IR) website is the primary warehouse for data regarding institutional effectiveness. Some examples of key reports at this website include the [Institutional Effectiveness Report](#), the [College Fact Book](#), and [Academic Performance Measures and Transfer Outcomes](#). In addition, the College publishes annual Strategic Plan Progress Reports which monitor progress in achieving strategic goals.

The Institution Wide Assessment Committee (IWAC) created an [Institutional Assessment website](#) to provide members of the campus community with a centralized point of access to assessment information. The site includes an Assessment Library, organized according to the characteristics of excellence, which serves as a repository for a number of reports and data used across the institution in various decision-making processes.

Strengths

- The mission is recognized by faculty, staff, administrators and students throughout the institution and clearly informs strategic planning activities at the College.
- Major planning documents are directly tied to the College's strategic goals which are directly related to the mission.
- Input from a variety of sources and constituents is utilized in development of the College's plans.
- Strategic Plan Progress Reports are published yearly and allow for monitoring, reviewing and evaluating progress toward objectives identified in the plan.
- The College has an extensive compilation of data which is used to inform and guide institutional decision-making.

Recommendations

- Periodically review the mission statement to ensure that it continues to meet the evolving needs of its students and the community.
- Establish a cycle of review for the mission statement and assign responsibility to ensure that the mission review is completed prior to the development of a new Strategic Plan.

Suggestions

- None

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. (MSCHE Characteristics of Excellence)

Introduction

Planning at Community College of Philadelphia begins with strategic planning which is guided by the mission, includes broad community participation, is transparent and emphasizes identification of measurable outcomes to support assessment and institutional renewal.

The last three strategic planning cycles (2004-2008, 2008-2012, 2013-2017) were developed during periods of change: changes in funding formulas, changes in accountability mandates, changes in the economy, increased importance of workforce development, advancing technology, increasing tuition and fee structures to compensate for decreasing city and state financial support, and increasing competition in the Philadelphia higher education market. Planning enables the College to address changes proactively, aligning institutional efforts and resource allocations around specific strategic priorities essential for institutional renewal. This standard focuses on the strengths, alignment, and collaboration across college-wide planning efforts, while Standard 3 provides further details about managing and strengthening institutional resources to sustain and advance the College's mission and goals. (The process for resource allocation is analyzed in Standard 3.)

Planning Overview

A culture of planning and assessment guides the College's direction, decisions, and commitments toward continuous improvement. Strategic planning begins with an examination of both the internal and external environments and an evaluation of institutional strengths and weaknesses. Multi-year strategic priorities that align with the College mission are critical to maintaining and strengthening College programs, services, and financial viability. The College's planning model allows for successful pilot or grant-funded programs to be expanded and brought to scale. If the project is deemed successful and closely aligned with the strategic priorities of the institution, the budget process can be used to assign resources to the program.

Key divisions across the institution also create multi-year plans tied to strategic priorities that provide the framework for annual operational planning goals as well as assessment of goals at the unit and department level. While the linkages among the various plans are obvious, it would strengthen College planning to develop a planning calendar that begins with the Strategic Plan. All plans and progress reports are available to the College community on the [Institutional Research website](#).

Evidence and Analysis

Strategic Planning

Since the last Middle States visit, the College has completed three strategic planning cycles. The strategic planning model ensures a comprehensive planning process involving a wide representation of individuals, both internal and external, at multiple points during the process. To begin the process, a Strategic Plan Steering Committee reviews the College's Mission, Vision, and Core Values.

The external and internal environmental scanning process provides a set of environmental trends for consideration. The External Environmental Scan examines trends that may affect the College in the near future including the current higher education environment, political and government policy, labor and economic trends, and social and demographic changes. (For complete external scan details, see [IR Report #223](#).) The Internal Scan Report highlights key data trends that may warrant consideration in the planning process and provides a summary of key College operating characteristics including workforce development, transfer preparation, student persistence, academic performance, community outreach, and revenue and resource usage patterns. (See [IR Report #224](#) for complete internal scanning details.)

In both the [2004-2008 Strategic Plan](#) and the [2008-2012 Strategic Plan](#), goals and objectives were grouped under three strategic priorities:

- Quality and Accountability
- Enrollment Management
- Restructuring for the Future

One of the goals related to Quality and Accountability was to identify and implement improved strategies to support course and program assessment and renewal. Specifically, assessment plans would be developed and/or updated to guide the ongoing evaluation of program and course effectiveness. To date, all courses and programs have student learning outcomes. (Specific examples with results of interventions may be seen in Standard 14.) Another goal related to Quality and Accountability was to increase academic success of student groups, particularly those underserved by higher education.

A goal related to Enrollment Management was to develop new and enhance existing partnership programs with the School District of Philadelphia and other Philadelphia schools designed to promote students' subsequent enrollment and success in higher education in general, and at CCP specifically. One way the College has addressed this is through its Dual Enrollment program. There were a total of 359 seats occupied by dually-enrolled students in Summer and Fall 2012 with 298 of those students (83%) earning a passing grade of C or better.

In the priority area of Restructuring for the Future, a goal was to strengthen the College's ability to identify and set priorities for an effective response to the changing educational needs of its communities. The selection of the College as the lead college for a \$20 million federal grant, Trade Adjustment Assistance Community College and Career Training (TAACCCT), to retrain laid-off workers for jobs in the high-demand fields of energy conservation and advanced manufacturing is one example of an outcome of this goal.

In the [2013-2017 Strategic Plan](#), the goals and objectives were grouped under three priorities to frame the Strategic Plan and move the College forward:

- Fostering Student Success
- Making an Impact
- Structuring for the Future

These priorities are similar in intent to those of the 2008-2012 Plan. Annual performance goals with improvement targets were developed. Upon completion of the finalized draft, the document was reviewed and approved by the President and Cabinet and shared with the campus community through informational forums for comment and questions. The final plan was approved by the Board of Trustees in October 2013.

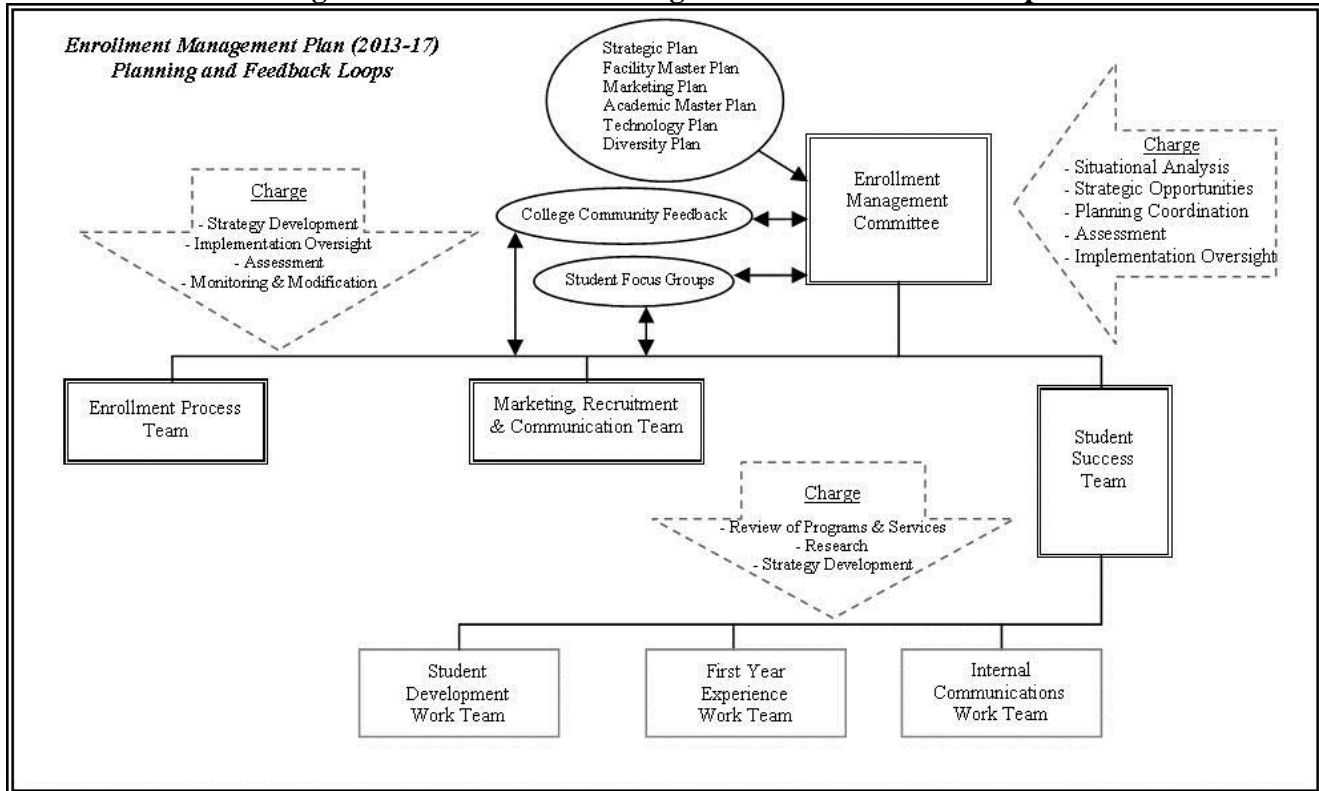
Enrollment Management Plan

Enrollment Management Planning became a College priority following the 2004 Middle States report which noted that the College did not have a clear plan. The College is now preparing to introduce its second Enrollment Management Plan (2013-2017). The model for enrollment management planning is focused on the whole student experience from marketing, recruitment, retention and persistence through graduation. Central to implementing a comprehensive program of services and activities to support student success is strong integration across the College's major operational divisions (see Figure 2.1). Focused work teams collect and evaluate data, identify strategic opportunities, and assume responsibility for implementation and oversight. Student voices are included in the plans through focus groups, and the College community has opportunities to provide feedback through presentations, discussions, and forums.

The annual Enrollment Management Plan Progress Report includes milestones and informative data about progress toward the plan's goals and objectives. Enrollment Management Plan achievements include complete revision of enrollment services from a decentralized and unsystematic process to an integrated process located in one central location, which includes the Assessment Center, financial aid, advising, registration, counseling, the Center on Disability, International Student Services and the Veterans Resource Center. As a result of these changes, students spend much less time waiting in line and wandering around campus looking for various enrollment-related services. This accomplishment also demonstrates strong collaboration across College divisions and alignment between the Enrollment Management Plan and the Facility Master Plan.

At the close of the 2008-2012 [Enrollment Management Plan](#), 85% of the strategies identified in the Enrollment Management Plan had either been completed or were in near stages of completion. The remaining 15% had either been deferred or deleted due to changes in strategic direction. An example of a deleted strategy was the extended usage of Banner CAPP (degree audit system) to include students, academic advisors, and counselors. This strategy was eliminated due to the determination that there were technical and service issues related to the full implementation of CAPP. In its place, the College has since adopted DegreeWorks, a more robust and sophisticated degree audit system.

Figure 2.1: Enrollment Management Plan Feedback Loops



Source: 2008-2012 Enrollment Management Plan

Academic Master Plan

The [Academic Master Plan](#) provides the strategic and operational directions that guide academic development across the College. In the last Self-Study, the absence of an Academic Master Plan was noted. As of this writing, the College is in its third Academic Master Planning Cycle (2014-2018). Past plans (2006-2009, 2010-2013) have promoted data-driven decision-making and established a culture of academic assessment. Key achievements related to assessment of student learning and program outcomes include:

- Establishment of the [Office of Academic Assessment and Evaluation](#) (2008) which supports valid and reliable assessments of student learning and program outcomes by creating a systematic process and providing personalized guidance and support
- Development of a Learning Outcomes Assessment Model (2008) for measuring General Education/Core Competency requirements
- Implementation of new General Education/Core Competency requirements in 2009
- Increase in number of courses designated writing intensive
- Revision of Academic Program Audit Guidelines to emphasize assessment of student learning (2010, 2011, 2012, 2013)
- Implementation of an annual program review and improvement tool known as the QVI (Quality and Viability Indicators)
- Revision of the [Credit Course Evaluation \(Chapter 335\)](#) process to include assessment of student learning

For the 2014-2018 Academic Master Plan, a revised process was used that engaged a greater representation of people earlier in the process. For the two previous AMPs, a committee was created to develop the plan. For the 2014-2018 AMP, rather than starting with a discrete planning committee, departments engaged in “bubble up” conversations at the start of the process. The goals of the revised Academic Master Plan

process are: (1) to broaden participation; (2) to connect ideas across units to create a broad perspective; (3) to relate plan concepts to other College plans, particularly the Strategic Plan; (4) to use data and best practices to inform ideas; and (5) to consider where the College fits in the broader conversation about higher education.

Technology Plan

The overarching vision of the [Technology Plan](#) is to provide support for the College's teaching and learning environments. The College's efforts have focused on three primary areas:

- Replacing aging and outdated technology
- Improving business systems and processes
- Supporting student learning and student service delivery through technological advancement and innovation

A Technology Coordinating Committee, representative of all employees across the institution, is charged with supporting student academic and support services, meeting archival standards, and securing data. An example of a collaborative initiative is the implementation of My Degree Path, a new academic planning tool to help advisors provide consistent and meaningful direction to students related to degree completion. Implementation required complex coordination between Academic Affairs, Student Affairs, Facilities, and Information Technology.

Business systems and processes have been completely renovated with the implementation of Banner as the College's enterprise system. This single platform facilitates the student administration, human resources, and business needs throughout the College. This relational database system provides the College with information for data analysis and reporting. The addition of Banner web-based services for students has streamlined student enrollment and registration services, providing students with flexible options through which to conduct business including registering for classes, processing financial aid transactions, and accessing transcript information. These services are continually being upgraded and improved to accommodate new technology such as mobile devices.

Other noteworthy accomplishments include:

- Increased Wi-Fi capability and bandwidth across the campus
- Increased deployment of smart podiums, smart whiteboards in classrooms
- Implementation of a new Learning Management System - Canvas
- Implementation of Resource 25: Collegenet's R25/S25/X25 space management/analysis and scheduling software package to provide better utilization of academic and other spaces
- Increased use of document imaging to reduce external paper storage costs (Iron Mountain)
- The development of a Business Continuity Plan which outlines data recovery and security measures in case of a natural disaster or other adverse event

Integrated Marketing Plan

The [Integrated Marketing Plan](#) supports the College mission and Strategic Plan goals by raising public awareness of the College's quality programs, services, and activities; reinforcing its brand and prominence within the community; and assuring that information about academic programs and services reaches targeted audiences, highlighting the opportunities and benefits available at the College. Current initiatives include building CCP's image as the City's college and identifying the College as the *Path to Possibilities*.

Strategic priorities for this plan were guided by the information from external and internal research originally conducted by Clarus in 2006 and updated in 2009 which found:

- The "unaided recall" for the Community College of Philadelphia increased from 11.2% in 2005 to 13.4% in 2009, a 19.6% increase.

- Community College of Philadelphia retains a solid niche in the market providing an affordable entry point into higher education for Philadelphia residents.

Based on feedback, Marketing and Government Relations moved forward with five key messaging concepts based on words individuals used to describe the College:

- The College prepares you for educational and career growth and transition.
- The College offers high-quality education and instruction.
- The College offers broad access to a postsecondary education.
- The College provides a supportive environment where you can meet your educational, career and personal goals.
- The College is an economic engine of the city.

The implementation of the new College website will be critical in communicating these concepts in an organized and clear way that will reinforce and build on the College's prominence as a leader in education. The College website is often the first point of contact for new students and staff. Public expectations demand a resource that is organized, useful and optimized for mobile devices. Research last year showed more than 459,000 contacts to the website were from mobile devices.

In planning for the future, the College should continue its collaborative marketing efforts. As Marketing and Government Relations is preparing for the next planning cycle, this is an opportune time to expand the marketing plan to more clearly align with the College planning processes, providing a focused strategic marketing plan more directly connected with strategic goals and initiatives.

Diversity Plan

It is part of the College mission to “increase awareness and appreciation of a diverse world where all are interdependent.” At the College, diversity is more than race, gender, affirmative action, and equal opportunity; diversity is about embracing uniqueness and individuality in the delivery of services as well as in daily interactions. The vision is to ensure that each person’s potential to make positive contributions to society is not constrained but enhanced by the differences that make us who we are as a community. As a tangible example of the College’s commitment to this vision, a survey was administered in 2012 to assess the campus climate for LGBTQ students, faculty and staff. A report followed the survey which recommended that the College create an LGBTQ task force reporting to the Office of Diversity and Equity. This task force was created in the fall of 2013.

The College reviewed progress in the 2009-2013 [Diversity Plan’s](#) goals related to: 1) Campus Climate, 2) Training and Development, 3) Recruitment and Retention, 4) Responsibility and Accountability, 5) Assessment and Evaluation, and 6) Student Access and Opportunity. The key factor is a spirit of cooperation and recognition that every student, employee, and department is responsible for supporting diversity and acting to ensure that all students and staff are treated with dignity, fairness, and respect. A draft revised Diversity Plan was completed in early 2014 with the intent to more clearly align diversity goals and objectives with the Strategic Plan, as well as with all college-wide planning initiatives.

Resource Allocation

See Standard 3.

Facility Master Plan

The 2003-2013 [Facility Master Plan](#) (FMP) has served as a tool to help the institution plan and develop new and expanded physical resources while modernizing and renovating existing resources to meet the challenges of delivering the best possible educational experience to our students.

The Plan encompassed three central themes:

- Addressing specific program requirements that cannot be fully addressed in current space allocations and/or conditions
- Enhancing the overall attractiveness and functionality of the College's Main Campus
- Continuing the development of the College's three Regional Centers

Throughout the process, implementation around these three themes required rigorous coordination and assessment between the FMP and other planning initiatives, as well as with government agencies and local neighborhoods.

Examples of notable accomplishments are:

- The Northeast Regional Center expansion project included a new, 45,000-square-foot building, effectively doubling the size of the campus.
- The first of two College "green" buildings, the Northeast Regional Center projects included the installation of a geothermal heating, ventilation and air conditioning (HVAC) system; a storm water management system that prevents flooding and reuses rainwater; advanced indoor air quality systems and monitoring; a green roof; and recycled content.
- The \$56 million Main Campus expansion and redevelopment project included a new Enrollment Central area, and the new campus Pavilion which contains a new dining facility; expanded new bookstore space; state-of-the-art classroom and kitchens for the College's expanding Culinary Arts and Hospitality Management program; and a new Welcome Center for prospective students.

The new 2014-2024 Facility Master Plan, which is still in development, prepares to build on and enhance these initiatives. The dual focus of this plan is better use of existing space and identification of potential space for future growth. Examples of expected redesign and renovation goals are:

- Reconfiguration of classroom spaces to encourage student engagement through active learning and to provide flexible options for future programming needs
- Renovation of lab spaces for chemistry, biology and microbiology
- Expansion of the learning commons concept to the Main Campus

There is also potential for expansion and innovation during the next 10-year period. The College is considering a comprehensive plan for the development of the 15th and Hamilton Streets property that could include retail, parking and instructional space with possible public/private partnerships to fund and support development and/or operations. The plan will also consider future development of the Regional Centers and the potential need and characteristics for any additional Regional Centers.

Strengths

- Planning and assessment take place at every level. College-wide priorities and strategies are guided by the Strategic Plan, while the key functional plans facilitate the implementation of annual goals and objectives that collectively affect incremental progress on the Strategic Plan.
- Planning committees include students, administrators, faculty and classified/confidential staff.
- The strategic planning process provides for extensive collaborations with faculty, staff and external constituencies in the development of the Strategic Plan.
- Vice Presidents provide an annual assessment of progress on strategic objectives in their areas of responsibility.

Recommendations

- Establish a calendar for college-wide planning so that the Strategic Plan is the first plan completed in each planning cycle.

- Continue to assess institutional strategic priorities to ensure that the College is addressing the City's most critical priorities and is proactive in engaging other organizations as partners.

Suggestions

- None

Standard 3: Institutional Resources

The human, financial, technical, 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.
(MSCHE, Characteristics of Excellence)

Introduction

Overall, Community College of Philadelphia (CCP) has the financial, human, technical, and physical resources necessary to achieve its mission, and these resources have been used successfully to advance achievement of the College's mission and its strategic priorities. The College has achieved an operating budget surplus in each of the last 10 fiscal years from FY 2004 through FY 2013, and the College has an A1 rating from Moody's Investors Service.

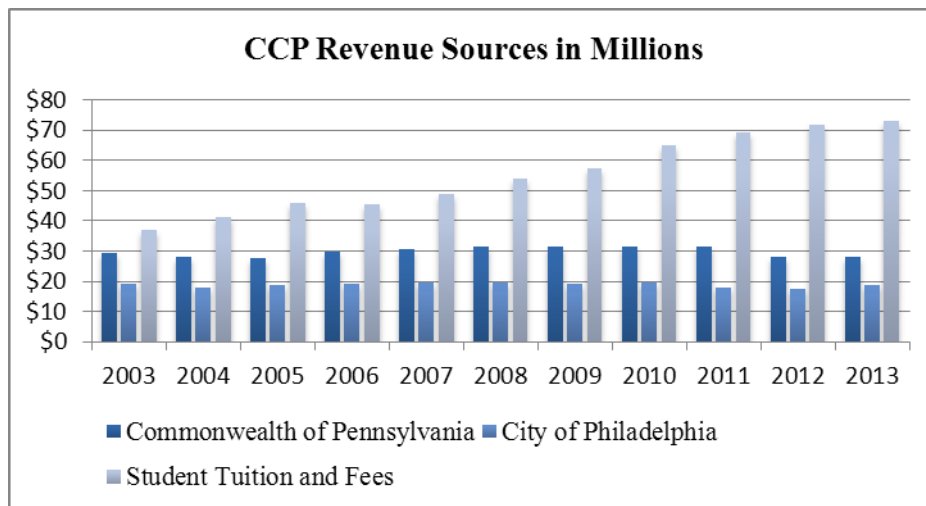
Although the overall health of the institution is good, the College faces some challenges including City and State funding that has not kept pace with growth in expenditures; tighter student eligibility requirements for Pell grants; uncertainty regarding enrollments; and rising student tuition and fees.

Evidence and Analysis

Operating Revenue

During the past 10 years, the percentage of operating revenue that comes from Student Tuition and Fees has increased significantly while the percentage of operating revenue from State and City funding has declined. This has made the College much more dependent on tuition and fees as shown in Figure 3.1.

Figure 3.1 CCP Operating Revenues by Major Sources, 2003-2013



Source: College Annual Audited Financial Statements

Figure 3.2 below illustrates that due to a lack of substantial growth in City and State funding, tuition and fees have risen faster than operating cost per student over the past decade.

Figure 3.2: Total Program Costs per Credit FTE Compared with Tuition and Fee Charges for Full-Time Students

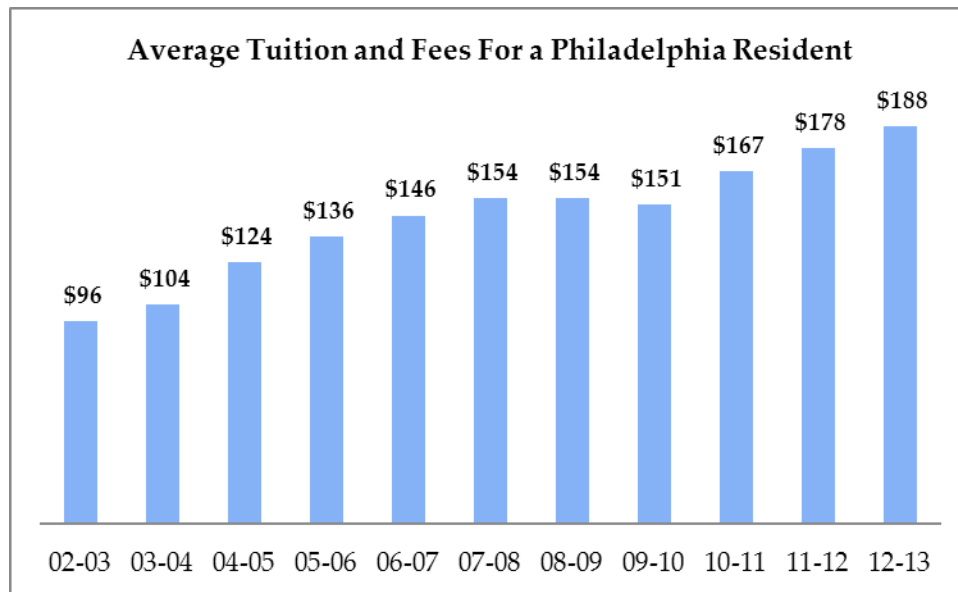
Fiscal Year	Total Program Cost Per Credit Student FTE	Real Operating Cost Per Credit FTE and Fees (1982-84=100)	Tuition and Fees	Real Tuition (1982-84=100)	Real Tuition and Fees as a Percent of Real Program Cost
2003-04	\$5,513	\$2,920	\$2,496	\$1,322	45.3%
2012-13	\$8,269	\$3,470	\$4,504	\$1,890	54.5%

Source: Office of Budgets and Financial Services

The College recognizes that cost can be a major barrier to enrollment and has a long tradition of taking a multi-year approach to budgeting and stewardship of assets. In years of adequate public funding, the College has been able to build up reserve balances, which are managed by the Board, to supplement revenues during lean years. Judicious application of the reserve balance with cost containment efforts has provided consistency in operations while maximizing affordability to the students.

The operating revenue generated from student tuition and fees is largely a factor of student tuition and fee rate increases and moderate enrollment growth over this time period. Figure 3.3 shows the average increase in tuition and fees for Philadelphia residents since 2003. This represents an average increase of \$92 (95.8%) in credit hour tuition and fees over 10 years.

Figure 3.3: Average Tuition and Fees Charges per Credit (Fiscal years 2003 to 2013)



Source: Office of Finance and Planning

The chart in Figure 3.4 summarizes the revenue and operating expenses for three fiscal years.

**Figure 3.4: Summary of Annual Operating Revenues and Expenses
(Fiscal Years 2011, 2012, and 2013)**

Revenues	2010-2011	% of Total	2011-2012	% of Total	2012-2013	% of Total
Student Tuition and Fees	69,701,839	57.3%	71,641,281	59.8%	73,205,792	60.47%
Commonwealth of Penn.	31,343,227	25.8%	28,229,309	23.6%	28,239,824	23.33%
City of Philadelphia	18,091,851	14.9%	17,652,221	14.7%	18,063,705	14.92%
Other Income	2,453,996	2.0%	2,351,960	1.9%	1,547,115	1.28%
Total Revenues	121,590,914		119,874,772		121,056,437	
Expenses						
Salaries	73,186,125	60.9%	72,881,625	61.1%	71,700,206	59.78%
Fringe Benefits	29,036,778	24.18%	28,574,332	23.9%	30,706,640	25.60%
Other Expenses	17,718,472	14.8%	17,646,631	14.8%	17,338,764	14.46%
Student Financial Aid	143,447	0.12%	169,847	0.14%	199,415	.17%
Total Expenses	120,084,822		119,272,435		119,945,027	
Operating Budget Surplus (Deficit) prior to recording the GASB 45 post-retirement expense accrual	1,506,092		600,502		1,111,409	

Source: Office of Budgets and Financial Services

Capital Funding and Expenditures

Under Act 484, which established the Pennsylvania Community Colleges, sponsoring district students (Philadelphia residents) do not contribute to capital costs incurred by the College. Most capital costs are shared on a fifty-fifty basis by the City and the State. However, non-City residents are charged a capital fee, currently \$10 and \$20 per credit hour for State and non-State residents respectively.

State capital funding is provided to the College as a separate budget allocation. However, City funding comes to the College as a single amount appropriation. Under the requirements of Act 484, dollars received from the City are first used to cover annual capital costs including debt service payments. The remainder of the City allocation is available for operating expenditures.

Figure 3.5 summarizes capital revenues and expenditures for the past three fiscal years. In FY 2011, the College received significant grant support for the construction of the Northeast Regional Center Expansion. In FY 2012, a large U.S. Department of Labor grant included funding for the development of a manufacturing technology laboratory.

**Figure 3.5: Summary of Annual Capital Revenues and Expenses
(Fiscal Year 2011, 2012, and 2013)**

Revenues	2010-11	% of Total	2011-12	% of Total	2012-13	% of Total
City Dollars Used for Capital	7,317,356	44.5%	7,756,986	48.5%	7,345,502	51.6%
State Capital Funding	6,330,656	38.5%	6,327,091	39.5%	6,384,089	44.8%
Non-resident Capital Fees	362,880	2.2%	341,450	2.1%	332,910	2.3%
Grants and Other Sources	2,438,313	14.8%	1,573,821	9.8%	178,248	1.3%
Total Revenues	16,449,205		15,999,348		14,240,749	
Expenses						
Debt Service Payments	12,802,204	77.8%	12,903,753	80.7%	13,152,407	92.4%
Capital Purchases	3,647,001	22.2%	3,095,595	19.3%	1,088,342	7.6%
Total Expenses	16,449,205		15,999,348		14,240,749	

Source: Office of Budgets and Financial Services

Debt Rating

In November 2008, at the time the College issued debt for the recent Main Campus and Northeast Regional Center construction projects, the College was required to obtain its first independent bond rating from Moody's Investors Service. Prior debt had been insured and a bond rating for the College was not required. The initial Moody's rating was A2. In Spring 2009, the College's bond rating was reassessed by Moody's and upgraded to A1. A subsequent Moody's [review in June 2012](#) maintained the A1 bond rating. Key factors in the bond rating decisions were the College's positive operating performance as evidenced by the College's ability to achieve consistently balanced operating budgets, a knowledgeable senior management team, and the College's ability to maintain a strong cash position.

Resource Development and Allocation Process

The majority of expenditures at CCP continue to be salaries, wages, benefits, and academic expenses. Institutional budgeting is aligned with the annual planning process and strategic goals. An [online strategic planning objective](#) template enables a department or division to list and cost out their priorities. The template requires users to link their objectives to specific institutional strategic plan objectives, provide evidence of need, provide details about the resources needed, and include clear metrics to assess completion of objectives. Recently, the College has strengthened its communication efforts so that members of the institution are better informed about the College's finances and budget process.

Each year, the Office of Finance and Planning organizes a budget presentation where financial planning assumptions are presented, and the process to tie the development process to the College's strategic priorities is explained. Using the vision and information shared at these meetings, cost center managers submit their budget plan objectives. The Vice Presidents of each division then review and prioritize objectives within their respective divisions.

After the budget requests are submitted, the President's Cabinet prioritizes the requests in line with the College's strategic priorities and makes final funding decisions. Information sessions are held which

provide an opportunity for the College community to discuss recommended priorities. An online suggestion box is available on the portal to solicit ideas for generating other sources of revenue.

The College employs a wide range of performance measures to understand and assess its effectiveness with respect to the use of resources. The Board of Trustees utilizes the following key performance measures to monitor institutional financial performance: average monthly amount of cash and investments (liquidity), unrestricted fund balances, current asset to current liability ratio, percentage of operating revenues used for debt payments, revenue dispersion by funding source, operating cost per FTE student, and annual percentage increase in average employee salaries. A much wider range of metrics are used by staff to analyze patterns in resource development and usage. A few examples of these are: direct and total cost per program FTE, average class size by discipline and location, credit hours taught per FTE faculty, trends in major expense categories, revenue support patterns, energy consumption patterns, trends in key general ledger categories (e.g., student accounts receivable) and student to staff ratios. The annual Institutional Effectiveness Report ([IR Report #233](#)) and the College Fact Book provide financial performance indicator trends for some of the measures most commonly used by the general College community. Detailed budget and financial reports are issued regularly by the Office of Budgets and Financial Services and Office of Finance and Planning to support institutional resource allocation decisions. Both College data trends over time and comparisons with peer institutions are used to understand and strengthen the College's effectiveness in resource usage. (See Standard 7 for more detail.)

Assessment of the 2012-2013 Budget Processes

To identify issues and develop strategies that might be used in the future to further strengthen the budget process, cost-center managers were surveyed about their experiences during the budget development process. Responses to the survey were generally very positive, and several thoughtful recommendations were taken into consideration for the next development process. The recommendations which were implemented in the development of the 2013-2014 budget include: an earlier start to the budgeting process; more frequent and in-depth training for cost center managers; increased communication about the process; and modification of the format for the formal written budget ([President's Memo February 11, 2013](#)). Better understanding of the process from the user's perspective will help ensure that revisions to the budget process are connecting resources at a level that will facilitate effective decision-making in a time of limited resources.

Physical Resources

The College comprises a Main Campus and three Regional Centers with 13 buildings containing approximately 1,548,104 gross square feet and a current replacement value of \$319,102,000. The institution has successfully completed significant construction and renovation projects over the past 10 years, totaling over \$120 million, including expansion of the Main Campus and Northeast Regional Center, and renovations of classrooms, offices and service areas (link to history of [physical plant investments](#)).

Budget allocations to support facility repair, maintenance, technology, and minor facility improvements are identified and funded from the annual operating budget. A list of capital projects are identified annually and presented to the Cabinet for review and prioritization. These types of projects include items such as roof repair, updating HVAC and electrical equipment, classroom modernizations, and updating of science and computer labs, as well as equipment, fixtures and furniture purchases.

By law, student tuition can only be used for operating expenses. The funding of capital projects must come from the City and State or special capital fees paid by out-of-county students. The City provides a single appropriation to the College. From this appropriation, the College must first make debt service payments. The remaining appropriation is then used for operating expenses and capital purchases. The state allocation is more complex. Through Act 46, the state has established a separately funded capital pool for all Pennsylvania community colleges, committed to existing debt service and long-term facility leases. The

capital pool is treated as a revolving fund among all of the colleges so as debt is retired, dollars committed to those costs will be returned to the pool for other capital purposes. The expectation is that, over time, a significant amount of new construction and major deferred maintenance needs will be addressed by the revolving capital pool. Progress on campus development has been ongoing and follows the [Facility Master Plan](#) (see Standard 2).

In order to conserve energy and protect the environment, CCP incorporates many types of efficiency strategies to foster a green campus environment. To address these factors, the focus of the Northeast Regional Center Expansion project was to maintain LEED (Leadership in Energy and Environmental Design) compliance, which is a rating system for the design, construction and operation of high performance green buildings. As the College planned renovation and expansion efforts, sustainability was also a central focus. Techniques used include high performance exteriors that reduce energy use; inclusion of green roofs that prevent rainwater runoff and divert water for building use; daylight harvesting to maximize natural light in learning areas; recycled flooring in interior spaces; installation of a storm water management system that prevents flooding; advanced indoor air quality systems and monitoring; and the use of local building materials. At the Northeast Regional Center, a geothermal HVAC system was employed. This system was made possible by a grant from the U.S. Department of Commerce Economic Development Administration to support the Institute for Biotechnology and Advanced Manufacturing at the College.

In Fall 2012, in order to save resources, the College began closing the majority of the Main Campus on Friday evenings and Saturdays. All campuses have always been closed on Sundays. One building on the Main Campus, the Center for Business and Industry (CBI), remains open as do the three Regional Centers. This partial closure reduced not only energy costs, but also reduced personnel costs for library, counseling, student services, maintenance and security. Many weekend classes were moved to one of the Regional Centers or the CBI building. Some faculty have raised concerns that students have been negatively impacted by this change. In particular, there are specialized resources such as the photography and music studios and the Paralegal Studies law library which are not available at the Regional Centers or electronically. Accommodations were made including allowing Art students to use the studio if accompanied by a faculty member, increasing services at the Regional Centers and opening the Student Academic Computing Center in CBI. The College will continue to monitor the weekend partial closure and assess the cost savings as well as the impact on students, faculty and programs.

Financial Controls

The College's financial controls begin with the policies developed by the Pennsylvania Department of Education for the operation of community colleges (Chapter 35). These broad policies are supplemented by detailed internal Financial Policies and Procedures developed by staff and approved by the Board of Trustees. These policies govern items such as procurement procedures, expenditure approvals, use of petty cash funds, disposal of college property, accounts receivable collection and debt management, conflict of interests, and management of external audits and program compliance. The College also employs an internal auditor who prepares an annual audit plan based upon a risk matrix and also conducts unannounced audits. Finally, the College contracts with a national external auditing firm to conduct an annual audit of its operations. The College continues to receive unqualified opinions on its financial statements with no noted internal control deficiencies ([see 2012 A-133 Audit Report](#)).

The College is covered by the Office of Management and Budget OMB Circular A-133 Single Audit Act of 1984. On an annual basis, the external auditors (KPMG) report whether the College has followed laws and regulations that may have a material effect on each major federal aid program. The external A-133 auditors have expressed unqualified opinions on the College's financial statements for the past 10 audits and no material internal control deficiencies were noted in financial reporting. While there were audit findings and repeat audit findings relating to Student Financial Aid (Title IV funds), the number and severity of those

audit findings steadily declined since FY 2003. In fact, by FY 2008, there were no audit findings relating to Student Financial Aid and that accomplishment was repeated for FY 2009, FY 2010, and FY 2011. Prior to September 2008, the College's Program Participation Agreement (PPA) with the U.S. Department of Education for Title IV, HEA programs was under Provisional Approval. However, the Provisional Approval was removed when it was renewed through June 2012. Subsequently, the PPA was again renewed under full certification through December 2017. Beginning FY 2008, the College was considered a low-risk auditee under Section 530 of OMB Circular A-133 and remains so today.

Human Resources

A large percentage of the organization's operating budget is devoted to employee salaries and benefits. For FY 2013, wages were \$71.9 million and fringe benefits cost \$30.1 million, for a combined total of \$102.0 million – or approximately 83% of the operating budget.

Over the past 10 years, the Human Resources Department (HR) has evolved beyond the traditional transactional functions and regulatory compliance. The College's former HR model was perceived as slow and bureaucratic. Today, as a more effective unit, HR contributes to the organization's mission as a strategic partner and a facilitator of organizational success, while maintaining streamlined processes and procedures to ensure campus-wide consistency. HR offers increased services to orient new employees, more professional development opportunities for existing employees, and a range of other services to serve the College community.

Community College of Philadelphia Foundation

In the 1990s, a group of dedicated volunteers came together and created the Community College of Philadelphia Foundation, a charitable foundation established to support college students, facilities and programs. Today, the Foundation is a 501(c) (3) nonprofit organization that enhances and enriches the educational experiences of Community College of Philadelphia students by providing external resources to support the College's mission. The Foundation has continued to grow and build partnerships that will ensure the College's ability to continue the tradition of providing superior, affordable educational opportunities.

On July 1, 2008, the Community College of Philadelphia Foundation launched its first-ever comprehensive campaign, *Expanding Possibilities: The Campaign for Community College of Philadelphia*. The Foundation set out to raise \$10 million in support of three key initiatives:

- On the Main Campus, create new spaces for learning, expanded student services and implementation of new programs
- At the Northeast Regional Center, better meet the needs of students and businesses in the community
- Across the College, build a sustainable base of support for students through new scholarships, academic programs, equipment and more

At the campaign's close on June 30, 2012, the Community College of Philadelphia Foundation reported exceeding the initial \$10 million goal by raising over \$17 million in public and private support including nearly \$6.9 million for student scholarships and programs. Of the \$17 million raised, \$9.8 million was from private sources and \$7.2 million was from public support. The campaign also greatly expanded support from private donors and engaged a wider audience than previous fundraising activities. Faculty and staff of the College contributed to the campaign through a mechanism created by the Foundation called the Family Tree Campaign.

A significant factor in the campaign's overall success was earning eligibility for and meeting the total reward requirements of the Kresge Challenge grant which matched gifts and grants received from donors

up to \$1.2 million. The Community College of Philadelphia is one of the first community colleges to have earned a matching grant from the Kresge Foundation, and is the recipient of the largest grant ever made to a community college by the Foundation.

Strengths

- Through careful planning and prudent use of resources, the College has been able to maintain essential services while keeping costs relatively low, thus maintaining the overall fiscal health of the College and achieving an operating budget surplus for 10 consecutive years.
- In years of adequate public funding, the College has been able to build up reserve balances to supplement revenues during lean years. Judicial application of the reserve balance with cost containment efforts has provided stability in operations while considering affordability to students.
- The external A-133 auditors have expressed unqualified opinions on the College's financial statements for the past 10 audits and no material internal control deficiencies were noted in financial reporting.
- The budget process is systematic, well documented and linked to strategic planning; it promotes broad participation and provides for ongoing evaluation.
- Vice Presidents provide an annual assessment of progress on budget goals and objectives at the end of the fiscal year.
- Through its Capital Campaign, the Community College of Philadelphia Foundation contributed more than \$8 million in support of capital projects on the Main Campus and at the Northeast Regional Center as well as more than \$6 million for student scholarships and programs.
- Long-term facility planning for the College has been visionary and focused on improving facilities and the environments for students, faculty, and staff. The latest planning cycle successfully supported several major new construction and renovation projects.
- The College has demonstrated a commitment to sustainability through initiatives that have reduced energy expenditures and protected the environment. For example, the College was able to double the available space at the Northeast Regional Center without increasing energy expenditures.

Recommendations

- None

Suggestions

- Financial planning for the College should emphasize the development of new revenue sources to help off-set the budgetary impact of diminished support from the City and State.

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. (MSCHE Characteristics of Excellence)

Introduction

The active governing body of Community College of Philadelphia is the Board of Trustees, composed of individuals who reflect the constituent public interest and have the sufficient expertise to fulfill the necessary oversight responsibilities. As stipulated in the College's Bylaws, there are 15 trustees. This body engages a CEO, the College President, who has the primary responsibility of running the institution. The Board of Trustees has developed processes that ensure effective leadership of the College and that are aligned with the College mission. The Board increasingly uses data and performance indicators for strategic decision-making.

In November 2012, Mayor Michael A. Nutter appointed seven new members to the Board of Trustees, including himself. The Mayor's deep commitment to improving the education of Philadelphia's population prompted him to join the Board of Trustees. The Mayor's appointments also included several City leaders in workforce development.

President Curtis and his team have done a remarkable job in setting CCP on a sure foundation, returning balanced budgets, avoiding deficit funding, and seeking new support for the College during his tenure. President Curtis' team also brought long negotiations with the union to a successful completion. These and many other accomplishments described in full in this Self-Study document attest to the College having built a sturdy foundation over the past 14 years which will enable it to move forward from a solid base to its next phase. The Board has begun that process by holding a visioning session to establish the new vision and aspirations for the College as embodied in the Board of Trustees aspirational statement in the College's [2013-2017 Strategic Plan](#):

The Community College of Philadelphia is a regional and national leader in educational opportunity and workforce preparation. Through high quality academic programs and strategic support services, students develop the knowledge and skills they need to succeed in the 21st century economy. In addition, CCP serves employers by providing rigorous training programs that equip future jobseekers and current employees with the knowledge and skills they need to be successful within their careers. CCP will be a premier open access learning institution in the region, and one that embraces innovation, efficiency and transparency in all of its work (p. 15).

It is in this context that the Board is conducting its search for the new president, which is designed to inaugurate the new leader in July 2014. The Board of Trustees has undertaken a series of meetings under the guidance of national leaders in Community College governance, identified a presidential search firm, created a broadly representative search committee and defined the qualities essential to leading the College to its next level of excellence. The Board has also instated an interim president, Dr. Judith Gay, who has served the College as Vice President for Academic Affairs for 13 years. The Interim President has reached out to all sectors of the College Community, and the transition period is off to a fine start.

Dr. Gay's interim move into the President's office necessitated additional changes, including the Associate Vice President becoming Acting Vice President. A prior planned change is the retirement of the long-time

Vice President of Finance and Planning. A search for a new Chief Financial Officer has been delayed until the new president is in office and can decide on the configuration of the cabinet, allocation of duties to various officers of the College, and personally engage in the search process for this critical position. In addition, the Vice President for Institutional Advancement for three years, who laid the foundation for the College to embark on its first major (\$50 million) fundraising campaign, resigned early in the fall of 2013. She will be initially replaced by the Associate Vice President of Institutional Advancement, who is fully able to take up the work in hand until a permanent new executive has been identified. That search is underway.

This number of leadership positions in the hands of interim appointments at the same time was unexpected, except in the case of the one planned retirement mentioned above. All of those in the interim positions, however, are seasoned leaders who have benefited from mentorships under the prior leaders. The Board is fully confident that the interim appointments have the capacity to manage and lead the College this academic year. The Board has individually and as a body pledged full support to the entire leadership team, and believes all matters will continue to be carried out with the same level of excellence and professionalism as in the past.

The College has a clearly defined and rigorously structured governance mechanism with representation from all stakeholder groups including students, faculty, and administration. The entire governance process, including minutes of meetings and resulting decisions, is well documented and is available for public scrutiny.

Evidence and Analysis

Board of Trustees

The Commonwealth of Pennsylvania established Community Colleges with the Community College Act 484 of 1963 which requires the participation of a local sponsor. The local sponsor for Community College of Philadelphia is the municipality of Philadelphia. Act 484 clearly defines the composition of the Board of Trustees to “consist of no less than seven and no more than fifteen persons appointed for a term of six years” (Section 1904A added July 1, 1985). As specified in this Act, members of the Board of Trustees are “appointed by the Mayor of Philadelphia from nominations from a nominating committee panel established in accordance with municipal ordinance” (Section 1904A added July 1, 1985). This Municipal Ordinance specifies the appointment process. In addition, the “Powers and Duties of the Board of Trustees” is delineated in this document (Section 1905A added July 1, 1985). These terms and conditions are also reflected in the [Bylaws of the Board of Trustees](#) found on the [Board of Trustees Website](#).

The Board of Trustees manages the effectiveness of its institutional leadership and governance in several ways including comprehensive guidelines and policies ensuring integrity, following an established new Trustee orientation program and regularly assessing its performance.

The Board of Trustees performs a periodic self-assessment. In the summer of 2009, the Board of Trustees instituted an annual retreat. A Retreat Follow-up Work Group, through a series of Trustee interviews and discussions, established a series of procedural and structural recommendations intended to create a Board with “structure and practices that will best position us (the Board) to fulfill our role in support of the long-term strategy of the Community College of Philadelphia.” From these recommendations the following changes were made to the Board in the fall of 2009.

- The Business Affairs Committee was retained with the addition of an Audit Committee. This committee was created partially in response to the Sarbanes-Oxley Act. Although the College is not officially covered by this Act, the Board felt that it was critical to comply with the spirit and intent of the Act by ensuring accuracy and transparency in its financial statements. This

committee includes outsiders with appropriate expertise to oversee the fiscal integrity of the College (see [Audit Committee Charge](#)).

- The Academic Affairs and Student Affairs committees were merged into one, the Student Outcomes Committee, to align with the language used in the Strategic Plan. This committee is “concerned with and makes recommendations to the Board as to all matters pertaining to oversight of the educational operation of the College, including academic program and enrollment management review; the College’s progress toward student success goals; and appropriate policy issues.” All academic audits are reviewed by this committee. This committee uses student outcomes data and other performance indicators for making strategic decisions about keeping programs open or closing them.
- The Bylaws were revised to state that the four elected officers of the Board would serve as a true Executive Committee with specific responsibilities. The Executive Committee is also responsible for setting the Board meeting agendas.
- In order to ensure the integrity of its decisions, the Board of Trustees instituted bi-annual ethics training sessions. In addition, there is a [Conflict of Interest Policy](#) in place which includes an annual conflict of interest disclosure statement. All legal concerns are reviewed by the College’s General Counsel.

The Board continues to conduct retreats on an annual basis which includes an [annual self-assessment](#). Work plans are created for each committee, and for the Board, providing a mechanism by which to measure success.

Board Meetings have been made more strategic by:

- Using a consent agenda whereby some items from the subcommittees are accepted without discussion and meeting time is reserved for critical items that require discussion of the full Board
- Devoting a large portion of each meeting to a strategic discussion (either in public or in an executive session, as appropriate to the topic)
- Making every other meeting almost exclusively a topical one (if possible)

A Board Calendar with designated topics covered at specific Board meetings is visible on the current [website](#). An effort is made to maximize use of the established Board meeting day by scheduling committee meetings before or after the regular Board meeting when possible.

A separate [Foundation Board](#) was created to raise and disperse funds for the College. Three College trustees are appointed by the Chair of the Board of Trustees to the Foundation Board and the Chair of the Board of Trustees is an ex-officio member, ensuring synchronicity between the Foundation agenda and the College mission. The Vice President for Institutional Advancement serves as the Executive Director of the Foundation Board, further ensuring alignment between the College mission and the Foundation goals. The Board of Trustees and the Foundation Board also meet jointly once each year. All Trustees are expected to make personal contributions through the Foundation as well as advocate to the City and State for College support.

Governance

The College has a clearly defined and rigorously structured governance mechanism with representation from all stakeholder groups including students, faculty, and administration. The entire governance process, including minutes of meetings and resulting decisions, is well documented and available for public scrutiny (see the [College’s Governance Website](#)).

The collective bargaining agreement between the faculty, staff and administration of the College stipulates

the existence and composition of a group of standing committees. The [governance structure](#) consists of four standing committees: Academic Affairs (including a subcommittee on Academic Support and a subcommittee on Curriculum), Business Affairs, Student Affairs, and the Technology Coordinating Committee.

The membership of the standing committees is clearly defined by the Collective Bargaining Agreement (CBA). With the exception of the Technology Coordinating Committee which has no student members, there is equal representation of students, faculty/staff and administration on all standing committees. Although students are represented on committees, there is evidence that students do not feel their voice is heard in the governance of the institution. In the 2013 Noel-Levitz Student Satisfaction Survey, the College added a question that read: “I feel that my voice is heard as part of the College’s decision-making process.” This item was the lowest scored item on the Noel-Levitz survey. Since this item was added by CCP and was used for the first time in 2013, it is not possible to compare this result to other colleges or previous surveys.

Committees meet at publicly pre-announced times and places and all members of the College community may attend to observe and, through a prescribed process, may submit appropriate topics for discussion and action. These committees make recommendations to an Institution-Wide Committee (IWC) which in turn makes recommendations to the College President who takes final action on proposals and recommendations (link to [flowchart](#) illustrating the governance process).

In 2006, the College President formed an ad-hoc committee to examine and evaluate the present governance structure in order to clarify decision-making and improve governance processes. The need for such an evaluation was derived from three sources:

1. The 2004 Middle States Self-Study which suggested clarification of the structure for making decisions at Community College of Philadelphia
2. The Middle States peer evaluators who reviewed college documentation about governance and recommended that the College review its governance process and consider other models of governance
3. The strategic planning process which has led to an examination of governance, especially in the area of “restructuring for the future”

After considerable review of current best practices in educational environments, facilitation of multiple focus groups, and discussions among stakeholders at the College, the Ad Hoc Committee on Governance issued findings and recommendations ([link to President’s memo](#) and [link to Ad Hoc Committee Report](#)) that showed how the governance process can be improved including:

- The appointment of a Special Assistant for Governance
- Orientation sessions for new members of Standing Committees
- Publication of governance documents and meeting minutes on a governance [website](#)

All of the above recommendations have been fully implemented.

Assessment of Orientation Process

The Special Assistant for Governance evaluates the training and orientation of committee members. Results of surveys showed that, overall, trainees found the sessions to be extremely useful in improving their knowledge and understanding of governance. Based on written feedback from participants, future sessions will: (1) continue to include former participants in the governance process to talk about their experiences; (2) add additional details of the responsibilities of the standing committees; and (3) provide additional information pertaining to meeting protocol using Robert’s Rules of Order.

Strengths

- The Board of Trustees uses data and performance indicators for strategic decision-making.
- Assigning a Governance administrator and creating a website have increased the clarity and transparency of the governance process at the College.

Recommendations

- None

Suggestions

- Include governance in the orientation for new faculty and staff.
- Increase student voice in governance and decision-making at the College.
- Use the Self-Study in the orientation of future Board members.

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. (MSCHE Characteristics of Excellence)

Introduction

The College has documented processes for assuring the competence of its administration with instruments in place to evaluate the performance of all employees. Activities of administrators and departments are linked directly to the College mission through an institutional Strategic Plan and divisional objectives. The administrative structure is designed to support the Strategic Plan and is modified when necessary based on regular assessments. Several important modifications have taken place since the last Self-Study including a realignment and expansion of administration to enhance support structures for students and comply with increased regulations and reporting requirements, including those for veterans and international students.

Evidence and Analysis

Administration – Structure

The administrative structure at Community College of Philadelphia is designed to support the College's mission and is appropriate for the size and complexity of the College. The institution is led by experienced and appropriately credentialed senior administrators. Lines of organization and authority are clearly delineated ([link to organizational chart](#)) although administrators regularly collaborate across divisions and units. Recent changes in the senior leadership (termination of the President's contract, planned retirement of the Vice President for Finance and Planning, and departure of the Vice President for Institutional Advancement) present opportunities to think about leadership and review the administrative structure to ensure that it is serving the evolving needs of the institution.

The current structure consists of seven major offices (Academic Affairs, Human Resources, Information Technology Services, Institutional Advancement, Marketing and Government Relations, Finance and Planning, and Student Affairs), each of which is led by a vice president. The Vice President for Human Resources is also the College's General Counsel. The seven vice presidents along with the Director for Diversity and Equity make up the President's cabinet, which convenes regularly and provides strategic direction and leadership for the College. There are also seven Deans—five within the Office of Academic Affairs and two within the Office of Student Affairs.

In 2005, HR began a systematic study of compensation and reclassification resulting in a more uniform college-wide system of compensation as applied to job responsibilities. Currently, administrative roles across the College are classified into eight grades of job classification from grade 1, the lowest, to grade 8, the highest. Compensation and level of responsibility are similar within each grade even though the job duties may be quite different.

Job descriptions are carefully created with duties and responsibilities to match the grading system and have the specific requirements listed. Job descriptions are also screened by the Office of Diversity and Equity for compliance with State and Federal Statutes regarding discrimination and disabilities.

The individual performance of administrators is evaluated in the context of progress toward departmental, divisional and institutional objectives. After the first 90-day evaluation, administrators undergo annual

performance evaluations (link to blank [administrator annual performance form](#)) including progress made on goals set for the year.

Since 2002, the College has provided an annual Leadership Institute (due to budget constraints the Institute is now offered every other year) to build leadership skills among administrators as well as faculty and classified/confidential staff. Topics include leadership styles, building effective teams, budgets and finance basics, legal issues, conflict resolution, leadership and diversity, and decision-making in higher education. A yearlong team project reflecting Strategic Plan priorities is required. To date, 37% of the participants in the first 10 classes have been promoted to new positions or taken on greater responsibilities in their current positions.

Assessment of Administrative and Student Support Units

Administrative and student support units are audited periodically and audits are posted [online](#). Some of the audits done since the last Self-Study are listed below (see links to the Executive Summary for each report).

- [Campus Security Audit](#)
- [Career Services Audit](#)
- [Center on Disability Audit](#)
- [Counseling Department Audit](#)
- [Distance Education Audit](#)
- [Literacy Audit](#)
- [Multimedia Services \(formerly Audio Visual Services\)](#)

These administrative/student support unit audits go beyond ensuring compliance and assess the effectiveness of the unit and make recommendations for improvement. Often, administrative/student support unit audits result in significant changes in the administration of the unit. For example, based on the audit of Multimedia Services (MMS), several changes were implemented including regular staff meetings and documentation of policies and procedures for the department.

Changes to the Administrative Structure

Since the last Middle States Self-Study, there has been reorganization within many areas resulting in the creation of new administrative positions. These changes were completed in conjunction with Human Resources and based on the needs of the areas to meet their goals related to the College mission and strategic priorities. The College was able to absorb the increase in number of administrators during years of growing enrollment. However, in recent years due to fiscal constraints and declining enrollment, some positions have been ‘frozen.’

Positions have been added in order to promote student success. For example, Student Affairs has added a Director of Student Success Initiatives to oversee programs, such as the college-wide Early Alert academic intervention system with the goal of improved academic persistence and success. The Director also gathers, analyzes, and utilizes institutional data to implement strategic interventions for students on academic probation and for those students who have stopped out of college. This division also added a Coordinator for Veterans Programming in 2010 to provide support services through the new Veterans Resource Center. Additional enrollment services, admissions and financial aid staff were added at both the Main Campus and the Regional Centers to improve services and reduce wait times.

Other positions have been added as a result of technological changes. For example, Academic Affairs created a new dean for Flexible Learning Options and Academic Technology (FLOAT) to oversee and strengthen distance education. Marketing and Government Relations added a part-time position for an

eMarketing Coordinator to manage the College's social media presence, report on website analytics, and provide online marketing support.

As recommended in the 2006-2009 Academic Master Plan, new positions were created for a Director of Professional Development and a Director for Academic Assessment and Evaluation. The Director of Professional Development oversees activities to improve and sustain the professional growth of all employees through collegially planned learning opportunities including fall and spring professional development weeks, webinars and a robust website. The Director for Academic Assessment and Evaluation is responsible for assuring an effective academic quality assurance and assessment program, including overall planning, organizing, reporting, gathering, interpreting and disseminating data, identifying faculty development needs, and coordinating activities required for system-wide initiatives.

Strengths

- Administrators are guided by and evaluated on their progress toward specific objectives which are aligned with the institution's strategic goals.
- Since the last Self-Study, several administrative areas of the College have been restructured in order to improve efficiency and services, particularly for students.
- Since 2002, the College has offered a Leadership Institute in order to develop leaders and potential leaders within the College community. The Institute provides a broad perspective of the College and the opportunity to interact and work collaboratively with people from various departments.

Recommendations

- None

Suggestions

- Given the recent changes in leadership, the College should develop a formal succession plan that not only identifies people who can replace outgoing leaders, but also ensures that there is a system in place for current leaders to develop the necessary skills and knowledge to lead the College in the future.

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. (MSCHE Characteristics of Excellence)

Introduction

Community College of Philadelphia is committed to maintaining the integrity of the institution in all areas. The mandate to maintain the highest integrity possible starts with the Board of Trustees and continues throughout the College to include the administration, faculty and students. The College has documented personnel practices ensuring high ethical standards regarding all aspects of employment. Academic integrity policies are clear and readily available. Student rights and responsibilities are clearly delineated. Policies are communicated in multiple formats and reviewed and assessed on a regular basis.

Evidence and Analysis

The Board of Trustees

The Board ensures the integrity of its members with written appointment policies dictated by the Commonwealth of Pennsylvania through the Community College Act 484 of 1963 and reflected in the [Bylaws of the Board of Trustees](#). (See Standard 4 for additional details.) The Board of Trustees has instituted bi-annual ethics training sessions and a [conflict of interest policy](#) which includes an annual conflict of interest disclosure statement. It should be noted that the Mayor absented himself from the Board discussion and vote on the budget.

Since the last Self-Study, the College has made the following changes to ensure its integrity:

- The position of Vice President of Labor Relations was replaced with a Vice President for Human Resources and General Counsel. The General Counsel provides legal oversight to all areas of the College including labor relations, compliance with State and Federal regulations and all policies implemented at the College.
- The College created a [Whistle Blower policy](#) which allows employees to report suspected misconduct to the [Office of Diversity and Equity](#) or directly to the President without fear of retaliation.
- The College also hired an outside company, EthicsPoint, to maintain a Misconduct Reporting Hotline where suspected misconduct or illegal activities may be reported via a secure website (www.ethicspoint.com) or by telephone at 1-888-261-1669 ([link to General Counsel memo](#)).
- The College conducted a systematic study of compensation and reclassification resulting in a more uniform college-wide system of compensation. (See Standard 5 for more details.)
- The College developed a [Child Abuse Reporting Policy](#) in 2012 in order to ensure the safety of minors on campus.

Human Resources

Recruitment practices are mandated by the collective bargaining agreement and College policies. Classified bargaining unit position availability is advertised internally on the Human Resources website for a specified period, allowing existing employees the opportunity to apply for these positions. If the position is not filled internally, the position is advertised to the general public. Hiring procedures used by hiring committees and supervisors are uniform and clearly prescribed by published policies and guidelines. For positions that utilize hiring committees, such as faculty and high-level administrators (grade 3 and above),

the Director of Diversity and Equity reviews applicant pools and meets with hiring committees well in advance of interviews to ensure compliance with College hiring policies. Job descriptions are also screened by the Office of Diversity and Equity for compliance with State and Federal Statutes regarding discrimination and disabilities.

Promotion and dismissal processes are governed by the collective bargaining agreement and written College policies and managed by Human Resources with oversight from the General Counsel.

Faculty and Staff Engagement

In 2008, the College conducted a [Faculty and Staff Engagement Survey](#) to examine the College workforce's engagement, morale and satisfaction. To ensure confidentiality, the College enlisted the services of a human resources consulting firm, the Segal Group, which has significant experience performing such work in higher education and, more specifically, with community colleges. Surveys were distributed to 1,570 staff and faculty; there were 369 responses (23.5% of the College's workforce). Overall, the responses to the survey were positive, with a majority of employees providing favorable responses to most questions. The College also compared well with similar employers nationwide. The area of *Job & Work Content* showed the most positive responses (92% of respondents).

The survey results also identified some areas where improvements are needed, in particular, *Academic/Faculty Issues* (28% disagreement in aggregate) and *Institution & Leadership* (31% disagreement in aggregate). A significant percentage of respondents were dissatisfied with communication and trust with the College's leadership. For example, 59% of faculty said that the two-way communication with administration is not good. In addition, nearly a third of staff members were concerned about distribution of duties and cooperation within their Division. The College's faculty had significantly lower trust and confidence in leadership compared with staff. In particular, faculty were less likely to trust that CCP's leaders are working in the institution's best interest and more likely to think that leaders do not follow through with commitments.

In spring 2010, the Segal Group conducted a set of focus groups with faculty, administrators and staff to follow up on concerns expressed in the survey. Some common themes that emerged from the group sessions included: the need for a better relationship between faculty and administration; the need for a revamped academic advising model; the need for additional ways to recognize the value of employees' ideas and contributions as well as removing barriers for career advancement; and the need to create a positive culture in departments throughout the College in which employees "pull their own weight." In response to these findings, the College has taken the following steps:

- The College Administration and the Federation established a new career ladder process for classified employees. (The Federation subsequently proposed changes to this process in collective bargaining.)
- The Joint Curriculum Advising Committee (JCAC) piloted a longitudinal advising system in 2012-2013.
- The New Faculty Program was revised and meets monthly for the academic year.
- The Human Resources Department has facilitated the use of team building workshops in a number of areas.
- The College has increased the use of working groups of employees across the institution to find solutions to challenges or concerns affecting the College community.

Academic

The College communicates policies and procedures related to academic integrity to students, faculty and staff via several avenues including: the [Governance Website](#), the [Student Handbook](#), the [College Catalog](#),

a special link to a [College Policies](#) page, the [Collective Bargaining Agreements](#), the College listserv, and CNEWS.

The 2010-2013 Academic Master Plan called for a process to “systematize review of academic policies and encourage development of standards for academic integrity.” In November 2010, an Integrity Work Group was formed, led by the Associate Vice President for Academic Affairs, with the charge that included “review of practices and policies related to plagiarism and cheating, on-line student identity verification, record tampering, etc...” (Memo 11/2/2010, inviting membership on the committee). This committee proposed a revision to [Policy and Procedures Memorandum #3](#) which was approved through the governance process in March 2012. The change removed outdated definitions and enumerated the responsibilities of faculty and students. A reporting structure has been established which parallels the judicial process in the Student Code of Conduct. Intellectual freedom for faculty is outlined in the collective bargaining agreement which has specific references to copyright ownership. Policies regarding the use of copyrighted work are published on the web. Key policies regarding academic integrity include a policy regarding duplicating (link to [Faculty Copyright Information Guide](#)). There is also an acceptable use policy for interactive systems.

Student Grievances

A very important part of academic integrity is the maintenance of policies and procedures for the redress of student grievances. These policies and processes are published in the Student Code of Conduct which can be found in The Student Handbook, the College Policies & Procedures Website, and in the Student Portal. To ensure fairness, the College has two judicial committees, a Judicial Hearing Committee and a Student Appeals Committee (link to [flowchart](#) illustrating the Judicial Affairs Process). Key stakeholders including students, faculty and staff are represented.

Communications, Marketing, Admissions, Recruitment

The College maintains honesty and integrity in its marketing, admissions and recruitment materials, and the Office of Marketing and Government Relations reviews all written and online publications for accuracy. The publically accessible [College Fact Book](#) provides prospective students and the community with a wealth of information about the institution. [Previous editions of the College catalog](#) are archived on a publically accessible website.

Access to Information

In addition to complying with the Higher Education Act of 1965 and Higher Education Opportunity Act of 2008, the College considers it essential to disclose as much information to the public as possible. College policies and procedures can be found at the [Policy and Procedures website](#). The College makes data available on its website regarding institutional effectiveness through [Institutional Research reports](#). Accreditation information including the [2004 Self-Study](#), the [2004 accreditation letter](#), the [2009 Periodic Review Report](#), and the [2011 Progress Report](#) are available on the College’s [Middle States Website](#). The [annual budget](#) is available on the website as well as [budget updates](#) from the President to the College community.

There is also a publicly available [Consumer Information website](#) which includes information about the privacy of student records, facilities for students with disabilities, student diversity, textbook information, accreditation of programs, computer use policies, financial assistance, safety and security, and campus health. The Student Outcomes section of this website has links to specific information about retention, graduation and job placement rates. The College has several health-related programs where graduates commonly take licensing or certification exams. Pass rates on these exams are available in the [Institutional Effectiveness Report](#) and in the Student Outcomes section of the College’s Consumer Information site. Additionally, the College has established a [Right to Know Office](#) and a [Right to Know Policy](#) whereby the public may obtain any information about the College that is part of the public record.

Communication about Changes

Communication about changes to policies and procedures is an essential element of a well-functioning organization. The College uses multiple avenues for such communications to the College community. For example, in 2009, new General Education requirements were implemented and printed guides, online resources and workshops were all used to inform faculty, students and advisors about the changes.

Disclosures

In order to create a consistent body of data for all agencies in a timely manner, all financial, physical infrastructure and academic compliance reporting is coordinated centrally through the Office of Finance and Planning. The Office maintains a master calendar to keep track of local, state and federal regulatory and compliance requirements. Compliance documents and contracts are also reviewed by the General Counsel. In accordance with the Clery Act, the College publishes an [annual report on campus crime and security](#).

Assessment of Policies and Practices

Policies are systematically reviewed by appropriate Offices for currency, accuracy, integrity and compliance. The General Counsel's Office monitors the legal aspects of policies, processes and practices. Policies and processes are also reviewed through the College's governance system with recommendations to the President from the Institution-Wide Committee (IWC). Minutes of the IWC including policy reviews and recommendations are available on the [Governance website](#).

Strengths

- The Board has bi-annual ethics training, a conflict of interest policy and a conflict of interest statement that Board members complete annually.
- Since the last Self-Study, the College has taken several steps to ensure integrity including developing a Whistle Blower policy to protect employees who report unethical behavior, and contracting with an outside vendor (EthicsPoint) to maintain a Misconduct Reporting Hotline.
- Student grievances are addressed through a fair and impartial process. The College has two judicial committees: a Judicial Hearing Committee and a Student Appeals Committee. Both groups include students, faculty members, and administrators.
- A stringent system of financial controls is in place throughout the College. (See Standard 3 for more detail.)
- An extensive amount of data and information about the College is publicly available on the College website, particularly through Institutional Research reports.
- The College has received unqualified opinions on the last 10 audits. (See Standard 3 for more detail.)

Recommendations

- Develop strategies to improve the relationship between administrators and faculty.

Suggestions

- None

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. (MSCHE Characteristics of Excellence)

Introduction

The Institutional Assessment Plan begins with principles that guide data collection and continues with reporting strategies which provide consistent and reliable assessment information throughout the institution, helping to ensure informed decision-making. The College assessment model has evolved over the past 20 years to a model in which greater shareholder involvement is critical to the collective responsibilities of assessment. Individual units define and implement their own assessment plans, but do so with an institutional model and a common set of guiding principles as outlined in the Institutional Assessment Plan.

The [Assessment Plan's](#) guiding principles ensure that effective and quality assessment practices are systemic and sustained across the institution. The principles address recognized formats of assessment; diversity of student abilities; coordination of assessment efforts across institutional levels (e.g., program, department, and classroom); benchmarking strategies using internal and external standards; the use of longitudinal and time-series studies; customized reporting to optimize applications; transparency in availability and access of assessment data; and the role of technology to optimize access and reliability.

Theoretical Framework

The theoretical framework that guides assessment research at the College has its roots in persistence models developed by Tinto, Bean, and Pascarella. The principal focus of these models is on the interaction between students and the college environment, asserting that college practices and pedagogical methods can be influential in student growth and development. Positive experiences lead to increased intellectual and social engagement, while negative experiences lead to disengagement from the intellectual and social environments, resulting in reduced commitment to the learning process and to the College. This approach to assessment accommodates the College's heterogeneous student body and broad range of educational experiences developed to respond to students' needs.

Every function within the institution is a factor, directly or indirectly, in influencing student success. A well-rounded college experience goes beyond classroom learning to include co-curricular activities and students' interactions within the service areas of the College. Consequently, all connections with the College influence and shape students' intellectual, social, psychological and personal development, and all College employees share responsibility in the students' success.

Assessment Processes

Assessment and evaluation occur at every level of institutional function. To this end, the following dimensions of effectiveness are used to identify strategic issues.

- Educational effectiveness based on institutional expectations. These assessments focus on institutional standards for student academic performance and persistence while at the College, as well as transfer and career outcomes of the College's graduates and former students.
- Educational effectiveness based on student expectations. These assessments incorporate the student's educational objectives into the analysis of the institution's effectiveness. These assessments focus on the degree to which students leaving the College have achieved their educational and personal goals as well as their satisfaction with academic and student support services and with institutional processes and facilities.

- Institutional effectiveness in the development and utilization of staff, physical, and financial resources. The College has developed and maintained an extensive set of financial, operational, and administrative assessments. In addition, the College participates in data collection efforts in conjunction with national organizations to develop a comparative understanding of its performance. Examples include: National Association of College and University Business Officers (NACUBO), Association of Physical Plan Administrators (APPA), and College and University Professional Association (CUPA).
- Enrollment effectiveness. These assessments examine the College’s ability to achieve enrollment targets and the extent to which constituencies in the College’s service areas have access to the opportunities provided by CCP.
- Community impact. These assessments evaluate the College’s economic impact and contribution to workforce development.

Assessment efforts at the College are wide ranging. The following list represents areas of assessment routinely addressed by the College as a foundation for self-study, planning, the assessment of institutional effectiveness, and institutional improvement.

- Institutional Effectiveness Assessment
- Academic Assessment
 - Course Level Assessment
 - Program Level Assessment
 - General Education/Core Competencies Assessment
- Assessment of Student Support Services
- Assessment of Administrative/Student Support Units
- Financial and Operating Effectiveness Assessment

Evidence and Analysis

Creating a Culture of Assessment

In 2008, the College invited an educational consultant, Maggie Culp, to help assess our “culture of evidence,” identify gaps and suggest strategies to reduce or eliminate these gaps. Responses to surveys provided to three groups (Academic Affairs, Student Affairs and all other divisions) demonstrated a fairly weak understanding of assessment and its use on campus. Since 2008, increased assessment efforts, as detailed in this chapter, include assessment of student support services, development and assessment of course and program learning outcomes, assessment of General Education/Core Competencies, participation in the Community College of Student Engagement and the Noel-Levitz Student Satisfaction Inventory, administrative/student support audits, assessment of financial and operating effectiveness, and the establishment of an Institution-Wide Assessment Committee. These sustained efforts have served to strengthen the College’s culture of evidence. The Culp survey re-administered in 2013 demonstrated marked improvements in the College’s understanding, use and support of assessment across the campus (link to [Culture of Assessment survey](#)).

Assessment of Institutional Effectiveness

Each year, Institutional Research conducts a college-wide Institutional Effectiveness study, which serves as a report card for the College (see [IR Report #233](#)). The study is comprised of institutionally sanctioned performance indicators related to five areas of institutional effectiveness: 1) workforce development, 2) transfer preparation, 3) student persistence and academic achievement, 4) community outreach, and 5) cost efficiency, resource usage and resource development. Effectiveness indicators are monitored over time in order to identify emerging areas of strength and weakness, and key performance indicators are used by the

College’s Board of Trustees to assess institutional effectiveness. Figure 7.1 is an example of data on institutional effectiveness related to persistence and achievement. (See also link to [Degrees and Certificates Awarded/Number of Graduates and Percent Change since 2003.](#))

Figure 7.1: Fall to Fall Persistence and Cumulative Graduation Rates

First-time, Full-time College-level Entering Students*

Year Cohort Entered	Continued to Second Year	Continued to Third Year	Graduated within 3 Years	Continued to Fourth Year	Graduated within 4 Years	Continued to Sixth Year	Graduated within 6 Years
2002	54.6%	33.9%	9.5%	17.5%	14.4%	6.7%	17.5%
2003	54.3%	29.0%	8.5%	15.3%	13.4%	4.8%	15.7%
2004	54.4%	32.9%	7.7%	18.8%	13.5%	7.6%	17.6%
2005	51.7%	30.0%	10.9%	14.5%	14.9%	5.2%	19.4%
2006	50.7%	29.8%	9.5%	17.2%	15.1%	6.4%	22.6%
2007	50.8%	34.4%	9.5%	18.5%	15.1%	6.5%	
2008	50.9%	33.3%	11.7%	19.2%	18.7%		
2009	55.6%	35.2%	12.0%				
2010	59.8%	37.7%					
2011	53.4%						

*Includes all students who enrolled in at least one college-level course in their first semester.

Source: Office of Institutional Research Report #233

Every year, Institutional Research conducts a graduate survey. The results of the annual surveys are used extensively in assessment of effectiveness. Several reports on transfer and career outcomes, student progress along a variety of General Education dimensions, and student satisfaction with in-class and out-of-class experiences are issued annually.

Institutional Research has also developed a [student tracking system](#) that follows the subsequent enrollment in higher education of all former CCP students, graduates and non-graduates. This system, which provides students’ transfer activity for each CCP academic program, is updated annually from the National Student Clearinghouse, which represents over 93% of student enrollments at U.S. colleges.

The Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory have provided valuable assessment information related to both classroom and non-classroom student experiences. Institutional Research reports have summarized how the College outcomes compare over time as well as against national benchmarks in the areas of inquiry represented in these surveys (see IR Reports [#236A](#), [#236B](#), [#238A](#), [#238B](#), [#238C](#), [#238D](#)).

As alternative strategies for instructional delivery are developed and implemented, assessment occurs along several dimensions of effectiveness. In recent years, Institutional Research has issued several reports related to course length, class size and alternative delivery of developmental writing instruction including:

- [In-Brief #187 Class Size and Course Grade: Is There an Association?](#)
- Distance Education Outcomes Profile [Fall 2010](#) and [Spring 2011](#)
- [English as Foundational Preparation for Students’ Success in American Diversity Courses](#)
- [In-Brief #176: Grades Awarded in Six-Week and Seven-Week Summer Courses](#)

Collaborative data exchanges with other higher education institutions have provided the opportunity to assess the effectiveness of the College’s transfer function beyond student self-reported information. For

example, outcome information related to student persistence and academic performance at Temple and Drexel Universities, two institutions to which the College’s students are most likely to transfer, provides an opportunity to assess effectiveness related to longer-term, post-CCP student outcomes and effectiveness of articulation agreements designed to enhance transfer student success at these institutions. The information in Figure 7.2 is based on 3,370 CCP students who transferred to Temple University between Fall 1998 and 2003. Each student was placed in one of five outcome categories based on their status at Temple University at the end of the Spring 2005 semester (see [IR Report #151](#) for complete details).

Figure 7.2: Status as of June 2005 for CCP Students Who Transferred to Temple University Between the Years of 1998 and 2003

Transfer Outcome	N	%
Graduated from Temple	1482	45.9
Enrolled with GPA 2.0 or higher	588	18.2
Not enrolled but GPA 2.0 or higher at departure	597	18.5
Enrolled with GPA less than 2.0	34	1.1
Not Enrolled with GPA less than 2.0	527	16.3

Source: Temple University Office of Institutional Research

Recent findings report that the persistence rate of CCP students who transferred to Temple University was similar to all students who transferred to Temple, while CCP transfers to Temple earned slightly lower GPAs in their first semester than all other Temple transfers (see Figure 7.3 and Figure 7.4).

Figure 7.3: First Fall to Second Fall Semester Persistence Rates at Temple University for CCP Transfers

Fall Cohort	CCP Transfers	All Temple Transfers
2002	77.9%	75.0%
2003	78.1%	75.2%
2004	77.8%	75.3%
2005	76.9%	74.9%
2006	76.1%	74.2%
2007	76.5%	74.9%
2008	77.1%	75.8%
2009	80.5%	83.0%
2010	83.0%	83.3%
2011	79.2%	82.7%

Source: Temple University Office of Institutional Research

Figure 7.4: First Semester GPA at Temple University for CCP Transfers

Fall Cohort	CCP Transfers	All Temple Transfers
2009	2.69	2.84
2010	2.76	2.86
2011	2.70	2.83

CCP effectiveness data gathered through the [National Community College Benchmarking Project](#) (NCCBP) is compared with data at the national and state levels as well as with a customized set of peer institutions which resemble CCP along a number of dimensions: institutional control (public), IPEDS enrollment (between 10,000 and 25,000 student headcount), percentage of minority credit enrollment

(between 35% and 75%), and campus environment (urban). The following are several summary observations related to CCP's effectiveness over time or relative to its peers:

- Minority students account for a greater percentage of credit enrollment than at peer institutions.
- CCP has a higher percentage of minority employees than most of its peers.
- CCP's average section size and student/faculty ratio are larger than at the peer institutions.
- A much larger percentage of credit hours are taught by CCP full-time faculty than at peer institutions.
- Math students at CCP are less successful than their peers at other community colleges.
- Withdrawal rates for distance education courses at CCP have risen since the last report period; however, they are still comparable with other community colleges.
- CCP students are more likely than their peers to return for a second semester of studies.
- CCP students are more likely than their peers to transfer prior to earning a degree.
- Full-and part-time students at CCP continue to graduate at lower rates than their peers attending other institutions.
- CCP career program graduates are far more likely than their peers to transfer after graduation.

A review of NCCBP data shows a complex picture of how CCP compares to peer institutions with respect to student persistence and success. CCP's short-term persistence rate is higher than peer institutions (Fall to Spring 79th and Fall to Fall 78th percentiles). However, CCP's three-year graduation rate for full-time students is lower than peer institutions (40th percentile) and the College's transfer out rate is higher than at peer institutions (71st percentile for full-time students and 91st percentile for part-time students). (See Figure 7.5 for sample results and [IR Report # 231](#) for complete details.)

Figure 7.5: Student Persistence and Success Data from the 2012 National Community College Benchmark Study

	2011 CCP Benchmark Value	2012 CCP Benchmark Value	Change from 2011 to 2012	Performance Relative to Peers	
				Median Peer Value 2012	CCP Percentile 2012
Students at End of the Fall Semester Who Returned in the next Spring Semester	73.1%	73.5%	0.4%	70.1%	79.4%
Students at End of the Fall Semester Who Returned in the next Fall semester	50.3%	50.5%	0.2%	48.2%	78.6%
First-time, Full-time Students Who Earned a Degree or Certificate Within 3 Years	10.6%	10.6%	0.0%	10.8%	40.6%
First-time, Full-time Students Who Left the College Prior to Earning a Degree and Transferred Within 3 Years	24.7%	21.8%	-2.9%	20.4%	71.2%

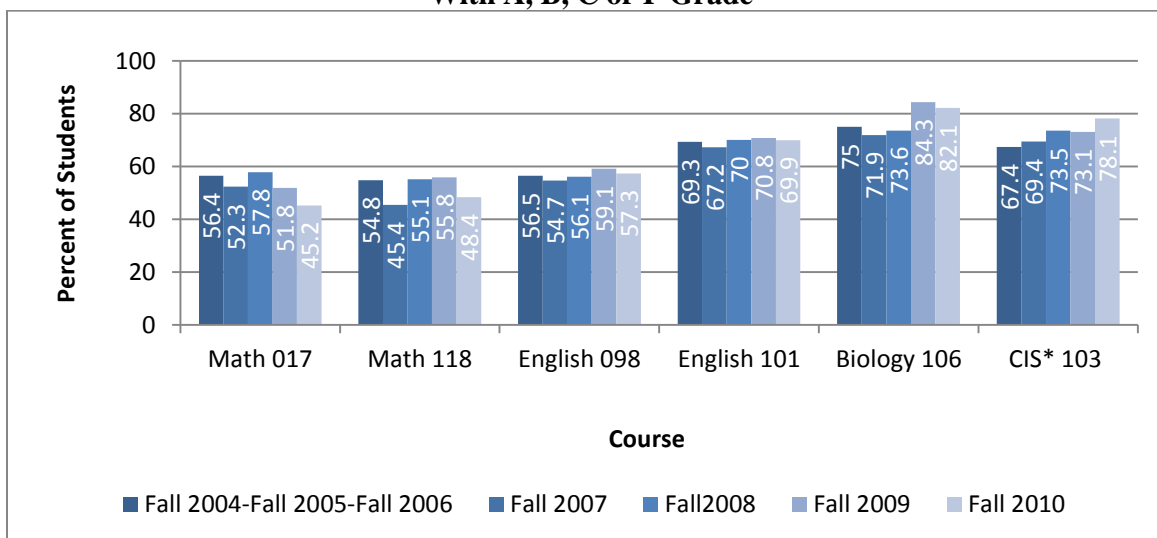
First-time, Part-time Students Who Left the College Prior to Earning a Degree and Transferred Within 3 Years	22.5%	23.8%	1.3%	10.2%	90.8%
Career Program Graduates Who Enrolled in Higher Education Shortly After Graduation	39.3%	46.5%	7.2%	25.7%	86.1%

Source: Office of Institutional Research

Institutional Research periodically documents some of the direct and indirect economic benefits (IR #162) that accrue to the City and the State as a result of the College's educational programs and economic activities. In addition to issuing reports that highlight the economic outcomes of the College's operations as a whole, Institutional Research also compiled a report (IR #165) that specifically documented the impact of the College's nine Allied Health programs on the Philadelphia region. The College also participates in regionally-based economic impact studies that are designed and managed by external constituencies.

The Office of Institutional Research assesses grant-funded special projects such as the Achieving the Dream (AtD) initiative. After implementation of AtD strategies such as the Early Alert system and faculty development in the use of promising practices, Institutional Research tracked student success over time in the six CCP gatekeeper courses. The cohorts represented in Figure 7.6 (AtD Fact Sheet #23) are based on first-time CCP students in fall terms. Several additional Achieving the Dream performance measures such as student persistence rates and pass rates in gatekeeper courses have been developed and are monitored throughout the year to determine progress in improving student success. To improve communication about AtD assessment information, IR developed AtD Fact Sheets which are distributed to all College staff.

Figure 7.6: Percentage of Fall First-Time CCP Students Passing Gatekeeper Courses* With A, B, C or P Grade



*Gatekeeper courses are first-level courses that students must pass before enrolling in more advanced courses in their programs of study.

Source: Office of Institutional Research

Academic Assessment

Community College of Philadelphia has identified assessment of student learning outcomes as a key initiative in the two most recent Academic Master Plans (2006-2009, 2010-2013) stating, “A quality educational institution must be committed to assessing student learning and using the results of that assessment to improve the educational experiences of its students. A plan to assess student learning should be rooted in the College’s mission and its core values--specifically, integrity, academic excellence, and commitment to teaching and learning” (2010-2013, p. 32). Since the last Middle States visit, learning outcomes and assessment plans have been developed for every course. In addition, the College is participating in the national assessment effort known as the Voluntary Framework for Accountability (VFA). Assessment of student learning is discussed in further detail in Standard 12: General Education and in Standard 14: Assessment of Student Learning.

Program performance measures developed collaboratively between Institutional Research and Academic Affairs track program enrollments, student demographics, graduation rates, academic performance, persistence, program cost, and transfer and workforce development outcomes. These measures, which have grown and developed over time, are presented as time series data and updated twice each year. These data facilitate academic program assessments across time and/or across other academic programs offered at the College. Academic performance measures are integral to the annual Quality and Viability Indicators (QVI) program assessment process. (See Standard 14 for additional detail.) Figure 7.7 is one example of an academic performance measure. This measure looks at students’ status at point of departure from the College. For this measure, a student is counted as departing in a particular semester if that student has not registered for courses for three consecutive semesters.

**Figure 7.7: Academic Performance Status for Departing Students
College-wide and In Sample Program Areas***

	<u>Fall</u> <u>2007</u>	<u>Spring</u> <u>2008</u>	<u>Fall</u> <u>2008</u>	<u>Spring</u> <u>2009</u>	<u>Fall</u> <u>2009</u>	<u>Spring</u> <u>2010</u>	<u>Fall</u> <u>2010</u>
<u>College Wide</u>	4,148	6,841	4,060	6,638	4,153	7,108	4,097
Graduated	6.50%	13.60%	5.90%	14.40%	7.10%	14.10%	7.70%
Long Term Success	34.80%	36.50%	36.00%	35.70%	37.10%	36.10%	34.10%
Short Term Success	18.30%	17.10%	18.40%	17.30%	18.30%	16.40%	18.00%
Unsuccessful	40.40%	32.80%	39.70%	32.60%	37.40%	33.40%	40.20%
<u>Liberal Studies Division</u>	2,113	3,384	2,029	3,255	1,966	3,141	1,813
Graduated	6.10%	12.40%	6.60%	13.10%	7.10%	13.50%	9.70%
Long Term Success	37.00%	37.90%	35.40%	36.60%	38.50%	36.60%	36.10%
Short Term Success	16.40%	15.80%	17.90%	16.70%	15.20%	13.60%	13.60%
Unsuccessful	40.50%	33.90%	40.10%	33.60%	39.20%	36.20%	40.70%
<u>Behavioral Health/Human</u>	96	188	69	153	87	148	76
Graduated	27.1%	36.2%	18.8%	39.2%	20.7%	28.4%	19.7%
Long Term Success	52.1%	40.4%	63.8%	37.9%	57.5%	48.6%	53.9%
Short Term Success	2.1%	5.3%	7.1%	7.2%	4.6%	4.1%	5.3%
Unsuccessful	18.8%	18.1%	10.1%	15.7%	17.2%	18.9%	21.1%
<u>Education - Elementary</u>	91	168	93	128	89	151	96
Graduated	15.4%	19.0%	10.8%	25.0%	13.5%	18.5%	15.6%
Long Term Success	39.6%	48.85	40.9%	38.3%	44.9%	31.8%	33.3%
Short Term Success	12.1%	10.1%	7.5%	10.2%	11.2%	13.9%	15.6%
Unsuccessful	33.0%	22.0%	40.9%	26.6%	30.3%	35.8%	35.4%

Business	322	540	348	465	289	509	246
Graduated	18.90%	21.30%	15.80%	23.40%	17.00%	20.60%	13.00%
Long Term Success	35.40%	32.40%	35.60%	30.50%	39.80%	28.30%	37.80%
Short Term Success	9.60%	12.20%	8.90%	10.50%	9.70%	12.20%	10.20%
Unsuccessful	36.00%	34.10%	39.70%	35.50%	33.60%	38.90%	39.00%

Source: Office of Institutional Research

*Departure categories are defined as follows:

- Graduates are students who earned certificates or associate degrees at the College.
- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned.
- Short term success is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned.
- The unsuccessful departure group includes all departing students not otherwise classified including students who never completed a college-level course.

Academic degree and academic certificate programs undergo academic program audits which analyze key metrics related to program performance. The purposes of the academic program audit process are to:

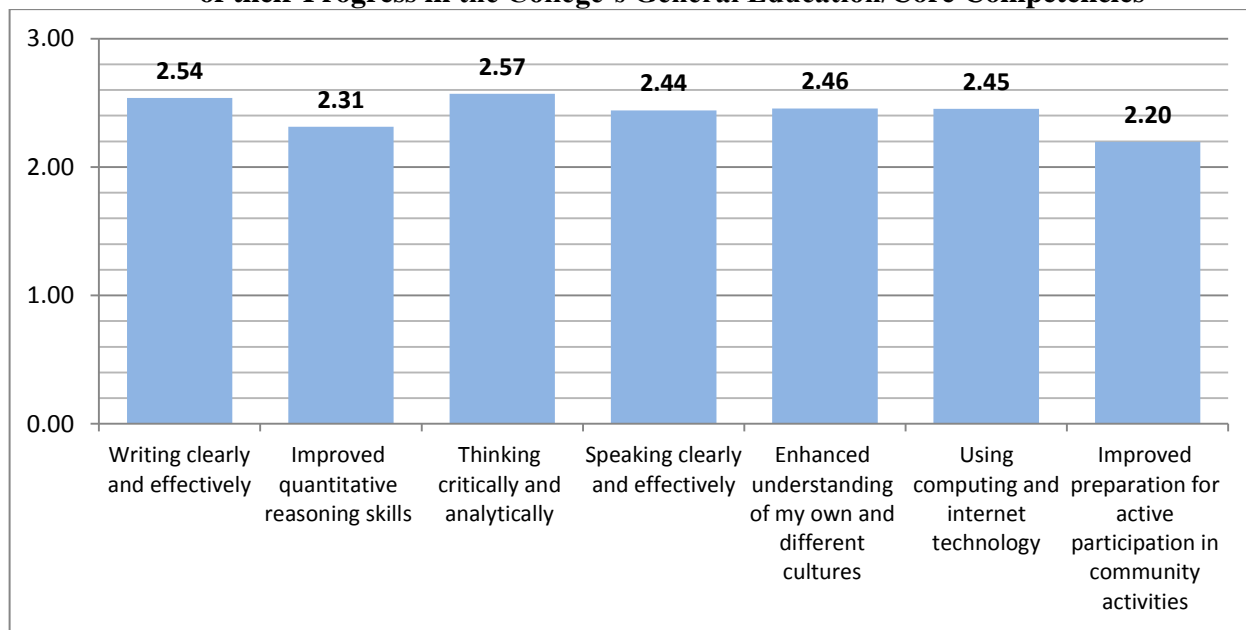
- Ensure curriculum relevancy
- Ensure student performance, student enrollment, teaching and learning, and programmatic goals are achieved
- Evaluate the assessment of course and program outcomes and assessment practices
- Assist in meeting compliance standards and requirements
- Recognize program strengths, and yield recommendations for program improvements, changes, and (in some cases) termination

Assessment of General Education/Core Competencies

The College's General Education requirements are nested under seven core competencies: Critical Thinking, Effective Communication, Information Literacy, Quantitative Reasoning, Responsible Citizenship, Scientific Reasoning, and Technological Competence. A major tool for assessment of the core competencies has been the use of faculty-developed rubrics. The Office of Academic Assessment and Evaluation collects direct evidence, and monitors and manages the core competency assessments. See also Standard 14.

In addition, the Office of Institutional Research provides periodic reports on General Education/Core Competency outcomes. Several Institutional Research reports have focused on the College's strategic goals to ensure that a viable General Education experience is offered and meets the educational needs of students. These reports have looked at graduates' progress toward meeting the College's General Education/Core Competency goals (see Figure 7.8). Additional details are available in IR Reports [#172](#), [#181](#), and [#225](#); IR Report [#204](#), comparing progress in General Education requirements across student groups; and IR Reports [#191](#) and [#238D](#), exploring the CCSSE (Community College Survey of Student Engagement) data to identify areas where students report that the College contributed to their academic development.

Figure 7.8: 2010 Graduates' Mean Ratings (on a 4-point response scale) of their Progress in the College's General Education/Core Competencies



Source: Office of Institutional Research

Data above is derived from annual graduate surveys administered between 2001 and 2010. Annual response rates for these surveys ranged from 20% to 35% during this period with graduating class sizes ranging from 1,186 to 1,730 students. The measures of General Education/Core Competencies are based on graduates' self-assessments of the progress they made while enrolled at the College.

Assessment of Student Support Services

Student services are non-instructional services supporting student success beginning with marketing and recruitment and proceeding through financial aid, enrollment processes and retention efforts. Within the Enrollment Management Plan, measurable Key Performance Indicators (KPI) anchor each functional area followed by strategic opportunities, as well as work plans to reach the KPI goals.

Institutional Research and Student Affairs work collaboratively to evaluate the effectiveness of student support initiatives such as the Early Alert Student Success initiative. The assessment plan for the Early Alert initiative was designed to reflect both formative and summative measures, which are used by Student Affairs staff to manage and refine the initiative in light of outcome information. A risk index was developed based on students' reported classroom and attendance behaviors. Figure 7.9 shows the distribution and patterns of "at risk" students across six semesters. The data shows a recent decrease in the percentage of students who received no report which indicates more faculty participating in this voluntary initiative.

Figure 7.9: Early Alert Initiative -- Reported Student Risk Levels at 20 Percent Point in the Semester

Risk Status	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
No Reported Status	56.7%	59.7%	59.4%	59.2%	59.0%	54.6%
No Risk	26.2%	21.7%	23.8%	21.3%	22.3%	25.5%
Low Risk	12.7%	14.0%	12.5%	14.7%	13.8%	14.1%
Medium Risk	4.1%	4.3%	4.0%	4.6%	4.5%	5.3%
High Risk	0.3%	0.2%	0.2%	0.3%	0.3%	0.5%

Source: Office of Institutional Research

Students identified “at risk” receive letters from the College offering support services. Student Affairs also employs a student success coach who works with at-risk students linking them to support services and helping them to be successful. (This effort is discussed in further detail under Standard 8.)

Assessment of Administrative/Student Support Units

Initiated as a 2004-2008 strategic planning priority, the Administrative/Student Support Unit Audit process continuously reviews the quality, effectiveness and innovation in the delivery of the services provided by non-instructional departments/units that directly or indirectly contribute to student success. The core components of the administrative and support services audits include:

- Assessment of effectiveness in meeting the unit’s mission and achieving the unit’s goal and objectives
- Contributions of the unit to the achievement of the college-wide mission and strategic goals
- Identification of critical issues facing the unit
- Development of a multi-year plan to address critical issues confronting the administrative unit
- External peer evaluation validation of the findings and recommendations

In some cases, the administrative/student support audit process confirms goals and objectives already in progress and provides an opportunity for targeted improvement and improved assessment. In other cases, the self-study evaluation provides an opportunity to reevaluate and redirect efforts. The reorganization of Human Resources (HR) discussed in Standard 3 is an excellent example of improvements that arose from an administrative audit.

Assessment of Financial and Operating Effectiveness

Maintaining an affordable tuition and fee structure and making effective and efficient use of available resources are critical goals for the College. The College assesses its financial and operational effectiveness using two key methodologies: tracking key internal resource support and usage measures over time, and benchmarking College performance to appropriate external standards, e.g., those in place at similarly sized two-year colleges. Examples of internal measures that are tracked include average class size, faculty productivity measures, facility and resource use measures, and program and discipline cost data. Many of these key indicators are reported in the [Fact Book](#) and annual financial reports. Others are reported in Institutional Research reports, are available in the College’s facility and financial planning databases, and/or are included in the College’s planning reports. A variety of approaches are used to develop and assess standards of financial effectiveness. As noted in the Standard 3 analysis, the College’s Board of Trustees has established performance standards for the Key Financial Performance Indicators (KFPIs) that are tracked by the Board. Currently, the College is exceeding all of the KFPI standards set by the Board.

The College has availed itself of a wide-range of informational opportunities that permit benchmarking with other higher educational institutions and other representative organizations. In collaboration with the Pennsylvania Community College Commission, the College annually participates in the National Community College Benchmarking Project which includes a range of financial and operating effectiveness measures and facilitates peer comparisons. National higher education financial and operating performance standards developed by sources such as NACUBO (National Association of College and University Business Officers) and major accounting firms (e.g., KPMG LLP) are used to assess the College’s financial operating characteristics. The Association of Higher Education Facility Officers and the Building Owners and Manager Association (BOMA) are used to assess facility costs and operations. The maintenance of an independent bond rating from Moody’s (A1) has provided the College with independent assessment of the College’s relative financial stability in comparison to other rated higher educational institutions. Key business partners such as Willis (insurance broker) provide helpful resources for assessing the College relative to industry and regional standards. The IPEDS data base which allows an institution’s financial and operational characteristics to be compared to similarly sized peers is also used to place institutional financial and operating characteristics in a larger higher education context.

In most respects, benchmarking information has documented the College's financial effectiveness and efficiency. The College has operated with small budget surpluses in each of the last 10 fiscal years. The College's operating cost per student is well below the average for large urban community colleges. Relative to its peers, the College operates with fewer square feet per student. Percentages of sections taught by full-time faculty are very high relative to other community colleges. The College devotes a larger percentage of its budget to academic and student affairs related expenditures relative to its peers, and a smaller percentage to physical plant operations and institutional support expenditures. In 2010, the College's bond rating was upgraded from A2 to A1. This higher rating was reaffirmed in 2012. Key financial concerns are the College's relatively high tuition and fee charges and the College's growing dependence on student revenues and indirectly on federal financial dollars to achieve a balanced budget.

Institution-Wide Assessment Committee

In Fall 2011, the President established an Institution-Wide Assessment Committee (IWAC). The IWAC is co-chaired by the Director of Institutional Research and the Director of Academic Assessment and Evaluation. A role of this committee is to provide the framework for college-wide understanding of assessment activities and use of assessment information. Key elements include accessibility of the assessment reports and information to the College community, transparency in the use of assessment resources, a framework for understanding and use of assessment resources, and alignment with the standards established by Middle States. Membership on the committee reflects the institutional-wide scope of assessment. The committee is comprised of administrators and faculty representing key functions, divisions, programs, and services across the institution. The committee's work strengthens the College by building and sustaining a culture of assessment to support the improvement of institutional effectiveness. The following were goals for the committee in its first appointment cycle:

- Facilitate the achievement of consistency and alignment across the College for assessment efforts
- Facilitate college-wide use of metrics for continuous improvement
- Identify and assist in the establishment of best practices in the use of assessment for institutional improvement
- Monitor college-wide efforts to help ensure a cohesive and comprehensive assessment effort across the College
- Develop recommendations for needed resource allocations to achieve college-wide assessment goals
- Maintain an [Institution-Wide Assessment website](#) and Assessment Library to provide one centralized point of access to assessment data and processes across the institution

Starting in Fall 2013, the IWAC assumed added responsibilities for oversight of the Institutional Review Board and Data Standards and Data Coordinating Committee activities.

Strengths

- The Institutional Assessment Plan provides a strong institutional foundation for assessment as well as a practical guide for assessment activities.
- The College has instituted an Institution-Wide Assessment Committee to align assessment efforts across the College.
- Under the leadership of the Institution-Wide Assessment Committee, the College has established an Assessment Library, organized by the Characteristics of Excellence, providing a centralized point of access to information on institutional assessment practices, procedures and results.
- Participation in national assessments such as the National Community College Benchmark Project (NCCBP), the Community College Survey of Student Engagement (CCSSE), the Noel-

Levitz Student Satisfaction Inventory, and the Voluntary Framework for Accountability (VFA) allows the College to compare its effectiveness with peer institutions.

- Since 2001, Institutional Research has continuously published The Institutional Effectiveness Report, an institution-wide assessment that has grown to 48 individual measures looking at institutional effectiveness, student outcomes, and revenue usage.
- The College has a systematic process for auditing its administrative/support service units.
- Improvement in the College's culture of assessment is demonstrated by marked increases in its understanding, use and support of assessment across the campus.

Recommendations

- None

Suggestions

- Refine guidelines for data standards and protocol and establish timelines for when data can be submitted or accessed, specifications for how data should be applied, and a common vocabulary. Identify Data Stewards who are responsible for managing key institutional data elements to improve the process by which data is gathered and analyzed.
- Encourage greater integration of assessment functions at the College by developing, as part of the Assessment Plan, an assessment agenda/calendar that prioritizes and coordinates internal and external assessment activities and database requests.

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. (MSCHE Characteristics of Excellence)

Introduction

The College's admission policy and process ensure fair and equitable treatment of all applicants. The College admits many students who would not otherwise have the opportunity to participate in postsecondary education. "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." (Mission statement)

The College admits a diverse population of students who are served by its diverse programs: degree, certificate, non-credit, honors, developmental, dual enrollment and literacy. A new Welcome Center provides an inviting access point, and Enrollment Central offers a new service model serving both day and evening students in a centralized and more coordinated fashion. An integrated enrollment approach encourages easy access to supports such as counseling, advising, placement testing, financial aid, international student services, veterans' services and disability services. Alternative pathways for students at the lowest levels of developmental study serve to accelerate movement through the developmental course sequence.

Financial aid information and support is made available to students on the website, through publication of *Financial Aid Facts*, and through financial planning workshops which enable students to make thoughtful decisions regarding use of grants and loans, thus avoiding potential debt. Scholarships are also available to help defray costs and keep students enrolled.

Participation in the *Achieving the Dream* national initiative since 2006 has focused the College on identifying strategies to help student groups that have faced the most significant barriers to success including low-income students and students of color. A comprehensive orientation program, Early Alert system, College Success Seminar and the Center for Male Engagement are examples of promising strategies. Named a Leader College in 2011, the College continues to develop initiatives to foster student success and support goal completion for all students.

The College has analyzed data to determine areas of improvement, identify strategic partnerships and demonstrate the impact of its processes, procedures, and services. Institutional Effectiveness Reports and survey data from the Community College Survey of Students Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory provide direction to the College in strengthening its services for student success.

Evidence and Analysis

The College has a comprehensive Enrollment Management Plan focused on key strategic goals to increase student enrollment, retention and satisfaction. The [Enrollment Management Plan](#) was developed to provide comprehensive, integrated, efficient and effective services that will lead to greater student success. The Plan is informed by the College's mission and strategic priorities and is reviewed annually to ensure progress toward meeting the strategic goals of the institution. The College's Enrollment Management Plan was developed to respond to the changing needs of the City and its residents and to position the College to meet changing market forces.

While Community College of Philadelphia is one of 83 colleges and universities in the surrounding region, enrollment demographics indicate that the College is a primary institution for post-secondary education for Philadelphia public and parochial school students. According to [Institutional Effectiveness Report IR #233](#), 29% of graduates surveyed reported that they would have been unable to participate in higher education if they had not been able to attend the College (Indicator 34 of the Report). This result has had a direct economic impact on the City. Despite a weak job market, 68% of 2011 CCP graduates secured employment within nine months. Forty-eight percent (48%) were holding a position related to their program of study (Indicator 1 of the Report).

Recruitment and Marketing

The Office of Admissions uses demographic data to guide its efforts to recruit Philadelphia’s citizens in a way that captures Philadelphia’s rich and diverse population. Figure 8.1 shows the 2010-2011 racial/ethnic percentages for the College compared with the 2010 Philadelphia population which speaks to the success of these efforts.

Figure 8.1: Racial-Ethnic Percentages – City of Philadelphia and Community College of Philadelphia Student Body

Race*	Philadelphia Population (2010 U. S. Census)	Community College of Philadelphia (2012-13)
Black	41.9%	57.6%
White	39.6%	24.2%
Asian	6.1%	7.3%
Native American	0.5%	0.5%
Hispanic	11.9%	10.4%
*In accordance with IPEDS practices, unknown race categories are distributed proportionately according to the Census population.		

Source: Office of Institutional Research

The College’s recruitment and marketing efforts target three populations: youth market (18 years or younger); adult market (21 years and over), and international students.

More than half (52%) of students are 25 or older. Additionally, the College annually enrolls more than 200 international students from over 60 countries.

As of Summer 2011, a five-year brand positioning campaign (*Path to Possibilities*) was completed. The campaign was aimed at raising awareness of the College and its value to the City, businesses and residents. The central message was that the College is the best resource for helping individuals advance professionally, educationally and/or personally. The campaign led to a new brand and graphic identity that appears in billboard, radio, cable television and print advertisements as well as brochures, street banners and other materials.

Special events are hosted annually to bring business, political, governmental and community leaders to the College in order to develop their understanding of the College’s mission and ongoing contributions to the community. A multi-year effort to redesign the College’s web and portal sites was initiated in Spring 2011 and the new website was launched in Fall 2013. The goal for the project included improving the functionality and content completeness from a user perspective, and enhancing the design layout from a marketing and image perspective. In addition, deliberate steps were taken to create a strong presence for the College in social media such as Facebook and Twitter. An online [College catalog](#) provides breadth and depth of information and direction for prospective and current students.

In collaboration with increased marketing efforts, the Office of Admissions has increased recruitment efforts. Through collaborations with local high schools, community agencies, GED programs, and home-school associations, the College has established mechanisms to inform current high school students about the College. Through collaborations with veterans' agencies, city agencies, nonprofit organizations and businesses, the College has developed recruitment strategies to inform adult students with prior earned credits, veterans and active duty personnel, and re-entering citizens (those returning to the community from prison) about the College's offerings. Open Houses are regularly held at the Main Campus and Regional Center sites. To improve efforts for international recruitment, the College has established collaborations with cultural groups/agencies, local businesses, and language school representatives. The College also redesigned the College's [International Student web page](#) to provide more information to F-1 students about steps to enrollment at the College and advantages of studying in Philadelphia.

The College continuously monitors enrollment to track how current patterns compare to historical enrollment patterns which has allowed the College to continuously identify ways to improve student application and enrollment processes and procedures, while providing the flexibility to adjust recruitment efforts. For example, the Office of Admissions tracks which schools are sending large numbers of students and conducts workshops at those high schools to assist students in completing their admission applications and makes arrangements for group placement examinations.

In December 2011, the College's Welcome Center moved to a prime location with visibility in the Pavilion, the College's newest facility. Overall, the new Welcome Center provides a more accessible and welcoming environment to attract and enroll prospective students and provides a centralized location for the dissemination of information related to recruitment and admission.

Enrollment Central, launched in Fall 2012, consolidates enrollment-related services in a single building so students no longer need to shuttle across campus. Students may register, receive financial aid services and pay for classes in one area. Students also have access to enrollment services online. Banner web services have made application, registration and payment for classes a seamless process. Online Web services also allow students to track graduation requirements, record grade challenges, change curriculum and request transcripts.

Assessment and Placement

The College requires that students begin their academic career at a course level appropriate to their skill. Since 2005, the College has used the ACT COMPASS instrument for student assessment and placement, and collects and analyzes data regarding the effectiveness of the instrument regularly.

National data suggests that there is evidence that some students who are testing at low levels of developmental education are doing so because they have not taken the test seriously. Placement into developmental courses can have negative consequences and may cause frustration for students. National research reveals that the more time and units of developmental education students have to take, the less likely they are to graduate from a community college. To help students prepare for the placement test, students are encouraged to visit the College [Assessment Center website](#) which provides descriptions of the placement tests and sample questions. Test proctors also emphasize the importance of the test in a brief informational session prior to administration of the test.

With funds from a Predominantly Black Institutions (PBI) grant, the College recently engaged in a pilot to allow students who complete the COMPASS placement test and score at the Adult Basic Education (ABE) level or at the Developmental Education Workshop Level I (see Figure 13.1 in Standard 13 for chart of levels) to retest immediately. If retest scores are higher, the student will be placed at that higher level. Other community colleges have implemented this practice and have found that 50% of students place higher after retesting. High school seniors who have tested before graduation will also be allowed to retest

after they graduate from high school. The retest pilot was initiated in April 2013. From April 8th to November 30th, 761 students who initially placed at ABE or Level I Workshops retested. Of those, 503 (66%) students placed at a higher level. However, the 84 students who after retesting enrolled in Levels II, III or IV in Fall 2013 did not pass at the same rates as those students who placed directly into Levels II, III, or IV. Figure 8.2 compares the performance in English 098 (a developmental writing course) of the two groups in Fall 2013. The College will continue an ongoing review of the pilot and explore next steps including additional supports.

Figure 8.2 Performance of Retest Students in English 098 (a developmental writing course) Compared to Institutional Average (Fall 2013)

	Retest Students	Institutional Average for English 098
Pass	40%	56%
Making Progress	29%	19%
Fail	14%	14%
Withdrew	17%	11%

Source: Office of Academic Affairs

In an effort to provide the best assessment and placement services possible, the College has also reviewed assessment and placement practices at other community colleges, reviewed related literature and attended conferences and webinars on the topic of assessment and placement of incoming students. To explore consistency of placement testing statewide, college faculty members and Deans are participating on a statewide committee to review how the 14 Pennsylvania community colleges are implementing the placement test process, the test instruments used and the cut-off scores that differentiate college-ready and developmental students.

Financial Aid

Financial aid, especially for low-income students, is essential to enrollment and retention. In 2012-2013, approximately 75% of full-time students and 65% of all students received some type of financial aid. Financial aid workshops assist students in navigating the application process. They also help students consider the implications of relying on student loans which lead to increased debt.

With the 2011 changes in federal financial aid regulations, students on financial aid must now meet the minimum academic progress requirements at the end of each fall/spring semester or summer session on a cumulative basis or risk losing their federal aid. This information is communicated to students via the website, enrollment management staff, counselors and advisors. Students also have access to [information about financial aid](#) via the college website. Under the previous satisfactory academic progress policy, approximately 7% of students lost their aid eligibility each semester. Under the new stricter policy, between 11% and 14% of students have lost their eligibility each semester.

Retention Initiatives

As noted in Figure 7.5, approximately three-quarters (73.5%) of students at the end of the fall semester return the following spring and approximately half (50.5%) of students at the end of the fall semester return the following fall. According to the National Community College Benchmark Project (NCCBP), these numbers are a few percentage points higher than the median peer value of comparison colleges ([IR Report # 231](#)). However, the College is still deeply committed to improving retention and has launched several initiatives aimed at improving both retention and success which are described below.

Achieving the Dream

In Fall 2006, the College became a participant in *Achieving the Dream* (AtD) and was named a Leader College in 2011 for its progress on student retention and the success of initiatives such as academic Early Alert and professional development. *Achieving the Dream* is a national initiative among community colleges that emphasizes data-driven decision-making to produce systemic change in removing barriers to student success. To participate in AtD, the College needed to demonstrate an institution-wide commitment, beginning with the President. Additionally, a member of the College's Board of Trustees had to be a participant on the core team. The College saw it fitting to adopt and align itself with AtD which was consistent with its mission and provided a move forward in its Strategic Plan under an umbrella structure with national prestige and value. The structure also provided the opportunity for greater collaboration between Academic Affairs and Student Affairs which was a recommendation from the last Self-Study.

The College identified two priority initiatives in the Implementation Proposal written in Spring 2007: Priority Area #1 – Improve student outcomes through strengthened student support systems and Priority Area #2 – Improve student outcomes by increasing the use of effective educational practices through faculty professional development. (The latter priority will be addressed in Standard 10.)

Priority Area #1 initiatives include a comprehensive orientation program designed to improve how new students are brought into the College and a systemic early alert system designed to improve persistence and success. Each of these initiatives has measurable outcomes to determine its success.

The comprehensive orientation program consists of an online orientation, an ongoing Student Orientation and Registration (SOaR) program at the Main Campus, and a one-day, in-person New Student Welcome at the Main Campus and Regional Centers. Upon acceptance to the College, new students have access to the College's online orientation which includes information about the placement test, registering and paying for classes, student survival skills, class information, and campus resources. After taking the placement test, students sign up to participate in SOaR sessions led by Counselors where they are provided with the opportunity to become more familiar with the College. Walking tours and group development activities are provided by student orientation leaders. Students are taught how to self-register for courses and are provided with information on financing their education. In the 2012-2013 academic year, 5,875 (71.2%) of new students attended SOaR programs on the Main Campus. Of 860 participants who responded to the SOaR survey, over 99% agreed that they felt welcomed at the College and 99% found the overall SOaR experience beneficial.

Prior to the beginning of each semester, incoming students are invited back to campus for a one-day New Student Welcome that takes place on the Main Campus and at the Regional Centers. New Student Welcome was implemented in Fall 2011 as part of the revamped comprehensive orientation program. Students learn things such as how to read a roster, the importance of a syllabus and how to access support resources including the Learning Lab. Results have been positive with an increase in student participation from 38% in Fall 2011 to 70% in Fall 2012. For the 2012-2013 academic year, 2,025 new students attended New Student Welcome on the Main Campus, and 875 new students attended New Student Welcome at the Regional Centers. Of 1,485 participants who completed the New Student Welcome Survey, 97% reported feeling welcomed as a result of their participation.

To improve student persistence and success, the College created the Office of Student Success Initiatives to implement strategies based on lessons learned from retention studies and initiatives. One such strategy was the implementation of the College's systemic Early Alert system which provides an opportunity to identify students at the 20% and 50% attendance periods who demonstrate academic, attendance, or classroom behaviors that may jeopardize their success and progress at the College. Early Alert data collected at the 20% attendance period is the basis for individualized student risk assessments derived from the ratio

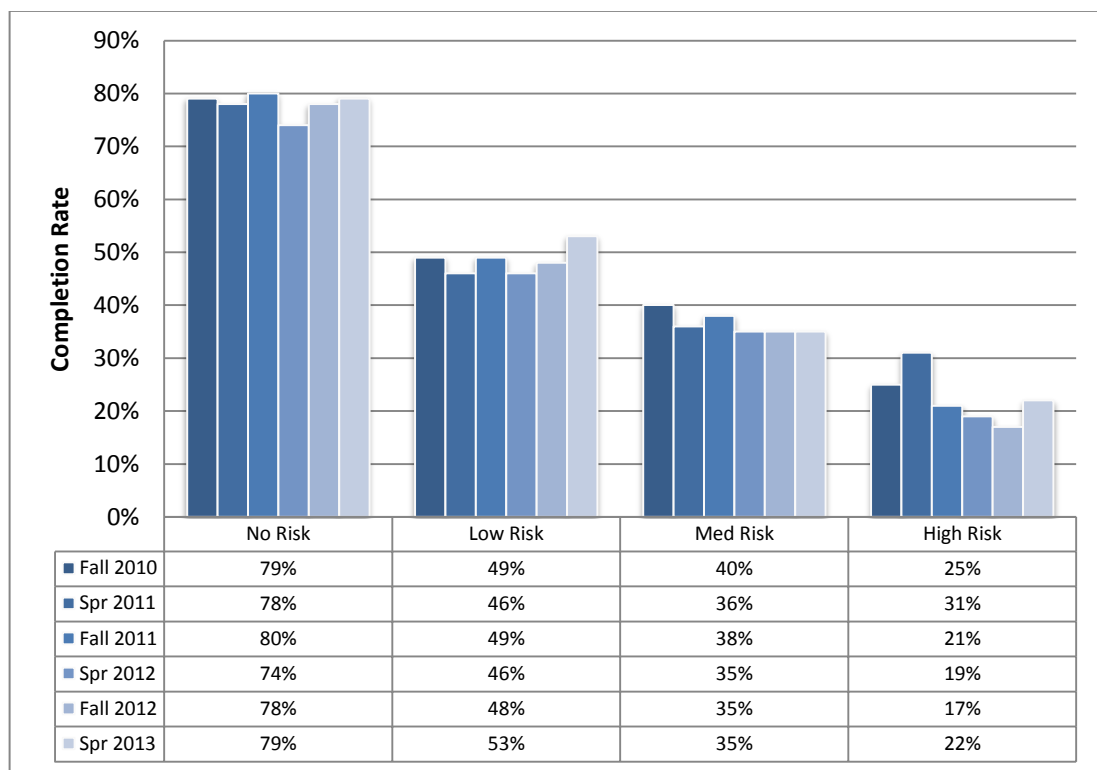
between student’s credit load and the number of Risk Performance Indicators (RPIs) received. Students may be classified as no risk, low risk, medium risk, or high risk.

Student Affairs sends a list of students enrolled in cohort-based programs such as student athletes, Center for Male Engagement, and KEYS (Keystone Education Yields Success) to their respective Directors for follow up. A list of students categorized by recommended action is sent to the appropriate support service for student follow up. For those students not enrolled in any cohort-based program, the Office of Student Success Initiatives contacts them directly for intentional intervention. The College recently hired a Student Success Support Coach to develop, implement and assess retention initiatives and strategies.

In Fall 2008, 52.7% of class sections utilized the voluntary Early Alert System. In Fall 2010, the number of faculty using the system increased to 59.1%. Additional background information regarding the Early Alert program can be found in [IR Report #192](#) and [IR Report #229](#) available on the Institutional Research website.

Figure 8.3 (from [IR Report #237](#)) shows the relationship between risk level and course completion in gatekeeper courses, first level curricular courses that students must pass before enrolling in more advanced courses in their program of study. (Approximately 10,000 students are enrolled in gatekeeper courses each semester.) On average, students identified as no risk maintained an acceptable progress ratio of approximately 78% across semesters while successful completion ratios ranged between a high of 53% for low-risk students in Spring 2013 and a low of 17% for high-risk students in Fall 2012.

Figure 8.3: Gatekeeper Course Completion Rates by Students’ Early Alert Risk Category



Source: Office of Institutional Research Report # 237

Level I Workshops

Approximately 70% of students test into at least one course at a developmental level. For students scoring at the lowest reading writing and math levels (Level I), free five-week workshops are offered to assist them in reviewing basic skills and to provide them with an opportunity to retake the placement test. Students who score at a higher level save themselves at minimum a full semester of developmental work and do not have to use up any financial aid. (Standard 13 explains the workshops in more detail.)

Center for Male Engagement

Data showing that African-American males had persistence rates and graduation rates lower than the institutional average was used to support the creation of the Center for Male Engagement (CME) in 2009. Funded by a Predominantly Black Institutions (PBI) grant from the U.S. Department of Education, the CME provides a community where males are supported by peers and mentors to reach their academic and professional goals.

Since its inception, the CME has recruited 617 eligible students for intensive services, and 185 students have participated in the summer enrichment program. Figure 8.4 shows persistence rates for first time in college (FTIC) CME students compared with total FTIC African-American males and the total FTIC population. FTIC CME students in nearly all instances consistently outperformed other students in terms of persistence.

Figure 8.4: Persistence Rates for First-time-in-College (FTIC) Center for Male Engagement (CME) Students Compared with FTIC African-American Males and All FTIC Students

	Fall 2009 to Spring 2010	Fall 2009 to Fall 2010	Fall 2010 to Spring 2011	Fall 2010 to Fall 2011	Fall 2011 to Spring 2012	Fall 2011 to Fall 2012	Fall 2012 to Spring 2013
FTIC CME students	99%	93%	84%	50%	80%	44%	74%
FTIC African- American males	70%	41%	67%	41%	66%	39%	68%
All FTIC students	74%	49%	72%	48%	71%	44%	72%

Source: Office of Institutional Research

Progress has also been made in improving successful outcomes in gatekeeper courses. FTIC CME students have consistently performed well in CIS 103 (Applied Computer Technology) and English 101 (Composition I), and the success rate in Math 017 (a developmental algebra course) has seen a steady increase from 36% of FTIC CME students passing in Spring 2010 to 67% in Spring 2012. The CME was recognized as the College's 2011 Innovation of the Year by the League for Innovation in the Community College and was the recipient of the 2012 Lee Noel-Randi Levitz Retention Excellence Award.

As a result of the success of the CME, through the support of the Open Society Foundations, a second program (Project Achieve) geared toward serving an additional 150 students annually was established in Fall 2011 within the CME. The population includes recently graduated high school students as well as formerly incarcerated individuals who are engaged in a communal environment through life and leadership skills training, academic support programs, and an introduction to college and community resources. As of Fall 2012, 119 students have participated in Project Achieve. In its first year, FTIC Project Achieve students persisted at a rate of 83% from Fall 2011 to Spring 2012 and at 46% from Fall 2011 to Fall 2012

compared with all FTIC students who persisted at a rate of 71% and 44% for the same periods. With both programs combined, the Center for Male Engagement has served a total of 736 students, nearly one hundred of whom have already graduated.

TRiO Student Support Services

TRiO Student Support Services (TRiO SSS) provides support to 225 first-generation, low income college students per year. As a federally funded program, TRiO SSS must meet benchmarks regarding cohort persistence, good academic standing and graduation/transfer objectives. From 2004 to 2011, the program met all benchmarks in five of the eight years. In the other three years, the program met the benchmarks for cohort persistence and good academic standing, but missed the benchmark for the graduation/transfer objective. In 2010, the program received another five years of funding through 2015 from the U.S. Department of Education.

Freshman Orientation Seminar (FOS 101)/College Success Seminar (COL 101)

Freshman Orientation Seminar (FOS) was developed as a collaborative effort between College counselors and other faculty for the purpose of integrating first-time students into the College community. A primary objective of FOS was to provide new students with the academic, personal and life management tools they needed to function effectively during their first year and return the following year to continue their course of study. Recently, the Counseling Department reviewed the course and renamed it College Success Seminar (COL 101) to better reflect the nature of the course, made improvements to the training of the faculty who teach the course, and established an annual evaluation plan to track and monitor course outcomes. Evaluation of [COL 101 outcomes](#) from Fall 2006 through Fall 2012 found that students successful in COL 101 repeatedly demonstrated higher fall to spring persistence, higher fall to fall persistence, and greater success in English 098 (a developmental writing course) than a comparison group of first-time students who tested at the English 098 level and were not enrolled in COL 101. A student success course is now being considered as a requirement for selected students.

Colonial Colleagues

In collaboration with Phi Theta Kappa International Honor Society's *Commit to Complete* initiative, the Colonial Colleagues Program is designed to promote retention and academic success. Through a structured peer support program, students are connected and enabled to both give and receive support to other like-minded students to mutually aid in persistence and goal achievement.

My Degree Path

My Degree Path provides a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools to help students and their advisors negotiate curriculum requirements. The system was launched in March 2013 and over 14,000 distinct students used the system in the first seven months to identify outstanding requirements and plan a path for credential completion. Early comments from students and advisors have been positive and in a [satisfaction survey](#), 87.5% of users said that they would recommend My Degree Path to other students.

MyGPS

[MyGPS](#) (Goal Plan for Success), initiated in 2013, is an online system that provides students with access to an integrated educational planning tool addressing such areas as degree planning, career exploration, financial management issues and other support services. The system will be phased in over a two-year period.

Single Stop

The College has partnered with the non-profit organization, Single Stop USA, to establish a new service for students that connects them to state and federal financial resources and local community services. The aim is to help students overcome economic barriers, continue with their education and move towards economic mobility. [Single Stop](#) currently offers benefit eligibility pre-screening and assistance in applying for these benefits as well as free tax preparation and healthcare enrollment assistance. During the 2013-14 academic year, additional services including financial counseling and legal services will be phased in. All services are free to students.

Student Support Services Referral System

The 2013-2017 Enrollment Management Plan includes an initiative to create an electronic referral form which faculty can use to connect students to the appropriate student support services. Professional Development will be conducted with faculty and staff to facilitate usage.

Program-Level Retention Initiatives

Many programs have their own retention initiatives. For example, in the Nursing program all students are assigned a faculty mentor. In addition, since 2000, the Nursing program has run an initiative called Promoting Academic Success for Students (PASS). At-risk students are identified through various metrics such as performance on exams and those students are strongly encouraged to attend weekly sessions for extra support.

The outcomes for the Nursing program have been strong. The retention rate for the program is generally above 80%, meaning that over 80% of the students complete the program within three years (150% of program length) of entering the Nursing program. The 150% measurement point does not include time spent on developmental courses or taking prerequisites prior to entering the program.

Student Satisfaction and Engagement

The College collects data regarding student satisfaction and engagement using two well-known surveys--the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory. Using this benchmark data, the College is able to determine areas of immediate improvement and those which need to be considered for long-term planning.

The [Noel-Levitz Student Satisfaction Survey IR #236](#) was administered to students during the Spring 2010 and 2013 semesters. Approximately 2,600 students completed the surveys: 1,300 in Spring 2010 and 1,300 in Spring 2013. The survey focused on three general institutional areas: 1) student services, 2) academic services, and 3) campus climate. CCP student satisfaction levels were higher in 2013 than in 2010 across scales in all areas. Most notable improvements across time were associated with the items on Safety, Security, and Parking; Admissions and Financial Aid Effectiveness; Academic Advising Effectiveness; and Campus Services.

Within the Registration Effectiveness scale, students were most satisfied with the College's billing practices. An improvement in Registration Effectiveness was most apparent in students' rating of the College's registration processes and procedures. The biggest improvement in student satisfaction over time in the area of Admissions and Financial Aid Effectiveness was in the availability of financial aid counseling. Students were highly satisfied with the College's computer labs. They also rated the availability of counseling service higher in 2013, contributing to a rise in overall satisfaction within Campus Services. In terms of Campus Climate, students were most satisfied with campus safety and

security, with the greatest improvement in satisfaction associated with campus maintenance. Students also felt more welcomed at the College in 2013 and less burdened when seeking information on campus. In addition to snapshot data provided by third party instruments such as CCSSE and Noel-Levitz, the College constantly reviews assessment data through the lens of continuous improvement. Work teams such as the Marketing, Recruitment and Communications Team, Enrollment Process Team, and Student Success (Retention) Team were established as a part of the 2008-2012 Enrollment Management Plan to address areas of concern on a macro-institutional level.

Strengths

- The College continues to be an important entry point to higher education for minority students and those with varying educational levels. The College has demonstrated its commitment to meet the needs of Philadelphians, in particular those who are from groups that are traditionally underrepresented in higher education.
- The College has a data-driven Enrollment Management Plan aligned with strategic priorities and comprehensive work plans for accomplishing projected outcomes.
- Across the institution, there has been a commitment to retention (with positive results) including initiatives such as a comprehensive Student Orientation, the Center for Male Engagement, and TRiO SSS.
- The College's scores on the Noel-Levitz Student Satisfaction Survey increased across all areas between 2010 and 2013.
- The College has achieved status as a Leader College in the Achieving the Dream initiative.

Recommendations

- The College is committed to retention and success as shown by the wealth of support services and initiatives in place (see also Standards 9 and 13). It is recommended that the College continue to assess current practices, make changes where appropriate, and explore additional strategies to further enhance student success.

Suggestions

- None

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. (MSCHE Characteristics of Excellence)

Introduction

A key component of the College's mission is "to create a caring environment which is intellectually and culturally dynamic and encourages all students to achieve..." As the largest public institution of higher education in Philadelphia, the College attracts a diverse student population and strives to provide student support services that accommodate every type of learner.

A newly created space on the first floor of the Bonnell Building provides a welcoming and accessible marketplace of support services including Counseling, Advising, the Center on Disability, International Student Services, and the Veterans Resource Center as well as Enrollment Central, Financial Aid and the Assessment Center. (The latter three services are addressed in Standard 8.)

Educational Support Services offers free developmental education workshops to students testing at the lowest developmental level. (Developmental Education is explored in more detail in Standard 13.) Tutoring in various disciplines is available at the Main Campus and Regional Centers, and the Library and Learning Lab/Student Academic Computer Center collaborate to support students in all academic programs.

Student Life support services including the Career Services Center and the Women's Outreach and Advocacy Center empower students to prepare for the job market and address challenges that may impact achievement of their goals. The opportunity to participate in the College's various athletic programs encourages students to build teamwork skills and college spirit, and academic supports are in place to promote student retention and success among athletes.

The College has placed an emphasis on ensuring that a comparable level of support is provided at each of its Centers. The Northeast Regional Center was renovated and expanded in 2011, and the West Regional Center was renovated and expanded in 2012 to include increased services. A Learning Commons including services from the Learning Laboratory, Library, and Student Academic Computer Center was established at two Regional Centers to encourage academic engagement and collaboration among peers.

In 2004, the Middle States Commission on Higher Education encouraged the College to maintain regular mission-focused evaluations of the College's non-instructional organizational units, which include both administrative and support services. Based on this recommendation, the College instituted an administrative/student support unit audit process to assist organizational units in becoming more effective and to ensure that their mission, goals and objectives are appropriate and aligned with the College's strategic priorities.

Evidence and Analysis

Academic Advising

Academic Advising has been a concern at the College for many years and was cited as a problem area in the surveys and focus groups conducted by the Segal Group. Despite the fact that the College's scores for advising services on the [Noel-Levitz Student Satisfaction Survey IR #236](#) have increased in recent years, this is still an area where the College seeks to improve. One concern with the current system is that students are not assigned to a specific advisor and may see several different advisors during their time at

the College. The College has developed an online scheduling system which has made the process of scheduling appointments more convenient for students, but does not fix the problem of students seeing multiple advisors.

Currently, all full-time faculty are required by the Collective Bargaining Agreement to provide six hours of academic advising per semester. If full-time faculty provide more than the required six hours, they receive extra compensation. To address the need for a more student-centered advising system, the College's Joint Curriculum Advising Committee, a collaboration of faculty and administrators, conducted a Caseload Advising Pilot Study (Fall 2012 and Spring 2013) to identify potential benefits and limitations of a caseload approach whereby faculty would be assigned a caseload of students rather than a set number of hours. In the pilot, faculty advisors worked with a caseload of approximately 24-30 students, developing relationships that provide opportunities for meaningful and effective academic advising. Feedback from advisors and students revealed that students valued the opportunity to consistently work with one faculty advisor.

The College's consideration of the caseload model as a means of fostering relationships between advisors and students aligns with the focus on quality of the National Academic Advising Association (NACADA). *Academic Advising: A Comprehensive Handbook* (2008) discusses the importance of advisors "building a positive working relationship with students" in an effort to create an atmosphere conducive to "successful advising" (p. 344). To support the focus on quality, the Office of Academic Advising continues to offer professional development workshops for faculty advisors, opportunities for new faculty advisors to observe and collaborate with veteran faculty advisors, and ongoing informal discussions between faculty advisors and advising administrators. Woven into all of these professional development efforts and relevant to enhanced quality is the College's intentional shift from transactional advising to developmental advising which focuses on the student as a whole person and addresses needs associated with stages of college student development.

Counseling

The College's Counseling Center offers free counseling services to all students. Staffed by professional counselors, the Center provides educational, career and personal counseling to both individuals and groups. Counselors also assist students and graduates who wish to continue their education at other institutions. Students may make an appointment or drop in if they have an immediate concern. Information discussed in counseling is kept strictly confidential. In addition, the Counseling Department has developed workshops and courses to teach essential planning and decision-making skills necessary for college and career success. For the 2012-2013 academic year, the Counseling Department had a total of 49,622 contacts with students either through individual or group meetings. The majority of student concerns were related to academic issues, graduation/curriculum readiness, and transfer. The impact of the Counseling Department is demonstrated in the [Noel-Levitz Student Satisfaction Inventory](#). Compared with student responses in April 2010, students in April 2013 indicated an increase in importance as well as an increase in satisfaction in response to the statement: "Counseling Services are available if I need them." In April 2010, students ranked the level of importance at 6.13 and the level of satisfaction at 5.00; in April 2013 the rankings were 6.42 and 5.61, respectively.

Center on Disability

The Center on Disability provides access to services that are intended to assist eligible students in achieving maximum independence while at the College. For students with diagnosed physical or mental challenges, the Center on Disability ensures that appropriate accommodations are provided. The Center also offers outreach activities and training to faculty and staff to ensure that the College is inclusive in its design of support programs, services and activities. Currently, the Center is examining strategies to increase the accessibility of online services and implement new adaptive technologies.

International Student Services

The College annually enrolls more than 200 international students from more than 60 countries. In its recently renovated space, the College’s global student population now has access to admissions, international document processing and cultural activities all housed in one centrally located office. Counselors are available to assist English as a Second Language (ESL) and international students with course and program planning.

Veterans’ Services

The number of veterans using their Federal benefits to attend CCP has increased from 439 in 2008 to 744 in 2013. To better meet veterans’ needs, the Veterans Resource Office was renamed the Veterans Resource Center and opened in Fall 2012 in a new full-service space close to Enrollment Central. The Center’s mission is to help veterans, their spouses and their dependent children understand and access all the educational options available to them. Given the number of paperwork road blocks that veterans face when applying for school, the Center helps with the Veterans Affairs (VA) regulations concerning school and financial aid applications. In addition, the Center provides information on federal laws and regulations concerning veterans, credit for military service, and College policies. Guest speakers on veteran-related topics, the Veterans Student Club and social media for veteran students are other avenues of support.

Since the fall of 2012 when the new Center opened, there has been an average of over 200 student veteran walk-in visits a month. The Center is working with Records and Registration to track veterans as to the impact of the Center on student achievement. In 2012, the College was designated as a “Top Military-Friendly College” by *Military Advanced Education*, a magazine for members of the armed forces. Victory Media has named the College a Military Friendly School for 2014.

Learning Lab

The Learning Lab, under the Learning Lab/Student Academic Computer Center Department, provides academic support to students through its free Master Student workshops, Math, Reading and Science workshops, Writing Center workshops, ESL workshops and study groups in addition to one-on-one and online tutoring. Computer-assisted instruction for students with disabilities is also available. (The Student Academic Computer Center offers students free access to computer work stations with various software applications in support of their course work.)

The Learning Lab’s faculty members include discipline specialists. Individual tutoring is also offered by peer tutors, accomplished students who have been trained to help other students and have succeeded at courses where students frequently require assistance. Data shows that tutoring has a positive impact on students’ academic progress. Students who utilize the Learning Lab have higher levels of academic performance and persistence compared with those who do not utilize the services.

In Fall 2011, the Learning Lab collected and analyzed tutoring data for English 101 (Composition I) and Math 118 (Intermediate Algebra). The data shows that for these two courses tutoring was associated with higher completion and pass rates (see Figure 9.1).

Figure 9.1: Success Rates of Tutored and Non-tutored Students in ENGL 101 and Math 118

Fall 2011	ENGL 101 Tutored	ENGL 101 Non-Tutored		Math 118 Tutored	Math 118 Non Tutored
Number of students	318	2780		268	2089
Percentage who completed	92.8%	85.6%		81.7%	79.3%
Percentage Passing Course	84.4%	73.3%		67.1%	54%

Source: Office of Educational Support Services

Data gathered in Fall 2012 and Spring 2013 on the outcomes of Math tutoring showed that not only were more tutoring sessions correlated with a higher grade in the course, but that students who received more tutoring were also more likely to perform better in the subsequent math class, whether they received tutoring in the subsequent semester or not. These data are encouraging and indicate that utilizing tutoring services may have a positive impact on student success. The challenge is to accommodate the demand.

The Learning Lab faculty have begun a drop-in tutoring model for students who need a short session with a tutor. In addition, an online tutoring platform was piloted in Spring 2013 with nine sections of English 101 (Composition I) and English 102 (The Research Paper) students. The scope of students was expanded to all English 101 students in Summer 2013, and there has been an increase in student and faculty engagement with the online tool.

Learning Commons

At the Northeast Regional Center and West Regional Center, the Learning Commons features the integrated resources of the Learning Lab, the Library and the Student Academic Computer Center (SACC) as well as study areas to promote collaborative learning.

In January 2012, the Learning Commons opened at the West Regional Center. There were 2,710 visits to the new Learning Commons in the Spring 2012 semester (versus only 1,801 visits to similar services in Spring 2011). Almost 80% of West Regional Center students who participated in the Learning Commons survey said they visited at least once a week. The College plans to find suitable spaces to create a Learning Commons at Main Campus and the Northwest Regional Center.

Library

The Library provides instruction, collections, services and facilities which support students, staff and classroom faculty in all programs. Access to the library collections is provided through an Online Public Access Catalog (OPAC) available on the [Library's Website](#) as well as MyCCP. The Library's Home Page also provides access to "Ask a Librarian," a service that allows users to submit questions by email. To support student achievement of the general education/core competency, Information Literacy, the Library provides an Information Literacy Tutorial, and Library faculty offer instruction in information literacy in conjunction with classroom faculty. To provide greater accessibility, the College has increased the availability of support services through online resources. The Library, which has a robust online system, allows students to access the Library from any computer 24 hours a day, seven days a week.

Co-curricular and Extra-curricular Offerings

Co-curricular and extra-curricular activities are designed with intentional student learning outcomes based on standards established by the Council for the Advancement of Standards in Higher Education. Areas within campus life are also assessed via the College's administrative/student support unit audit process to determine effectiveness. Currently, Student Life and Athletics are undergoing an audit with an external peer review being conducted as part of the process. Each area also submits an annual report that includes a review of goals and objectives and data that supports identified outcomes.

Co-curricular programs are assessed to determine their impact and contributions to student development and academic success. When surveyed in 2010 and 2012, the majority of students at the three Regional Centers reported no participation in Student Life events. Students indicated a preference for activities that are more academic or career-oriented as opposed to clubs. This information was used to revamp the co-curricular programs offered at these locations.

Student Life Support Services

Student Life support services including the Career Services Center and the Women's Outreach and Advocacy Center empower students to prepare for the job market and address challenges that may impact achievement of their goals.

At the Career Services Center, students receive job search assistance including resume writing, cover letter preparation and mock interviews. They also have access to a free online system, College Central Network, for resume posting. Workshops and class presentations are offered on a variety of topics, and job fairs, both traditional and virtual, provide students opportunities to explore careers and network. Between 2004 and 2013, the Center has averaged approximately 1,600 visits per year.

The College realized that domestic violence, welfare reform, childcare and financial problems are contributing factors to attrition among female students. Consequently, the Women's Outreach and Advocacy Center was established in 2002 to provide a comprehensive program of individual and group support services. The Center focuses on educational outreach in an effort to raise women's awareness about their environment, their responsibilities and the impact of choices they make. The Center provides a focal point where women can convene as a community for advocacy, collaboration, research and education. Since its inception, the Center has served more than 10,000 students.

In Fall 2012, the Women's Outreach and Advocacy Center secured a three-year matching grant to provide financial support, community referrals, clothing stipends and food to students through the Homeless Student Support Project. Through this project, 25 students were assisted by connecting them with community agencies to aid in identifying housing and employment opportunities. An additional 42 students will be served through the program in 2013-2014.

A Child Development Center, managed by Knowledge Universe Education, LLC, serves up to 108 children ages six weeks to five years. As of June 5, 2013, there were 94 children enrolled at the Center; 46% were children of College students or employees (42); and 54% were children from the community (52).

Athletics

Students who participate in intercollegiate athletics at the College must adhere to the same policies and procedures that all students must follow in terms of academic progress, financial obligations, and administrative regulations. The College does not offer athletic scholarships, and all student-athletes must have met the minimum requirements to become a matriculating student based on their results on the placement test.

In Summer 2013, the College became a member of the National Junior College Athletic Association (NJCAA) in specific athletic sports. Beginning in the 2013-2014 academic year, student-athletes participating in Men's Basketball, Women's Basketball, Men's Cross Country, Women's Cross Country, Men's Track and Field, Women's Track and Field, Men's Tennis, and Women's Tennis will be participating in NJCAA, and thus must adhere to their requirements for athletic eligibility. To be eligible, student-athletes must be currently enrolled full-time with a minimum of 12 credits. Student-athletes must make satisfactory progress within an approved college program as listed in the College catalog and maintain a minimum 2.0 grade point average while successfully completing 12 credits per semester. The change in athletic conference has raised the academic standards for student-athletes at the College, and it reinforces that the first priority is academics and completion.

In 2012-2013, in preparation for the move to the NJCAA, the Athletic Department established several support services to assist student-athletes in staying on track academically. The Colonial Corner, a comprehensive academic support system, was established in collaboration with the Library and the

Learning Lab. The Colonial Corner provides mandatory individual study opportunities for student-athletes who are first year, probationary, high-risk or have a GPA under a 3.0 GPA. Student-athletes participating in the Colonial Corner must attend at least five hours per week.

In addition to the Colonial Corner, the progress of student-athletes is tracked through the College's Early Alert system and appropriate referrals for support services are made. The frequency of student-athletes in the Early Alert report in any given sport is reviewed by the athletic coaches to determine whether to limit practice or playing time. A final report is generated at the end of each academic year providing cumulative statistical data for both semesters including total number of student-athletes receiving an early alert, total number of risk performance indicators (RPIs) reported, breakdown by gender, grade point averages, persistence/retention, and number of graduates.

Impact of Enrollment Trends on Support Services

The College's strategy of studying its student enrollment and student/staff ratio to determine appropriate support services is especially evident at the three Regional Centers (Northeast Regional Center, Northwest Regional Center and West Regional Center). The decision to expand and renovate both the Northeast Regional Center and the West Regional Center came from an assessment of enrollment trends. (See [Table A5](#) of the College's Fact Book for Enrollment Trends for Main Campus and [Table A6](#) for Enrollment Trends for Regional Centers.) From Fall 2005 to Fall 2011, enrollment at the Northeast Regional Center increased from 2,391 total headcount to 2,781. For the West Regional Center, the total headcount increased from 685 to 871. Increased services were provided at all three Regional Centers. Additional staffing and extended hours of operation for Academic Advising, Counseling, Enrollment Services, Financial Aid, Learning Commons and Student Life provide students with comparable support to those who primarily take classes at the Main Campus. A Coordinator, Student Life Regional Centers was hired to develop and implement student leadership, extra-curricular, and co-curricular activities and events at the three Regional Centers.

Qualifications of Support Staff

Qualified support staff are essential in providing appropriate, equitable and caring service to students. The Department of Human Resources (HR) uses rubrics to compare positions across the College and at similar institutions to ensure that the position meets industry standards. All applicants are reviewed by HR to ensure that the minimum requirements for each position are met. For faculty working in student support services, the criteria are outlined by the appropriate Department Chair, Division Dean and Vice President. All hired support staff undergo an annual performance evaluation allowing their direct supervisors to provide feedback on a regular basis to ensure quality job performance.

Security of Student Records

The College has various policies and procedures in place for securing student records, as well as ensuring the privacy, integrity and ethical use of information by faculty, staff, students and community members. The College created [Policies and Procedures Memorandum No. 313](#): Records Management and Retention Policy to establish accountability for records management and retention. The 2009-2012 Technology Plan also includes a goal to ensure the privacy, integrity and ethical use of information.

The College continues to work within the context of changing laws and privacy concerns involving electronic data. Security audits are performed quarterly to ensure compliance. Banner security is routinely audited by the external auditing firm KPMG LLP. Professional development sessions on privacy and security awareness were held in fiscal year 2011 and continue to be offered. In conjunction with the Office of the General Counsel, all the appropriate policies have been reviewed and updated as they pertain to the privacy of information.

The College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. FERPA information is communicated to faculty, staff and students on an annual basis through the Student Handbook, College Catalog, and campus presentations offered by the Dean of Enrollment Management.

The College, at its discretion, may disclose directory information upon request without consent. The College has identified the following as directory information: student's name, program of study, dates of attendance, and degrees, honors and awards received along with dates. For example, this information is shared with partner transfer institutions.

The College requires the Social Security Number (SSN) as a condition of enrollment. Although it is not used as the primary student identification number, the SSN is required for tax reporting, financial aid processing and educational tracking purposes. The College does not disclose the SSN without student consent unless required to do so by federal, state or local law.

As required by the Fair and Accurate Credit Transaction Act (FACT Act), the College developed an [Identity Theft Policy and Prevention Program](#) to detect, prevent and mitigate identity theft. All employees who process relevant information receive training on the procedures outlined in this policy.

Assessment of Support Services

Administrative/student support units are evaluated with the ultimate goal of enhancing quality, innovation, and effectiveness in the delivery of administrative and support services. Through the administrative/student support audit process, units assess themselves on achievement of organizational mission and goals; contributions to Strategic Plan objectives; analysis of critical issues facing the unit; impact and outcomes; efficiency in resource usage; and the extent to which the unit has adopted best practices. Typically, an external peer evaluator also assesses the unit and the results of the external review are included in the final audit report. Administrative/student support unit audits have been conducted in several areas including Career Services, Center on Disability, Counseling, Distance Education, Learning Lab, Library, Literacy, Office of Diversity and Equity, and Campus Security. After five years of conducting administrative/student support unit audits, the audit process was reviewed and adjustments to the process were made based on feedback including the creation of an oversight committee with representation from various administrative units across the College.

The audits include a three- to five-year unit development plan which addresses the strengths, weaknesses and opportunities identified in the audit. The plan articulates specific actions to improve organizational unit outcomes and the measures that will be used to determine success. The plan also includes information on the reallocation of existing resources (e.g., current staff time) and any new resources that may be required to implement the plan. Examples of findings and responses from two audits are detailed below.

The [Counseling Audit](#) found that decentralization of counselors' offices prohibited strategic scheduling of staff to meet the demands of the many functions and student services provided by the Counseling Center. Decentralization also limited a student's ability to locate and acquire services from particular counselors. In 2012, the Counseling Center became centralized in a renovated space designed to better meet the needs of both counselors and students.

The [Learning Lab Audit](#) highlighted the Writing Center as one of the Lab's strengths. Established in Fall 2004, the Center averages 1,400 student contacts per semester and receives high marks from students. It was recommended that the Center play a more significant role in the discussions of the theory and practice of writing across the institution.

While a student satisfaction with services survey administered to 1,000 students for the 2004 Middle States Self-Study indicated a high level of satisfaction, the Learning Lab was challenged with the lack of highly

qualified peer tutors across disciplines. As a result, a more formal tutor training program was implemented utilizing a revised Tutor Training Manual, and each tutor was assigned a full-time faculty mentor according to subject area.

The audit also found inconsistent collaboration between Lab and classroom faculty in rostered lab classes (developmental classes where students attended an additional hour in the Learning Lab). Further, the external evaluator characterized the Lab as a de-centralized operation which is costly to operate and for which there is little hard evidence of positive results. In response, the Lab has developed an assessment plan that aligns evidence of student success more directly with services offered (link to [Learning Lab/Student Academic Computer Center Department Assessment Report](#)). Figure 9.1 above shows preliminary evidence (collected since the audit) of the benefits of tutoring.

At the end of Spring 2012, rostered lab classes linked to Level II and Level III (see Figure 13.1 in Standard 13 for chart of levels) developmental English courses were discontinued because student outcomes in sections with the lab classes were no better than other sections without the Lab classes. However, ESL Lab classes were retained because the data showed some benefit. A sizeable ($\phi = 0.11$) and statistically significant ($p < 0.001$) correlation was found between students' attendance in lab classes and the frequency of passing the ESL courses (see Appendix 5 of Learning Lab/Student Academic Computer Center Department Assessment Report).

The Learning Lab has identified several new initiatives to optimize student contact while ensuring that students have the best academic support possible. The initiatives to date include: Online Tutoring, Writing Workshops-To-Go, and Study Groups. In Fall 2012 and Spring 2013, the number of students utilizing study groups was 423 and 444, respectively. In Fall 2013, Lab faculty provided 16 Workshops-To-Go (in-classroom presentations at the request of faculty members) involving 265 students.

In addition to the audits, each unit develops and assesses annual goals and objectives based on the College's strategic priorities. The annual reports provide supporting data that determines the impact of programs and services. Further, the Student Affairs Division created the [Student Affairs Guide to Assessment](#) to provide faculty and staff within the division with a resource for establishing, implementing and reporting assessment efforts in a standardized format. The established format combines multiple reports including the annual report, institution-wide assessment committee report, and major accomplishments report into one comprehensive document.

The Vice President for Student Affairs and the Dean of Students delivered a presentation on the assessment of student support services at the December 2013 Middle States annual conference.

Strengths

- The College has a wealth of support services provided by professional staff at the Main Campus and Regional Centers.
- The College has implemented well-defined strategies for measuring the impact of its student support services. Through the annual review process and administrative/student support unit audits, the College continues to demonstrate its commitment to making data-driven decisions.

Recommendations

- Modify the advising model to be more responsive to student needs, emphasizing a consistent advisor/student relationship. Evaluate the caseload pilot to determine its effectiveness and ability to be scaled up to include a larger student population.

Suggestions

- Continue to facilitate student success by increasing collaboration among the Library, Learning Lab and Student Academic Computer Center, e.g., expand the Learning Commons model to the Main Campus and Northwest Regional Center.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. (MSCHE, Characteristics of Excellence)

Introduction

The College has many talented faculty with impressive credentials who are accomplished in their fields and are recipients of local and national teaching awards for excellence. The College is committed to recognizing achievements and promoting faculty as well as supporting the development of its teachers and service professionals. Qualified classroom faculty as well as librarians, counselors and instructional aides at Community College of Philadelphia are paramount to the College's overall success. The College takes pride in its recruitment practices and continually evaluates each phase of the search process.

Evidence and Analysis

Faculty Credentials

Community College of Philadelphia has policies and procedures in place to ensure that quality faculty are hired with the appropriate training, experience and credentials. During the 2004-2005 academic year, the Board of Trustees established two policies detailing minimum credentials for full-time, tenure-track faculty and adjunct faculty. Per the policy for full-time faculty, tenure-track faculty must possess, at minimum, an earned master's degree in the discipline in which they are working or within an already approved related field. Per the policy relating to adjunct faculty, this group must also possess, at minimum, a master's degree with at least 18 graduate credits in the discipline they are teaching or within an already approved related field. In both cases, any exception must be recommended by the Dean and approved by the Vice President for Academic Affairs.

In response to this policy, each Division determined minimum requirements and qualifications for each of its departments. Department Heads, Deans and Human Resources staff reference this [minimum qualifications document](#) when position advertisements are created and posted. For all full-time faculty positions, official transcripts are required from all candidates who are recommended by the hiring committee to be interviewed by the Dean and Vice President. Each finalist is subjected to a background check in which all higher education degrees and relevant employment experience are verified. The College also partners with World Education Services to ensure that foreign degrees meet the minimum educational requirements set for the position. As of the 2012-2013 academic year, 94% of full-time faculty have at least a Master's degree. Adjunct faculty are also required to provide official transcripts for all higher educational degrees at the time of hire. If these documents are not provided at that time, the faculty member has until the end of the semester in which he/she was hired to provide official transcripts. If transcripts are not provided by this time, the faculty member is not eligible to be rehired by the College until transcripts are provided. Adjunct faculty are not subjected to a background check where education and employment experience are verified unless they are offered a Visiting Lecturer position, which at CCP is a temporary, full-time instructor.

The [Collective Bargaining Agreement](#) (CBA), September 1, 2006 – August 31, 2011, references the Board of Trustees' policies within Article V, Academic Qualifications as well as specifics relating to faculty evaluations. It is within these evaluations that the Department Head assesses the performance of each faculty member and determines if a development plan is necessary. The recently negotiated CBA, September 1, 2011 – August 31, 2016, contains updated information regarding academic qualifications approved by the College's Joint Committee on Evaluation (link to [retention and promotion information](#)).

“Guidelines for Faculty Participation in the Life of the College” can be found as exhibit E of the [Full-Time Faculty Collective Bargaining Agreement, 2006-2011](#)).

Excellence in Teaching

One of the most significant forms of evidence regarding excellence in teaching is students’ responses to questions on the College’s standard [Student Evaluation of Teaching \(SET\) instrument](#). In the individual results report generated for review by faculty members, their Department Heads and their Deans, the College also tabulates average student responses for entire academic departments as well as college-wide responses for the 20 standard questions included on the instrument, thus making comparisons possible among faculty members, their departments and the College. For this Self-Study, the Work Group reviewed a sample of SET reports from Spring 2008 to Spring 2012. Mean scores college-wide on the 20 questions ranged from 4.32 to 4.64 on a scale of 1 to 5, with one meaning “strongly disagree” and 5 meaning “strongly agree.” These results suggest that there is an overall high level of satisfaction among students regarding the instruction they receive at Community College of Philadelphia.

The Noel-Levitz Student Satisfaction Survey was administered to students during the Spring 2010 and Spring 2013 semesters. Approximately 1,300 students completed the survey each time it was administered. Scores rose on all 12 indicators of instructional and academic advising effectiveness. The College’s overall score on instructional effectiveness rose from 5.20 in 2010 to 5.60 in 2013. Students’ satisfaction with academic advising rose from 4.86 to 5.33 (see Tables 5 and 6 in [IR Report #236](#)).

A vehicle for recognition of excellence in teaching is the Christian R. and Mary F. Lindback Award for Distinguished Teaching. The College bestows this award annually according to the criteria specified by the Lindback Foundation. Students and faculty nominate faculty who display excellence in teaching. A body of faculty peers reviews the nominations and makes a recommendation to the President. Since 2002, the awardee has delivered an annual scholarly lecture to the College community and the College has published a monograph of the lecture.

The College has received numerous awards recognizing outstanding programs and faculty. For instance, for the third time, the Nursing Program has received recognition as a Center for Excellence in Nursing Education. Over the past few years, three faculty members have received regional or national faculty awards from the Association of Community College Trustees (ACCT).

The Alana Collos Teaching Award for student-centered and imaginative work, established in memory of a former faculty member, has been presented annually since 1988 by the Faculty Center for Teaching and Learning. The College’s Board of Trustees also established an award to recognize programs that exhibit sustained academic excellence. The Diagnostic Medical Imaging Program and the Respiratory Care Technology Program have received this award to date.

There are other forms of evidence regarding excellence in teaching and other professional activities. The Office of the Vice President for Academic Affairs highlights the professional activities and scholarly work of the faculty in publications such as *Performances, Presentations, and Publications* and *Academically Speaking*. The Office of Marketing and Communications publishes an electronic newsletter entitled “Communiqué” which provides updates on the professional and community service activities of College faculty and staff.

Professional Development

The College supports a robust array of professional development options for faculty including workshops and webinars on topics including best practices in teaching and assessment, classroom management and the use of technology as well as discipline-specific topics. The Office of Professional Development assesses each of its offerings through online surveys and the results are used when planning future sessions. At the

beginning of each semester, the Office also sponsors several days of professional development that include 70-80 events, presentations and seminars which usually focus on pedagogy, assessment and best practices. In 2013, the Office launched an online course for new adjuncts to help them learn about the institution; it also includes modules on pedagogy.

The [Faculty Center for Teaching and Learning \(FCTL\)](#) is also essential to faculty development. A faculty-driven endeavor, the Center’s mission is enhancing teaching effectiveness and promoting interdisciplinary exchange and collegiality. Professional development opportunities include faculty learning communities, reading groups, practitioners’ roundtables, a teacher-in-residence series and a series of lunches with Lindback Award winners. In 2012-2013, the FCTL offered 98 professional development workshops which were attended by 122 different faculty members. Faculty Learning Certificates were awarded to 44 faculty members from various departments. Certificates are given to those who complete a series of workshops or complete 5+ workshops in a semester.

A three-day Faculty Institute offered in 2011 engaged 16 faculty in utilizing course design to refine and strengthen courses they are teaching and to more deeply engage themselves and their students in student-centered instruction. The Institute provided opportunities to discuss with colleagues examples of high impact practices and methods for assessing their effectiveness. In 2013, a two-day Faculty Institute was held involving 13 faculty to assess the FCTL. Participants examined data and discussed possible interpretations. The Institute concluded with a proposed vision for the future of the FCTL and the beginnings of a new FCTL Strategic Plan. Both Faculty Institutes were open to full- and part-time faculty.

Department Heads have seen an increase in the volume and complexity of their responsibilities in recent years especially with tasks related to assessment. In the past, Department Heads requested professional development specifically on the topic of how to motivate people and how to deliver constructive feedback to faculty to help them improve their teaching. As a result, the College arranged for workshops led by an outside consultant on these topics. It may be useful to survey Department Heads and assess whether they would like more on-campus or external professional development opportunities.

Promising Practices

In Spring 2003, a survey showed that less than 50% of full-time faculty were using selected promising practices including: frequent feedback to students, classroom-based assessment, problem-based learning, and group projects. In 2007, as part of the Achieving the Dream initiative, the College established a goal to increase reported use of promising practices to 50% by Spring 2009 and 60% by Spring 2011. Professional development activities focused on promising practices were offered during professional development weeks at the beginning of each semester. The entire faculty was surveyed again in Fall 2010 regarding their use of promising practices (see Figure 10.1).

Figure 10.1: Percentage of Faculty Reporting Use of Promising Teaching Practices

Promising Practice	Percentage of faculty who reported using each practice		Difference
	Spring 2003 Baseline (n=98)	Fall 2010 Survey (n=207)	
Frequent feedback to students	43.3%	64.2%	+20.9
Classroom-based assessment	41.8%	47.1%	+5.3
Portfolios	N/A	28.4%	N/A
Problem-based learning	47.8%	53.4%	+5.6
Group projects	50.7%	45.1%	-5.6

Source: Data gathered from survey administered as part of Middle States Self-Study in Spring 2003 and Annual Professional Development Survey administered in Fall 2010

The College remains committed to the belief that increasing faculty use of promising practices has a positive impact on students in general, but particularly has a positive impact on students who are not responding well to standard lecture approaches. Reinforcement for this belief came from an initial descriptive look at Fall 2008 data which showed a positive impact in terms of persistence and grades for those students in gatekeeper courses: CIS 103 (Applied Computer Technology), Math 118 (Intermediate Algebra), Biology 106 (General Biology I), and Math 017 (a developmental algebra course) taught by faculty who indicated that they planned to use promising practices versus those who did not.

Student Engagement

In an atmosphere where there are no large lecture halls and no graduate students teaching, many faculty create a sense of community where students know each other and their professors. In the most recent Community College Survey of Student Engagement (CCSSE) conducted in Spring 2013, CCP's scores were higher than the averages for Extra Large Colleges and the 2013 CCSSE Cohort across all five benchmarks ([IR report #238A](#)).

Community College of Philadelphia received a benchmark score of 53.8 for Student-Faculty Interaction which is higher than the average score (48.0) for Extra-Large Colleges. CCP students discussed their grades or assignments with their instructors, engaged in conversations with faculty about readings or class work outside of class, and received prompt feedback from faculty on their academic performance significantly more often than their peers. Students also worked with faculty on extracurricular activities more often. However, they were less likely to contact their instructors via email, and CCP students discussed their career plans with an instructor or advisor at or about the same frequency as students attending other institutions.

Academic Challenge and Student Effort were the benchmarks that received the highest scores at CCP and resulted in the largest differences in scores between CCP and comparison colleges. The College was among the Top Performing Colleges (top 10%) for Academic Challenge. Support for Learners was the dimension of student engagement that received the lowest score at CCP although still higher than comparison colleges.

Faculty Engagement with the Institution and the Community

Faculty members maintain ties in their respective professional communities which help students/alumni with job placement. In addition, all Associate in Applied Science programs have advisory boards. Faculty volunteers support important campus programs like the Center for Male Engagement, the Center for International Understanding, the Center for Science and Engineering Education, the Faculty Center for Teaching and Learning (FCTL), the Fox Rothschild Center for Law and Society, and the Small Business Center. Faculty also conduct workshops for their colleagues during professional development weeks at the beginning of each semester and serve as Teachers-in-Residence in the FCTL.

Tenure, Promotion and Dismissal

Community College of Philadelphia has specific and clearly spelled out standards and procedures regarding tenure, promotion and dismissal which are detailed in the Employee Handbook and [Collective Bargaining Agreement](#) (CBA). As of Fall 2013, approximately 86% of the full-time faculty had been granted tenure. The College has a grievance procedure to ensure that these standards are implemented fairly with due regard for the rights of all persons. Recommendations for promotion are detailed in the CBA, Article 5. Termination procedures for tenured and non-tenured and faculty are outlined in the CBA, Articles 6 and 7.

Diversity in Recruitment

The Office of Diversity and Equity publishes and enforces the College's Equal Employment Opportunity Policy which reaffirms equal employment opportunity for all applicants, employees and students. The College is committed to "recruiting, hiring, training and promoting the most qualified persons without

regard to race, color, religion, sex, sexual orientation, age, national or ethnic origin, disability or status as a disabled or Vietnam era veteran.” A [Pre-Employment Inquiry Guide](#) has been created detailing non-discrimination interview strategies. This Office also has an established President’s Diversity Council, and one member sits on all faculty search committees to ensure that diversity and equity standards and procedures are established and followed throughout the search process.

The Vice President for Academic Affairs holds a meeting with Search Chairs at the beginning of each full-time faculty recruitment cycle to discuss specific practices that are expected to be followed. Topics discussed include a review of the search process, including the role of the Office of Diversity and Equity, and specific guidelines for conducting hiring committee interviews. Prior to a search committee conducting interviews, the Director of Diversity and Equity reviews the applicant pool and determines if the applicants make up a diverse group. Interviews may commence once the interview pool has been approved.

Figure 10.2 shows that relative to the student body, faculty of color are underrepresented.

Figure 10.2: Faculty and Student Demographics by Race/Ethnicity -- Fall 2012

	Faculty	Students
Hispanic/Latino	2.9%	9.4%
Asian	4.3%	7.1%
African American	16.1%	58.2%
White	75.9%	22.9%
2 or more races	0.8%	1.9%
Native American	0.0%	0.5%
	100%	100%

Source: Office of Institutional Research
College Fact Book Tables [E1](#) and [F14](#)

Recruitment Effectiveness

Figure 10.3 shows the College’s faculty recruitment outcomes over the past four search cycles. Although more positions have been advertised, fewer positions are being filled by comparison. The Human Resources Department has plans to evaluate the recruitment cycle for each faculty position to determine at which stage the search was canceled. This information will help HR to alter its recruitment strategies or to better support the search committees in evaluating and interviewing viable candidates.

Figure 10.3: Faculty Positions Advertised and Filled 2010 through 2013 Recruitment CyclesSource:



Source: Office of Human Resources

Integrating New Faculty

The College offers several vehicles for integrating new faculty. New Hire Orientation is held through the Human Resources Department and is open to all faculty. In addition, the Office of Academic Affairs facilitates a yearlong New Faculty Program for new full-time faculty. The yearlong [New Faculty Program \(NFP\)](#) is designed to encourage incoming full-time faculty to engage in critical thinking about their teaching practices and philosophies and to foster a collegial network of support. Information pertinent to the fulfillment of teaching responsibilities is also shared. Some sessions include basic information to assist new faculty members in transitioning to the College. Others are designed to provide an interactive venue for sharing promising teaching practices and materials. Faculty who complete 80% of the sessions receive a certificate of completion which may be used in their promotion portfolios. Some faculty are not able to participate due to class schedule conflicts.

As a preliminary study, data was collected on Fall 2012 average student withdrawal rates in sections taught by faculty from the 2009/2010 and 2010/2011 NFP cohorts. Faculty who completed 80% or more of the NFP sessions (high attenders) were compared with faculty completing 20% or less (low attenders). The average withdrawal rate for the high attenders was 6.4% vs. 7.7% for the low attenders.

Average withdrawal rates for high and low attenders were also compared with the total average withdrawal rates for sections in their respective disciplines. For the low attenders, 33% had lower average withdrawal rates, whereas for the high attenders, 80% had lower average withdrawal rates than the respective total averages. These findings will be further tested with future cohorts.

Adjunct faculty members play a critical role in providing quality education to the College's students. In order to help adjunct faculty members (who are often not available for regularly scheduled activities) stay informed and engaged, the College has developed alternative ways of keeping adjunct faculty informed. Many departments, such as English and Social Science, offer support for adjunct faculty through Teaching Circles or orientation "meet and greets." In Fall 2013, the Office of Professional Development launched an adjunct faculty orientation module through the College's Learning Management System, Canvas, which explains various aspects of the Community College of Philadelphia and offers pedagogical strategies.

Faculty Evaluation

The College has established standards, requirements, and procedures for the purpose of evaluating the effectiveness of faculty members in the classroom and in service areas such as the Library, the Counseling Department, and the Learning Lab/Student Academic Computer Center Department. These efforts are an attempt to ensure that faculty members are teaching and serving in a manner that meets the needs of students and provide an opportunity for faculty members to receive important feedback and make appropriate improvements and modifications with respect to their performance.

At the heart of the College's efforts to evaluate faculty performance is the requirement for all departments to maintain a departmental evaluation plan which is kept on file in the Office of Academic Affairs. The Vice President for Academic Affairs has set minimum requirements for departmental evaluation plans. When departments have identified instructors who need remediation, a plan is developed including strategies such as assigning a mentor to the instructor who needs remediation.

Preparing Faculty to Work Effectively with a Diverse Student Body

To ensure that faculty are prepared to work with a diverse population, the College offers a variety of professional development opportunities. The [Office of Diversity and Equity](#), [Office of Professional Development](#) and [the Faculty Center for Teaching and Learning](#) each offer workshops and seminars for faculty to learn about working effectively in a diverse work environment and serving a diverse student body. In addition, many departments conduct their own professional development related to diversity. For example, many Nursing faculty attend conferences and cultural competency training for Nurse educators.

In Spring 2013, the Center for International Understanding sponsored a series of workshops and a trip to China for faculty from the Culinary Arts and Hospitality Management programs. This and other similar events such as the International Festival help faculty to gain knowledge and appreciation of a diverse and interdependent world.

The President's Diversity Council, comprised of faculty, staff and a student representative, advises the President on matters of diversity and equity for the College and is committed to the development of a college environment that welcomes, celebrates and promotes respect for all. The Council addresses diversity in the College's mission and goals, faculty, staff and student recruitment, development and retention, curriculum, climate, community outreach, civility, and diversity leadership and governance. In addition, the College has a Diversity Award that is awarded to a deserving faculty or staff member each spring.

Strengths

- Excellence in teaching is paramount at Community College of Philadelphia. Faculty are well-credentialed, accomplished in their fields, and recognized through the receipt of prestigious internal and external awards.
- The College has clear processes for promotion, tenure and dismissal that include due regard for the rights of all persons.
- The College offers a wide array of professional development opportunities.
- The College's commitment to diversity is apparent through initiatives such as the President's Diversity Council, the Center for International Understanding, the International Festival, Study Abroad, and the Diversity Award.

Recommendations

- Department Heads' responsibilities have increased in volume and complexity. It is recommended that a systematic process for professional development for incoming Department Heads be developed.

Suggestions

- Continue to build on efforts to acclimate newly hired adjunct faculty and evaluate their effectiveness.
- Human Resources should evaluate previous recruitment cycles to determine which positions are being closed without hire and assess possible reasons.
- The College should examine its current hiring practices and consider other strategies to increase racial and ethnic diversity in hiring of faculty.
- Encourage Department Heads to give newly hired full-time faculty members teaching assignments that do not conflict with New Faculty Program meetings.
- Offer professional development support to encourage more faculty to use portfolios as a promising practice to aid student learning.

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. (MSCHE Standards of Excellence)

Introduction

A core value of the College is academic excellence. The College sets, expects, and maintains high educational standards consistent with the needs of the students, region and changing workforce. Its faculty and staff are committed to providing high-quality, innovative and flexible educational opportunities and services in an accessible student-centered environment. The College is the largest public institution of higher education in the City and offers more than 70 degree and certificate programs at the Main Campus, three Regional Centers, online, and numerous neighborhood and corporate locations.

A collaborative, intentional and rigorous faculty-led course and program development process ensures there is a systematic and thoughtful plan for student learning. Since 2004, the College has developed student learning outcomes for all College educational offerings at both the program and course levels with clear linkages between course, program and institutional goals. Assessment plans have also been developed to ensure that student learning is coherent, rigorous and relevant.

Academic audits and [Quality Viability Indicators \(QVIs\)](#) provide a means to review program outcomes on an annual basis and identify expectations for improvement. Data from transfer institutions and licensing organizations reinforces that the College's educational offerings are rigorous and of high quality.

Evidence and Analysis

As well as meeting the fundamental elements for MSCHE accreditation, the College complies with Pennsylvania Department of Education Title 22 Part XVI Chapter 335 to ensure that all courses follow and meet the State's standards. They include a process for course development, approval, implementation, evaluation, and documentation. Credit and non-credit courses comply with the State guidelines for faculty review of courses and all documentation is on file in the Office of Curriculum Development at the College.

Since the last Self-Study, faculty have developed student learning outcomes for all programs and courses. The course student learning outcomes are communicated to students through course syllabi and are required on every credit and non-credit syllabus. All Division and/or Department offices are required to have faculty syllabi on file for every semester. General Education/Core Competency outcomes and program level student learning outcomes are communicated primarily through the College's online catalog. When the current General Education requirements were first implemented in 2009, a [General Education Guide](#) was developed by the Office of Curriculum Development for use by the students and faculty.

Curriculum Development, Course Design and Review Process

The Curriculum Facilitation Team (CFT) guides the faculty writer through a collaborative and intentional process to ensure there is a systematic and thoughtful plan for student learning. The CFT uses a [design template](#) based on [Fink's Integrated Course Design model](#) which incorporates a feature known as "backwards design" where course developers begin with the outcomes and then design assessments and activities that align with those outcomes.

To ensure rigor and quality in its educational offerings, the College has an intensive review process where curriculum proposals are reviewed by the department faculty, the Department Head, Coordinator of

Curriculum Development, the Dean, and Academic Affairs Council (see Figures 11.1 and 11.2). Guidelines exist to determine whether a revision is significant enough to warrant being reviewed by governance committees and the President. All academic programs and courses are kept on file in the Curriculum Development Office.

Figure 11.1: Approval Process for New Courses

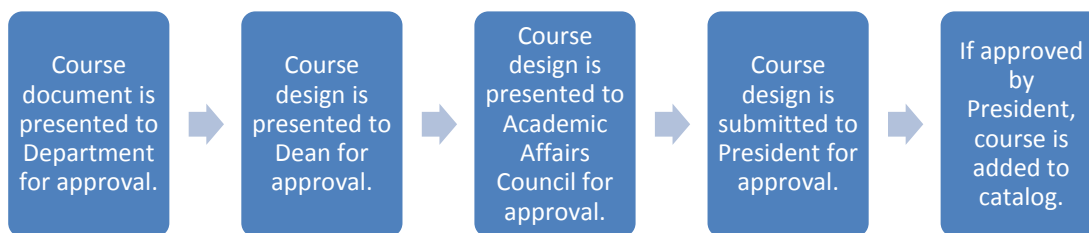
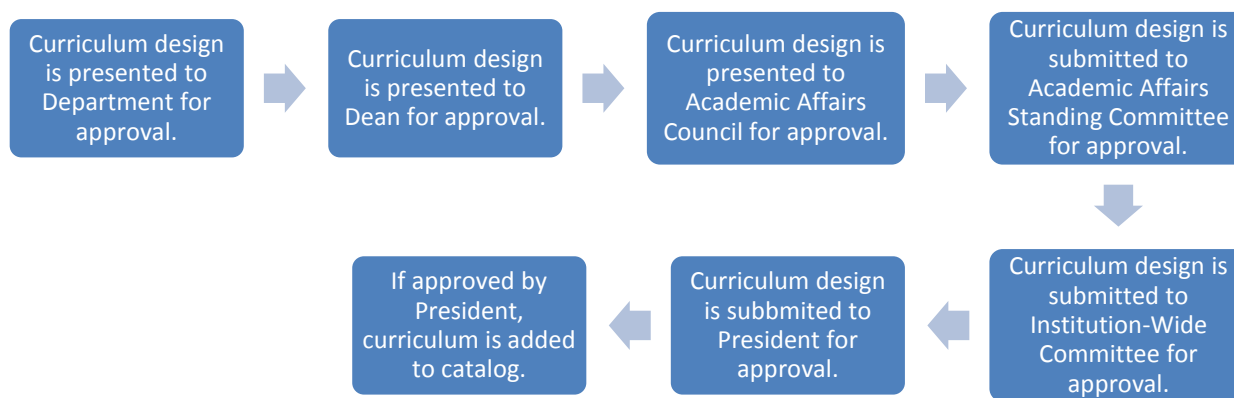


Figure 11.2: Approval Process for New Programs



This process is communicated to faculty through the [CFT website](#) and through Deans and Department Heads. Professional development opportunities provide a means to further elaborate on the process as well as offer a cross-disciplinary setting in which faculty may learn from each other to improve their course designs. For example, in May 2011 the Office of Academic Affairs conducted a three-day comprehensive Faculty Institute (FI) to support faculty in using the Integrated Course Design Model. Of the sixteen faculty who participated, 93% responded that the FI helped them learn about student-centered instruction; 87% said the FI increased their awareness and understanding of course design as a way to encourage deep learning; 100% responded that the sessions helped them align their learning activities with course learning goals and identify assessment tools to enable students to demonstrate learning; and 100% said the sessions were useful and/or meaningful in strengthening their targeted courses.

Career programs use feedback from Advisory Committee members to ensure that the learning outcomes are consistent with employer expectations. For example, the Automotive Technology program revised two courses to add learning outcomes related to hybrid/alternative technology. One of the members of the Automotive Technology Advisory Committee represents the Workforce Center of the Transportation Learning Center and has made the Automotive Technology faculty aware of grants and scholarship opportunities for students that include the *U.S. Department of Transportation Eisenhower Community College Fellowships* and *U.S. Department of Transportation Garrett A. Morgan Technology and Transportation Education Program*.

The College has several programs including Nursing, Dental Hygiene, Paralegal Studies, and Automotive Technology – Automotive Technology Service Option which are accredited or approved by external agencies based on nationally recognized standards. As of Fall 2013, all externally accredited programs have met the requirements for full accreditation. Additionally, the Office of Institutional Research conducts an annual survey of career program graduates to determine whether their acquired knowledge and skills were relevant for the workforce ([*IR Report No. 227 Career Outcomes for 2011 Career Program Graduates*](#)).

Meeting Economic and Workforce Needs

Faculty examine regional, state and national employment projections in order to develop programs that prepare students for careers that meet community and workforce needs including Computer Forensics, Health Services Management, and Sound Recording and Music Technology. The College recently developed a program to train Physical Therapy Assistants who are in demand in the region’s large health care sector. This occupation is listed by the Pennsylvania Department of Labor as a [High Priority Occupation](#) for the Philadelphia region. National employment projections from the federal Bureau of Labor Statistics (BLS) also predict growth in this occupation, from 67,400 jobs in 2010 to 98,200 in 2020 (*Occupational Outlook Handbook, 2012-13 Edition*).

In addition to examining national data from the BLS, the College also uses economic forecasting software from Economic Modeling Specialists Intl. (EMSI) to analyze regional employment trends. EMSI software predicts regional growth in this field (see Figure 11.3).

Figure 11.3: EMSI Regional Occupational Change Summary for Physical Therapy Assistants

Employment and Salary Opportunities	
2012 Occupational Jobs	1,665
2021 Occupational Jobs	1,892
Total Change	227
Total % Change	13.63%
Openings	438
2011 Median Hourly Earnings	\$18.50

Source: Office of Academic Affairs

The College receives over one million dollars per year from the Pennsylvania Department of Education (PDE) to support the College’s career and technical programs and ensure that students in these programs are acquiring skills and knowledge that meet industry standards. Generally referred to as ‘Perkins funding,’ this Federal money is disbursed by the State and used by the College for purposes such as the acquisition of equipment, and faculty and curriculum development. As a condition of this funding, the College tracks and submits to PDE expected performance indicators in areas such as technical skill attainment. The College has consistently met the expected performance measures over the past ten years.

The College’s career programs (A.A.S. degree) also have Advisory Committees comprised of representatives from business, government, four-year universities, and alumni who keep faculty aware of the trends and opportunities in the field. Members of the Advisory Committees serve as valuable resources, helping the faculty to ensure the quality and currency of the curriculum and the responsiveness of the program to the labor market and society. Performance of career program graduates on licensing exams can be found in the [Institutional Effectiveness Report IR #233](#) (p.8) and on the [Consumer Information website](#). Pass rates on licensing exams for most career programs exceed the national average.

Assessment

One of the recommendations in the Academic Master Plan (2006-2009) was to “review program outcomes on an annual basis and identify expectations for improvement.” Consequently, the [Quality and Viability Indicators \(QVI\)](#) were developed to ensure programmatic goals are achieved and to assist with setting goals and objectives for the next year. An annual review of programs gives faculty the opportunity to identify critical areas and allows the faculty the time to implement changes.

In addition to the annual QVIs, the Office of Academic Assessment and Evaluation conducts Academic Audits to ensure students achieve their goals, to analyze student enrollment, retention, and graduation, and to evaluate program outcomes and assessment practices for improving teaching and learning. For those career programs with Advisory Committees, Committee members are included in the audit process to assist the faculty with ensuring the quality and currency of the curriculum. The Academic Audit provides faculty opportunities to celebrate program strengths, identify program deficiencies, and develop corrective plans of action. The Student Outcomes Committee of the Board of Trustees utilizes the audits in making decisions regarding continuation or elimination of programs. The Academic Audit Guidelines and examples of Academic Audits are available on the [Office of Academic Assessment and Evaluation website](#).

Using Data to Develop and Revise Educational Offerings

Student performance data is used to make decisions about the relevance and/or effectiveness of the College’s educational offerings.

For example, when the Automotive Technology – Automotive Technology Service Option program faculty conducted the QVI during the 2011-2012 academic year, the findings indicated a rigorous high-quality program but low retention and graduation rates. Part of the reason for the low retention/graduation rates was that students had gained sufficient skills to find employment before completing the program. In response, the Automotive Technology faculty implemented a plan that encourages all new students to enroll in the Automotive Service Proficiency Certificate program, which includes six courses that can be applied to the A.A.S. degree. Consequently, if students obtain a job before completing the associate’s degree, they will leave with a stackable credential (one they can build on). Further, with the assistance of Institutional Advancement, the Department has also been able to award Wanamaker scholarships to students who graduate from the program. The scholarships allow students to take the state licensing certification programs for free. In 2013, the number of graduates more than doubled from the previous year.

Analysis of student performance data in English 102 (The Research Paper) resulted in a change of a different sort. The data showed that students who earned a “D” in English 101 (Composition I) were much less successful (defined as “C” or better) in English 102 (The Research Paper) than students who earned a “C” or better in English 101. Specifically, 66% of students who earned a “C” in 101 passed 102, while only 47% of students who earned a “D” in 101 passed 102. Based on this analysis, students are required to earn a “C” in English 101 in order to move on to English 102.

Information Literacy and Technological Competency

All academic degrees require that students demonstrate both information literacy and technological competency. Information literacy is a key component of English 102 (The Research Paper) and is required in all degree programs. In most programs, technological competency is addressed in CIS 103: Applied Computer Technology although in a few programs, such as Computer Science and Architecture, technological competency is addressed through courses in the major. Rubrics for Information Literacy and Technological Competency are available on the [Office of Academic Assessment and Evaluation website](#) under the General Education tab.

In addition, faculty are encouraged to find opportunities to include information literacy and technological competency into the course content. This is often done in collaboration with Library faculty. Library faculty have worked with classroom faculty from Computer Technologies, Counseling, History, Sociology, Anthropology, and Biology among others. English faculty, particularly those who teach English 102 (The Research Paper), frequently request that Library faculty provide Information Literacy Instruction (ILI). During the Spring 2012 semester, the Library faculty taught approximately 275 ILI sessions to students in courses including English 102 (The Research Paper), CIS 103 (Applied Computer Technology) and various Allied Health, Mathematics, Sociology, and English as a Second Language courses. (For more information about Information Literacy and Technological Competency see Standards 12 and 14.)

Transfer Articulation

Transfer plays an important role in the mission of the College, providing the foundation for students to continue their education at the bachelor's level. The College has 12 [dual admissions agreements](#) (an increase from six agreements in 2004) and over 200 program agreements with 50 four-year institutions. Such programs assure a seamless transition from the College to the four-year schools and provide an incentive, especially in the case of dual admissions, for students to complete the associate's degree. Dual admissions students are guaranteed entry into the four-year school, pay no application fee and receive varying levels of scholarships based on their grade point averages.

Pennsylvania's statewide college credit transfer system was established in accordance with a 2006 law aimed at benefiting college students transferring between public colleges and universities in the Commonwealth. An important part of Pennsylvania's transfer system is the "30-Credit Transfer Framework," which is a menu of courses from which students can select up to 30 credits to transfer toward the degree requirements of nearly any major offered by the participating colleges and universities. Functioning since 2008, the Transfer Framework consists of foundation courses in the areas of Composition, Public Speaking, Math and Natural Sciences, Social and Behavioral Sciences, and Fine Arts and Humanities. Participating institutions include the 14 Pennsylvania State System of Higher Education (PASSHE) institutions, the 14 community colleges, the state-related institutions and some private institutions.

Fall 2012 marked the launch of Statewide Program-to-Program (P2P) Articulation in Pennsylvania. This collaboration allows students who graduate with specified associate degrees to transfer into parallel baccalaureate programs with full junior standing, recognizing all the competencies attained within the associate degree programs. Statewide P2P articulation applies to students transferring between Pennsylvania's 14 community colleges, the 14 State universities and other institutions that elect to participate in the transfer system. CCP associate degree programs currently part of the Statewide Transfer System are:

AA in Art and Design	AA in English
AA in Business Administration	AA in Mass Media
AA in Communication Studies	AS in Mathematics
AS in Computer Science	AA in Psychology
	AA in Theater

Transfer of Credits

The College policy regarding transfer of credits earned at other institutions (Policies and Procedures [Memorandum No. 12 Policy on Transfer Credit](#)) is available on the College website as well as on the [Pennsylvania Transfer and Articulation Center \(PA TRAC\) website](#) and is reviewed and updated to ensure compliance with MSCHE Standards. The policy was revised in 2012 to the effect that "the consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course

equivalencies, including expected learning outcomes, with those of the receiving institution’s curricula and standards.”

The [Transfer Course Equivalency Guide](#), designed to show how credits from other institutions will transfer to Community College of Philadelphia is accessible on the College portal. This guide includes equivalencies for commonly transferred courses from most colleges and universities throughout Pennsylvania and nearby institutions in the tri-state area (New Jersey and Delaware).

Strengths

- All courses and programs have documented student learning outcomes that have been approved and reviewed by department faculty and each Division Dean.
- The College developed an annual review process, the Quality and Viability Indicators (QVI) report, to ensure the quality and viability of degree programs.
- The College has developed and implemented a thorough and rigorous faculty-led course and program development process.
- The number of dual admissions agreements has doubled since 2004 from 6 to 12. These agreements include guaranteed admission and financial incentives for students to finish the associate’s degree and transfer seamlessly.
- The academic programs that are accredited by external accrediting bodies are all fully accredited.
- The pass rates on licensing exams for most career programs exceed the national average.

Recommendations

- None

Suggestions

- None

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. (MSCHE, Characteristics of Excellence)

Introduction

Since the last Self-Study, Community College of Philadelphia has addressed all Middle States recommendations related to General Education, revised General Education requirements, identified core competencies under which the General Education requirements are nested, and is engaged in the process of assessing student learning outcomes. Analysis revealed considerable progress in re-thinking, developing, implementing and assessing General Education at Community College of Philadelphia.

Evidence and Analysis

Development of the General Education/Core Competencies

Desired General Education outcomes, consistent with the College's mission and values, as well as designation of an appropriate structure for allowing students to achieve these outcomes, has long been discussed at Community College of Philadelphia. Following the recommendations of the Evaluation Team representing the Middle States Commission on Higher Education (2004), the College immediately removed from the catalog all references to the "Dimensions" model of General Education, a model which had not been fully implemented. The College then embarked on an exploration, designation and implementation of a new set of General Education requirements as well as a structure for oversight and assessment of learning outcomes.

Three General Education proposals emerged: one maintaining the College's current distribution requirements; one from the Department Heads' Council; and one developed by the [Faculty Council on Education](#) (FCE), a group designed to give a greater faculty voice to academic issues. The Department Heads' proposal was a distributive model with specific courses to be taken; whereas, FCE's proposal included distribution requirements (such as humanities and social sciences) but also included Major Academic Approaches (Writing Intensive, Interpretive Studies, American/Global Diversity) to which students should be exposed.

The proposals were put to a vote of the full-time faculty and the plan proposed by the Faculty Council on Education was selected. The proposal was forwarded through the College governance process and, at the request of the College President, the Vice President for Academic Affairs convened a General Education Work Group to address recommendations and issues raised in the Institution-Wide Committee discussion. This Work Group was comprised of faculty across all three academic divisions. The resulting report detailed the General Education requirements to be implemented for the 2009-2010 academic year.

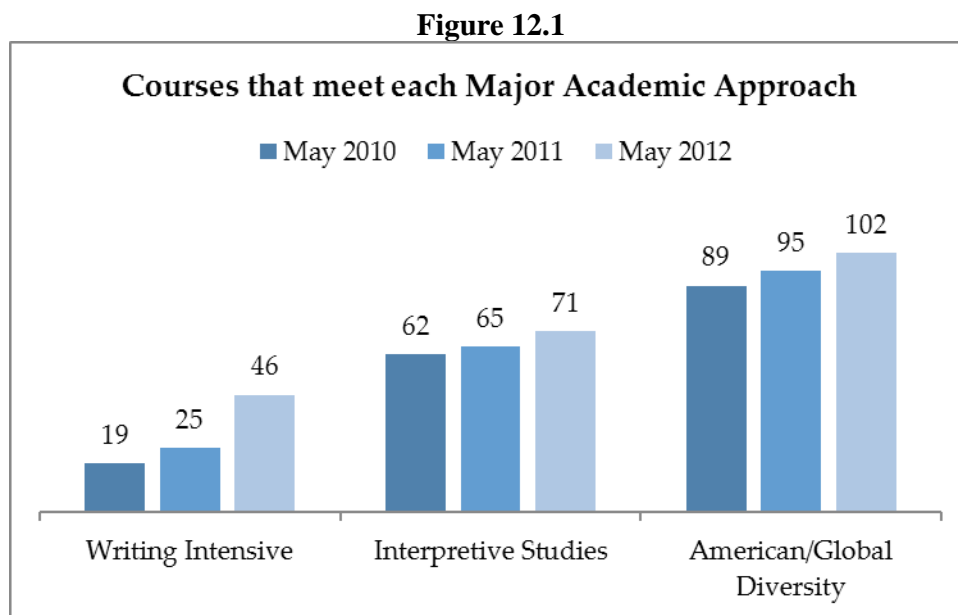
Specifically, students are required to take 21 credits spread among the following areas: English composition, humanities, mathematics, natural sciences, social sciences, information literacy, and technological competency. Students must also take courses representing what CCP has deemed Major Academic Approaches: Writing Intensive, Interpretive Studies, and American/Global Diversity. Some courses may be used to fulfill more than one requirement. This model provides a balance between specialized and more general knowledge and allows for skills to be developed both globally and within specific academic contexts. [General Education requirements](#) are explained in the College catalog.

Subsequent to creating the requirements, faculty and administrators worked over a two-year period to identify ways to assess whether students actually develop the attitudes, knowledge and behaviors expected through general education. One result of this process was to nest the general education requirements under a set of Core Competencies: Critical Thinking, Effective Communication, Information Literacy, Quantitative Reasoning, Responsible Citizenship, Scientific Reasoning, and Technological Competency. Four of the competencies are met through a course or set of courses (Information Literacy, Quantitative Reasoning, Scientific Reasoning, and Technological Competency); the other three competencies (Critical Thinking, Effective Communication, and Responsible Citizenship) are met throughout a student's career at CCP with a combination of courses and out-of-class experiences. Upon completion of a student's cumulative learning experiences at the College, each student is expected to demonstrate competence in all of the institutional core competencies.

The [2009 Periodic Review Report](#) (pp. 28-31) detailed for MSCHE the progress made by the College since the last visit. At that point, General Education requirements nested under core competencies had been approved and were scheduled for implementation in Fall 2009.

The flexibility of the model encourages students to explore their interests while fulfilling their General Education/Core Competency requirements. [Degree requirements](#) are consistent across all three degrees (A.A., A.S., A.A.S.), and details of the specific requirements and how they are met are found in the College catalog. Departments seeking approval to meet a General Education requirement must submit a proposal which is reviewed by the Department Head, the Coordinator of Curriculum Development, the Dean and the Vice President for Academic Affairs.

Figure 12.1 shows how the number of courses meeting each Major Academic Approach increased after the new General Education/Core Competency requirements were implemented.



Source: Office of Academic Affairs

Dissemination of New Requirements

Information about General Education is regularly communicated to the wider campus community through a number of channels. The Office of Marketing and Government Relations in conjunction with Academic Affairs developed posters and bookmarks reminding students, faculty and staff about the General Education/Core Competency requirements; the Vice President for Academic Affairs regularly reports on

General Education/Core Competencies in virtual faculty meetings and through her newsletter, *Academically Speaking*. General Education has been the subject of several Professional Development workshops.

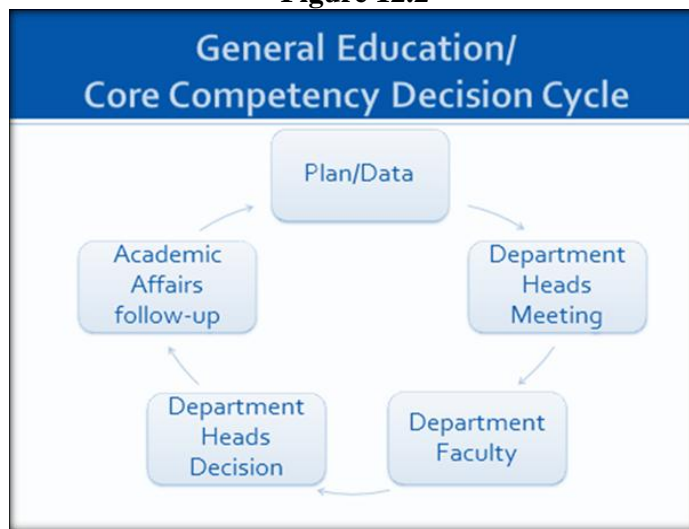
Prior to implementation, the [New General Education Requirements: A Guide for Students](#) was developed to help students understand the new requirements and to whom they applied. Advisors were also made aware of the changes and the impact they would have on students. Departments and programs were informed of the changes and had to demonstrate that their curricula met the new requirements. Concurrent with the implementation of the revised General Education/Core Competency requirements, the organization of academic program catalog pages was revised. The new format more clearly shows how General Education/Core Competency requirements may be fulfilled. Beginning in 2010-2011, the requirements are easily accessible through links in the online catalog. Finally, as assessments of the General Education/Core Competencies take place, participating students are informed not only about the process, but also about its importance, and are made aware of the results as they become available.

Assessment of General Education/Core Competencies

The [2011 MSCHE Progress Report](#) (pp. 10-12) contained additional information about General Education/Core Competencies, the majority of which dealt with assessment of the various areas and the resulting recommended changes to General Education. The development of a [Learning Outcomes Assessment Model](#) was noted. This model was designed to assess student learning at the course, program and institutional levels and makes explicit the connection between General Education and the core competencies.

For each of the General Education/Core Competencies, a faculty sub-committee identified expectations and developed a [rubric](#) for assessment of that competency. An [overarching plan](#) was also developed for the assessment of each competency under the aegis of the academic department heads. Once assessments are completed, results are brought to Department Heads for consideration and shared with departmental faculty. Specific recommendations are adopted by the Department Heads to improve performance on the particular competency. Assessment results are kept on the [Office of Academic Assessment and Evaluation website](#). Figure 12.2 shows the decision-making cycle.

Figure 12.2



Source: Office of Academic Affairs

The [General Education/Core Competency Guidelines document](#) outlines the organizational procedures for the implementation and assessment of General Education at the College. It summarizes the General

Education/Core Competency Standards, provides guidance for their review, and outlines processes to change them in the future if necessary. It places oversight for General Education in the hands of academic department heads (as representatives of the faculty) and tasks the Director of Academic Assessment and Evaluation with coordination of assessment for all General Education/Core Competency standards (see Figure 12.3).

Figure 12.3
Timetable for Scheduled Direct Assessments of General Education/Core Competencies

Competency	Assessment Semester	Reassessment Schedule
Information Literacy	Spring 2009 Fall 2009, Spring 2010	Spring 2014
Responsible Citizenship	Fall 2011	Fall 2016
Technological Competence	Fall 2011	Spring 2014
Quantitative Reasoning	Fall 2011, Spring 2013	Spring 2014
Critical Thinking	Spring 2012, Fall 2012	Fall 2015
Effective Communication	Spring 2014	TBD
Scientific Reasoning	Spring 2014	TBD

Source: Office of Academic Affairs

Information Literacy (IL) was assessed in Spring 2009 using the Standardized Assessment of Information Literacy Skills (SAILS), a standardized instrument that measures performance on eight skill sets. The results indicated that compared with other community colleges the students at Community College of Philadelphia performed below average on six out of eight skill sets. Information Literacy was also assessed in Fall 2009 and Spring 2010 using a faculty developed Information Literacy rubric based on the Association of College & Research Libraries (ACRL) information literacy standards (see Figure 12.4).

Figure 12.4 Assessment of Information Literacy Results

Criteria	Percentage who scored at or above competency	
	Fall 2009	Spring 2010
Project rests on a framed research question	59%	79%
Sources located, searched, and selected for this project are within the proper scope	69%	79%
Project reflects student efforts to evaluate sources critically	66%	68%
Final product shows evidence of accomplishing the objectives of the research project	69%	81%
Sources were used ethically and appropriately and facilitate tracing to original information	77%	71%
Self-assessment	73%	Not assessed

Source: Office of Academic Assessment and Evaluation

Based on assessment results, English 102 (The Research Paper) was revised to strengthen instruction in information literacy. Both the SAILS and the Information Literacy rubric will be re-administered in Spring 2014 (link to Information Literacy reports for [Spring 2009](#), [Fall 2009](#), and [Spring 2010](#)).

Responsible Citizenship was assessed in two ways. In Fall 2011, a rubric-based survey was distributed to faculty whose students were randomly sampled from a cohort with 15 or fewer credits and a cohort who

had earned 45+ credits. Students in the latter group were performing above the standards set by the sub-committee in the areas of self-management, integrity and understanding diverse perspectives. It was recommended that assessment take place again in 5 years. (links to [Responsible Citizenship Rubrics](#), and [Responsible Citizenship Report](#)) In addition, Responsible Citizenship was indirectly assessed in Spring 2009 through a review of student performance in diversity courses which found that 75.3% of students earned grades of A, B or C (see [IR Report # 195](#)).

Technological Competence was assessed in Fall 2011 by examining student learning outcomes in CIS 103 (Applied Computer Technology). Students were meeting the outcomes in areas including word processing, electronic spreadsheet, and presentation software; library database systems; collaboration and social networking software; data communications and networking; and ethical issues related to computing at rates from 83%-100%. It was determined that assessment would occur again in 3 years.

Quantitative Reasoning was assessed in Fall 2011 using the common Math 118 (Intermediate Algebra) final. The data pointed to concerns about student success (link to [Quantitative Reasoning Report](#)). Department Heads determined that they needed more information before a recommendation could be made. In a second round of assessment in Spring 2013, students who had completed their math requirement were invited to retake the placement test to assess performance. Participation was too low to make any determination. Department Heads will decide on next steps for further assessment.

Critical Thinking (CT) was assessed in Spring 2012 with a rubric developed by faculty. The response rate was low and thus the sample size was too small to draw any conclusions. A second assessment was conducted in Fall 2012 with a random selection of students from two groups: those with 15 or fewer credits and those with 45 or more credits. Students with 45 or more credits scored higher in all sub-skills of critical thinking. They performed the best in ‘Self-reflection’ and ‘Application of Information,’ and scored the lowest in ‘Multiple Perspectives’ (see Figure 12.5). It was recommended that CT be reviewed again in three years and that the College takes steps to help students improve in areas where scores were lower. (links to [Critical Thinking Rubric](#) and [Critical Thinking Assessment Report](#))

Figure 12.5: Results of Critical Thinking Assessment – Fall 2012

Percent of Students Rated Competent (Benchmark = 70%)		
Critical Thinking Sub-Skill	Students with 15 or Fewer Credits	Students with 45 or More Credits
Multiple Sources	48.0	64.9
Apply Information	51.0	72.3
Multiple Perspectives	56.0	59.5
Support Conclusions	52.9	64.6
Synthesize Ideas	52.9	65.6
Self-reflection	53.1	76.7

Source: Office of Academic Affairs

As noted, Effective Communication (link to [rubric](#)) and Scientific Reasoning (link to [rubric](#)) are scheduled to be assessed in Spring 2014.

Indirect Assessments

Indirect assessments of General Education/Core Competencies are also regularly produced by the Office of Institutional Research and are utilized as part of the assessment process. They include both internal (e.g., graduate surveys) and external (e.g., CCSSE) data sources. (See IR Reports [#191](#), [#195](#), [#204](#), [#225](#), [#238D](#).)

Additionally, course-level Student Learning Outcome (SLO) assessments provide important information about students' success in mastering various General Education/Core Competencies including:

- Math 118 – Intermediate Algebra (quantitative reasoning)
- English 102 – The Research Paper (effective communication, information literacy)
- Computer Information Systems 103 – Applied Computer Technology (technological competence)
- Architecture, Design and Construction 101 and 103 (technological competence)

The College's State-mandated [335 reports](#) have been enhanced to include more information about learning outcomes for General Education/Core Competencies. This fosters regular acknowledgement by departments about the role of their courses/programs in contributing to General Education/Core Competency expectations.

Finally, as the College develops and revises [transfer articulation agreements](#) with baccalaureate institutions, which include *gen ed to gen ed* protocols, the College receives feedback on the strength of its own General Education/Core Competency requirements in that these four-year institutions accept them in place of their own General Education requirements. These transfer agreements include information-sharing provisions to allow the College to monitor the success of its students once they depart.

Strengths

- Faculty were actively involved in all stages of the development and implementation of General Education/Core Competency requirements. Faculty, through their department heads, are also made aware of, and comment on, all the assessments performed.
- Information about General Education/Core Competency requirements is regularly communicated to the wider campus community through a number of channels including regular reports from the Office of Academic Assessment and Evaluation to Department Heads.

Recommendations

- None

Suggestions

- Rather than approach assessment of General Education/Core Competency outcomes through a series of individual projects, a more sustainable approach could be achieved by assessing multiple course level student outcomes across the curriculum related to the relevant General Education/Core Competency outcomes.
- Consistent promotion of student understanding of the value of General Education/Core Competencies should be infused through multiple points.

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. (MSCHE Characteristics of Excellence)

Introduction

Congruent with its mission to provide a diverse population of students with the educational activities and support needed to achieve their goals, the College offers a range of options including developmental, literacy, dual enrollment, certificate, and non-credit programs. Other options include credit for experience, distance education, courses offered at Regional Centers and workplaces and study abroad. All programs and activities adhere to the standards for accreditation.

The College provides a comprehensive developmental education program to a large population of students to help them prepare for college-level work. All courses within the program have student learning outcomes, and support services are in place to foster student success. Literacy programs are available for native-speaking and ESL students who score below pre-college levels on COMPASS, the College's placement test. GED classes are also offered for students interested in completing a high school equivalency. A variety of partnerships with businesses and educational organizations extend the reach of the College into the community. Grant-funded programs support the College's efforts in providing educational opportunities for at-risk populations such as those who did not complete high school and adult students.

Evidence and Analysis

Developmental Education

At Community College of Philadelphia, approximately 65% of all new students are required to take developmental coursework in English and 47% of new students must take developmental coursework in math ([IR #189](#)). Developmental courses do not count toward graduation. The College offers one developmental course in reading and one in writing. If a student requires both reading and writing, those courses are linked and usually taught by the same faculty member. The College has for many years offered two developmental math courses, but is considering alternatives to the lowest level Math course (016) such as non-credit workshops. A student's placement level is determined by COMPASS, the College's placement test. Figure 13.1 shows how Developmental Education fits into the academic levels at CCP (link to a [guide](#) showing how COMPASS reading and writing scores align with the levels listed below).

Figure 13.1: Potential Placement Levels Used for Entering Students

Placement Status	English	Math
ABE	Adult Basic Education (ABE)	
Developmental Workshops	Level I Reading and Writing Workshops	Math Workshops
Developmental Courses	Level II ENGL 098 and ENGL099	MATH 016
	Level III ENGL 098 and ENGL 108*	MATH 017
	Level IV ENGL 098	
College Level	Level V ENGL 101 and ENGL 108*	MATH 118 and above
	Level VI ENGL 101	
*ENGL 108 is a credit bearing course taken by both developmental and college level students		

Source: Office of Educational Support Services

There is a clear relationship between the level at which students enter the College and student success. Students who enter taking all college-level courses are the most successful, followed by students who take a combination of developmental and college-level courses. Students who begin their college experience with all developmental courses are the least likely to be successful (see Figure 13.2).

**Figure 13.2: Student Success Status* Reported by Initial Placement Level
(As of Fall 2010 for Students Entering Fall 2007 or Spring 2008)**

Level of Courses Taken in First Semester		Continuing	Graduated	Long-Term Success	Short-Term Success	Unsuccessful
Fall 2007 and Spring 2008 Entering Student Outcomes by the End of Fall 2010	All Developmental Courses N=1,482 (19.4%)	23%	2%	8%	9%	58%
	Developmental and College-Level Courses N=3,230 (42.3%)	20%	7%	17%	14%	42%
	College-Level Courses N=2,924 (38.3%)	12%	8%	29%	24%	27%

*Success categories are defined as follows:

- Graduates are students who earned certificates or associates degrees at the College.
- Long-term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned.
- Short-term success is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned.
- The unsuccessful departure group includes all departing students not otherwise classified including students who never complete a college-level course.

Source: Office of Institutional Research

Because of skill and/or knowledge deficits, many developmental students are likely to experience academic challenges and are at a greater risk of dropping out of college. Recent CCP research has found that 58% of new students that enter the College and enroll in all developmental courses depart unsuccessfully (see [IR Brief #189](#)). Completion of the developmental sequence is critical to students' future academic success.

A fairly recent innovation designed to accelerate student progress through the developmental course sequence is the Level I Workshop. Free five-week workshops for students who place at Level I (see Figure 13.1 for chart of levels) on the Reading and Writing sections of the test replaced the lowest level of developmental courses, which took 15 weeks to complete and cost students tuition and/or financial aid resources. Workshops are also available for students placing into Math 016 (a developmental arithmetic course).

The goals of the workshops are two-fold: first, to prepare students to retake the COMPASS placement test and second, to prepare students to be successful through their developmental sequence of courses. Students who improve their placement are eligible to enroll in Level II (or higher) classes; those who do not improve are invited to register for a three-week repeater workshop. Students who still do not improve their placement are referred to an Adult Basic Education program. To increase accessibility, Level I students also have the option to register for an online remediation program, using Pearson's *MyFoundationsLab*.

The success rate for the Workshops has been highest for reading with 59% of students improving their placement level. Success rates have been lower for writing and math with 47% of students improving their placement level in those areas (see Figure 13.3).

Figure 13.3: Placement Results for New Students Completing Reading, Writing and Math Workshops -- 2011-2013

	5-Week Reading Workshops	5-Week Writing Workshops	5-Week Math Workshops
Registrants	1210	1315	106
Eligible to Re-test	897	995	80
Improved Placement after 5 week workshop	657 (54% of registrants)	520 (39% of registrants)	50 (47% of registrants)
3-Week Repeater Workshops			
Registrants	140	279	N/A
Eligible to Re-test	105	185	N/A
Improved Placement	59 (42% of registrants)	103 (37% of registrants)	N/A
Total After 8 Weeks			
Improved Placement (after either one or two workshops)	716 (59% of initial registrants)	623 (47% of initial registrants)	

Source: Office of Academic Affairs

A significant benefit of the Level I workshops for students is that they are free and students do not have to use financial aid. They also are only five to eight weeks long and thus accelerate the progression of students through the developmental sequence for those students who improve their placement. However, many Workshop students do not persist to college-level courses. Tightening the pipeline of students from Level I Workshops through Developmental English and on to credit-bearing courses is an issue of paramount importance.

To assist the large population of students in developmental programs, the College has been exploring alternative approaches to prepare students more effectively and efficiently for college-level study. One is a non-cognitive assessment using the [Noel-Levitz – College Student Inventory \(CSI\)](#), Form C to be administered to students in the Level I workshops. The CSI identifies the leading non-cognitive indicators of students' success: student academic motivations, levels of personal support, and receptivity to assistance. It is hoped that this instrument will help students and staff think about the study skills, habits, motivations, skills, time management, etc. that students need to succeed. A second approach is a peer mentoring project in which former workshop students who have persisted and succeeded in college will be hired to mentor current workshop students. Third, the College is exploring how to coach students through the financial aid process while they are still in the Workshops. This is an effort to make sure that workshop students are ready to enroll as soon as they improve their test scores. Staff are also exploring how to help students stay connected to the College if there is a lag time between their placement test and the start of classes.

Structural Changes to Developmental Mathematics

Historically, CCP has had a decentralized approach to developmental education where developmental courses are taught by disciplinary faculty. In November 2012, the Vice President for Academic Affairs, concerned that “our current approach to developmental mathematics is not working,” proposed creating a separate department for developmental mathematics. In her [proposal](#), she noted that other colleges have shown improvement in developmental mathematics outcomes through a concerted focused attention on developmental mathematics and argued that the creation of a separate department would “ensure that [developmental mathematics] is a clearly defined mission of a department.”

The Mathematics faculty opposed the proposal, arguing in their [response](#) that the proposal “does not present verifiable evidence that the formation of a new department will have any educationally significant expectations of addressing the issues of concern to the Vice President” (p.1) and “overlooks the fact that the department is engaged in comprehensive efforts to address these issues of concern” (p. 2). The proposal was presented to the Academic Affairs Subcommittee on Curriculum and the Institution-Wide Committee (IWC) and then approved by the Board of Trustees at the June 2013 meeting. The new department is scheduled to be created in Fall 2014.

In addition, there has been a proposal to eliminate the lowest level of developmental math, Math 016 (a developmental arithmetic course), and replace it with workshops or self-paced options. This change is similar to a change that was made a few years ago when the lowest level of developmental English courses was replaced with free workshops.

Literacy Programs

Literacy – Adult Basic Education (ABE)

ABE classes help adults improve their basic reading, writing and math skills to a competency level enabling them to both lead more productive lives and pursue post-secondary education. Classes are free of charge and open only to students who have applied to the College and have English placement test scores below the developmental level.

In 2011-2012, no ABE classes were taught by CCP because funding (ABLE grant) was eliminated. Instead, the College directed students to the Mayor’s Commission on Literacy for referral to one of six remaining ABLE-funded programs. Also, a partnership was developed with Temple’s ABLE program beginning in Fall 2011 to provide services for up to 30 students.

The Fall 2012 semester marked the restart of ABE classes at CCP. The 2012-2013 goal of ABE was to improve the college placement level of borderline students who tested below the College’s developmental levels. The classes were open to individuals who scored within a specific range on the College placement test. All other students were referred to the Mayor’s Commission on Literacy.

A total of nine sections were approved for the fall and spring semesters, and a total of 223 students were enrolled under the new criteria. The retention rate, at the 20% attendance date was 77% (172 students). Of these, 133 students were scheduled for a retest and 83% (110 students) took the scheduled retest. Of the students who retested, 78% improved their placement level. The majority of these students (44%) placed above Level I (workshops). Following up on the fifty students from the fall semester that retested, 66% enrolled in the spring semester. Students were more likely to enroll if they placed above the workshop level.

A longitudinal tracking of literacy students’ entry into CCP was started last year with students from the Fall 2008 cohort. For ABE/ABLE, 233 students have enrolled in credit courses. They have a success rate of 68% in English 098 (a developmental writing course) and 89% in English 101 (Composition I).

Since April 2013, as part of the developmental education retest pilot, students have the option of retesting without first enrolling in ABE. This may decrease the number of students who place ABE and need to enroll in CCP's ABE classes in Fall 2013.

Literacy – General Education Development GED

GED Preparation Classes help prepare individuals for the battery of GED tests. The classes emphasize the reading, writing and math skills necessary to pass the GED examination. Students must be at least 18 years of age and not enrolled in a secondary school. From 2011-2013, the College ran a total of 26 classes during the fall and spring semesters. For Fall 2012 and Spring 2013, 579 students enrolled. The retention rate was 52%. The GED Official Practice Test scores continue to average above the minimum passing score of 410 for each test. Math continues to be a challenge for students. Since Fall 2008, 168 GED students enrolled in developmental or college classes. They had a success rate of 67% in English 098 (a developmental writing course) and 78% in English 101 (Composition I).

Literacy – Non-credit English as a Second Language (ESL)

The ESL Institute at Community College of Philadelphia offers non-native speakers the opportunity to improve their Basic English language skills so that they may increase their participation in the larger society, improve their career readiness or prepare for citizenship. Classes follow the Comprehensive Adult Assessment Systems (CASAS) competencies model, which integrates the four language acquisition skills: listening, speaking, reading and writing in an interactive classroom setting. Figure 13.4 presents data on ESL outcomes for the past five years. For 2011 through 2013, enrollment in non-credit ESL classes declined partially because Summer I classes were eliminated in order to save money and to allow planning time for administrators.

**Figure 13.4: Retention Rates and Language Test Results
ESL Institute Participants 2008-20113**

Semester	Students	3 Tests	Passed	% Pass	Retention
2008-2009	1084	795	734	92%	73%
2009-2010	1027	812	747	92%	79%
2010-2011	1034	845	775	92%	85%
2011-2012	859	684	609	89%	80%
2012-2013	817	614	560	91%	75%

Source: Office of Academic Affairs

Diverse Partnerships

The College has developed a variety of partnerships with educational and workforce organizations to extend the reach of the College into the community. Examples include dual enrollment programs for high school students, TRiO Upward Bound, the Reentry Support Project, KEYS (Keystone Education Yields Success), the Alliance for Minority Participation and programs offered through Corporate Solutions. These partnerships have allowed the College to take a proactive and forward-thinking approach toward addressing the educational needs of a diverse population. The effectiveness of the various offerings is measured through qualitative and quantitative means including surveys, interviews and program enrollment.

Dual Enrollment

A goal of the Strategic Plan's priority of Enrollment Management was to develop new and enhance existing partnership programs with the School District of Philadelphia and other Philadelphia schools designed to promote students' subsequent enrollment and success in higher education in general, and at CCP

specifically. One way the College has addressed this is through its Dual Enrollment (Advance at College) program which admits students placing at Level II or above (see Figure 13.1 for chart of levels). Cuts in State funding for dual enrollment programs nearly two years ago impacted dual enrollment numbers across the state; however, the College now provides a generous tuition discount to dually-enrolled students. As a result, dual enrollment numbers are slowly rebounding. Dual enrollment outcomes for Summer 2012 and Fall 2012 show a sizeable percentage of students performing well and earning early college credits. There were a total of 359 seats occupied by dually-enrolled students in Summer and Fall 2012 with 298 of those students (83%) earning a passing grade of “C” or better.

The Middle College partnership program between Mastery Charter Schools and Community College of Philadelphia is another dual enrollment opportunity. Select students across the Mastery Charter High School campuses in Philadelphia may complete their senior year of high school on the College’s Main Campus, earning concurrent high school and college credits and gaining invaluable early exposure to the fast pace and rigor of college life. A team of Mastery staff work alongside staff members in the College's Division of Adult and Community Education to support and monitor student progress. As of Fall 2012, 60 students enrolled in the program and 54 completed high school as well as earned an average of 14.4 college credits. All completers have been accepted into two- or four-year colleges with 10 students continuing their studies at Community College of Philadelphia.

TRiO Upward Bound

TRiO Upward Bound, a federally-funded program, provides intensive enrichment to low-income high school students who plan to be the first in their family to attend college. Services provided include:

- Supplemental intensive academic instruction
- SAT Preparation
- College application and financial aid instruction
- After school tutoring
- Cultural enrichment activities
- College visits
- Counseling

The data reveals that 90% or more of students who participate in TRiO Upward Bound from entry to high school graduation enroll in a program of post-secondary education immediately following high school graduation. In contrast, only 35% of students who participated in the program for some period of time but did not remain until high school graduation enroll in a program of post-secondary education. To address this disparity, College staff have put into place a more intentional and systematic plan to reach out to those students who have dropped out and have worked with School District staff to encourage them to stay in the program.

Reentry Support Project

An additional collaboration is the Reentry Support Project (RSP), an initiative of the College’s Fox Rothschild Center for Law and Society. The RSP utilizes best practices in community re-integration and holistic education to support academic achievement for the College's students with criminal records. The Program coordinates reentry workshops, fosters the creation of peer support networks, and provides students with information and referrals to college and community resources. Through its partnerships with criminal justice agencies, correctional facilities and nonprofit organizations, the RSP also develops and implements post-secondary credit (academic) and non-credit (workforce training and certificate) programs uniquely designed for current and formerly incarcerated individuals. Since 2010, the RSP has served over 200 students on the College’s Main Campus and in the Philadelphia county jail system.

Each semester, since Spring 2011, the Reentry Support Project's REACH College Program has offered approximately 15 sentenced inmates in the Philadelphia Prison System (PPS) an opportunity to earn 9-12 college credits by taking classes behind bars. All REACH students additionally have access to case management services three months pre-release and three months post-release through the Reentry Support Project's partnership with University of Pennsylvania's Graduate School of Social Policy and Practice. As of January 2013, 68 men have completed the REACH College Program and 99% of them have passed all of their academic classes while in the program. Following their release, 29% of REACH students have gone on to complete at least one academic semester at the College. Currently, 20% of former REACH students are actively enrolled in classes on campus. In Spring 2014, two students are expected to be the first REACH College Program participants to receive associate's degrees.

Keystone Education Yields Success (KEYS)

The KEYS program is designed to assist the Department of Public Welfare's TANF (Temporary Assistance to Needy Families) and SNAP (Supplemental Nutritional Assistance Program, formerly food stamp program) benefit recipients who are pursuing short-term credit and non-credit certificates as well as associate degrees. The grant-funded program provides supportive services to students attending Pennsylvania's community colleges to promote the successful completion of students' course of study and transition to the workforce with credentials and transferrable career skills. Participation gives students access to special allowances to support personal needs outside of college including transportation, books, school supplies, a professional clothing stipend and childcare. From 2010-2013, the program celebrated the degree/certificate completion and employment of 110 students.

Alliance for Minority Participation (AMP)

The AMP program, supported through a National Science Foundation grant, strives to increase the number of under-represented minority students receiving degrees in Science, Technology, Engineering and Mathematics and transferring to AMP four-year institutions. Articulation agreements and dual admission programs are in place to ease this transition. Students are also provided scholarships, mentoring, tutoring, academic advising and research opportunities. Since 1994, the AMP program has served over 2,000 students, awarded over 220 scholarships worth \$116,000 and granted 680 book stipends. Students in the AMP program have received 34 awards for academic excellence.

Corporate Solutions

Corporate Solutions provides credit and [non-credit education and training programs](#) aligned with the College's mission "to meet the changing needs of business, industry and the professions." The Corporate College unit within Corporate Solutions manages credit programs for corporate clients that are offered either at the corporate site or at the College, while the Contract Training and Workforce Development unit provides customized non-credit training programs to employers. The Center for Small Business Education, Growth and Training located at the College's Northeast Regional Center serves the growth and development needs of small and mid-sized businesses throughout Northeast Philadelphia.

Corporate Solutions staff are in regular contact with the Philadelphia business community to ensure that courses and workshops meet the specific needs of the local workforce. For example, since 2006, Corporate Solutions staff have collaborated with members of the College's Education faculty to allow early childhood educators such as School District of Philadelphia Head Start Teaching Assistants to earn the Child Development Associate credential as required for continued employment. Corporate Solutions offers certification training for programs such as ServSafe for food professionals, and Safety Inspection Mechanics Training for automotive professionals.

Corporate Solutions also develops programs that are based on State and local high-priority occupation lists including Pharmacy Technician and Microsoft Office training. As the lead partner for a statewide, \$20 million Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, Corporate Solutions offers programs in energy, health care and advanced manufacturing.

During 2012-2013, Corporate Solutions partnered with 41 Philadelphia businesses to develop and retain incumbent workers. The 2012-2013 enrollment figures for Corporate Solutions are as follows:

- 1,674 Corporate College enrollments
- 1,264 Continuing Professional Education Enrollments
- 411 Contract Training enrollments

Academic and Proficiency Certificates

Academic Certificates prepare students for a variety of opportunities, including workplace preparation. This credential requires two semesters of college-level English and one semester of college-level math. A minimum of 30-credit course hours completed in an Academic Certificate will transfer into an Associate Degree program.

Proficiency Certificates are short-term credit programs providing focused course offerings, developed to prepare students for employment. All credits earned through the Proficiency Certificate transfer seamlessly into an academic certificate or an associate degree program in a related field. A Proficiency Certificate with fewer than 29 credit hours is referred to as a 'Gainful Employment Program' as the competencies a student acquires upon completion of the certificate will provide a path to a career. Financial aid may be awarded for Proficiency Certificates of 16 credits or more. From 2009-2013, 263 students completed Proficiency Certificates. The three most popular programs of the 18 offered were Patient Service Representative (50), Social and Human Service Assistant (42) and Medical Office Assistant (35).

Academic Certificates and Proficiency Certificates are considered stackable credentials because the programs are developed with student learning outcomes and the intention that at completion, the program credits will apply toward an Associate Degree. Faculty are encouraged to develop Certificates that will prepare students for jobs in demand that are identified on the Statewide and Regional High Priority Occupation lists. The Pennsylvania Department of Labor & Industry annually identifies new and emerging occupations within the State's targeted industry clusters. Advisory Committee members provide department faculty with feedback about the relevance of Academic Certificates and Proficiency Certificates and apprise the faculty about the competencies and skills that are desired, the occupations that are in demand, or the occupations that are no longer needed in local and regional companies. This industry feedback ensures students are acquiring the appropriate knowledge, competencies and skills within the program of study. Although the College has a formal process for evaluating Academic Certificates, there is no formal process for evaluating Proficiency Certificates.

Prior Learning

At Community College of Philadelphia there are various systems in place for [evaluating prior learning](#). In the academic departments at the College, the faculty determine the procedures for accepting life or work experience that may be applied to college credit based on course learning outcomes. For example, students have received credit for foreign language proficiency through the College Level Examination Program (CLEP) exam, and others have received credit for Computer Information Systems courses based on a nationally recognized vendor certification. Through the [Associate in Applied Science \(A.A.S.\) degree in Applied Studies](#), the College offers students the opportunity to earn a maximum of 21 credit hours for prior work or experience. A faculty coordinator provides the initial review of the student portfolio. If the materials submitted are approved, the student develops with the faculty coordinator an individualized

program of study that is designed according to the educational goals of the student. It is estimated that over 1,000 students have been awarded some type of prior learning credit in the last five years.

Non-credit Educational Offerings

The College's non-credit educational offerings are housed in three divisions: the Division of Adult and Community Education (DACE) provides literacy, GED and ESL classes; the Division of Educational Support Services (ESS) provides the Level I workshops; and the Division of Business and Technology, Corporate Solutions provides workforce training.

A process similar to that used for development of credit programs is used to guide non-credit program/course development or revision. The coordinator or supervisor of the non-credit programs or courses assists the course writer to ensure there is a sequential and effective plan for student learning. The non-credit program and course documentation is on file in the respective Division office. The College ensures its non-credit offerings are coherent, rigorous and consistent with the College's mission, and the Divisions communicate regularly with the Philadelphia business community and neighborhood associations to align with community and workforce needs.

The College's non-credit certificate programs meet the State's Chapter 335 code that requires programs to have clearly articulated student learning outcomes and coherent programs of study. New non-credit courses and programs are developed by qualified faculty and require review and approval by the Dean. Non-credit course offerings are scheduled to be evaluated every five years for relevance and effectiveness; however, they have not always been evaluated within this timeframe. Some programs have gone for more than five years without an evaluation.

The College has established a process for developing, approving, implementing, and evaluating non-credit courses and certificates. The process includes administering student and instructor evaluations that are both qualitative and quantitative; these are reviewed by the instructors, coordinators, directors and the executive director or dean for new ideas and feedback. In the case of both DACE and Corporate Solutions, clients are personally contacted for their feedback.

Assessment measures are used to evaluate the impact of and make improvements to non-credit offerings through the results of the certification exams that are administered at the end of programs and/or courses. The student evaluations for the non-credit courses and the instructors are evaluated regularly to determine whether improvement plans are necessary. Non-credit staff also examine trends in student enrollment, retention, and completion for making determinations in improvement or removal of programs. Evaluations are also used to improve course syllabi or other course components. For example, for the 2012-2013 academic year, based on instructor feedback, course hours were increased for nurses' aide and pharmacy technician programs to better prepare students for their respective certification exams.

Off-Campus Offerings

Community College of Philadelphia offers credit and non-credit courses of comparable quality on the Main Campus, at the three Regional Centers (Northeast, Northwest, and West) and neighborhood sites, as well as through distance learning. The offerings at off-campus sites follow the same academic policies, procedures and standards as the Main Campus. Additionally, the College's internal auditor performs unannounced site inspections at off-campus locations that provide literacy courses to examine the facilities and course and/or service offerings. Each of the Regional Centers has an Advisory Committee that meets at least twice a year to ensure the College offerings align with the needs of the community.

Students who attend the Regional Centers are able to satisfy the degree requirements in 12 program areas without attending the Main Campus by taking a combination of on-site and online course options. To support their academic work, students receive a level of support services that are adequate and appropriate.

Two of the Regional Centers have Learning Commons that include a Library, a Learning Lab for tutoring, and a Student Academic Computer Center that are under the purview of the Dean of Educational Support Services. Counseling and advising support is also available.

Regional Center Directors periodically conduct surveys to solicit feedback from students to ensure the Center is meeting the needs of the student population at that location. Student services and course offerings have been adjusted according to the feedback received from the surveys. For example, responses from student surveys indicated the need to add hours in the Learning Commons at the Northeast and West Regional Centers, and this was done. Similarly, course offerings at the Regional Centers or neighborhood sites have been added according to student demand. In addition, students indicated a preference for co-curricular activities that were more academic or career-oriented; this information was used to revamp the co-curricular programming.

Institutional Research compared student satisfaction levels regarding eight institutional areas for students taking classes at the Main Campus, the Northeast Regional Center and the Northwest Regional Center. Students who indicated they took the majority of their courses at the Northwest Regional Center were consistently more satisfied on all eight scales than students at the other two CCP sites. Northeast Regional Center students were more satisfied than students enrolled at the Main Campus across all eight scales. At the Northwest Regional Center students were most satisfied with Campus Services while at the Northeast Regional Center the areas of greatest satisfaction were both Campus Services and Instructional Effectiveness (see [In-Brief #170](#)).

Enrollments at the Regional Centers and off-campus sites during Fall 2011 represented approximately 21% of the total college enrollment (see [IR Report #226](#)). While the majority of students build their semester course schedules at a single site, the percentage of students scheduling across multiple sites grew from 14% in 2005 to 20.9% in 2011 (see [IR In-Brief #193](#)).

Study Abroad

Recognizing that time constraints and personal obligations may make a full semester study abroad experience impossible for many students, the College has developed several short-term programs to help students experience different cultures. These programs range from one to four weeks in length and offer non-credit or credit experiences. Students receiving financial aid can usually apply most sources of aid to study abroad fees.

In 2012-2013, the College received a second year of funding from the National Science Foundation/University of Puerto Rico for Interdisciplinary Research on Society and the Environment of the Ancient. This grant supported the work of an Anthropology faculty member by funding his archeological field studies in Belize. CCP students joined a team that included professional researchers and students from other colleges and universities. Also in Summer 2013, six students and two faculty members traveled to Belize to study at the Monkey Bay Wildlife Sanctuary. Eight students, eight faculty/friends, and two faculty leaders traveled to Peru to study Spanish and visit the local cultural sites including Machu Picchu. These projects are funded in part by a continuing grant from the Ambrose Monell Foundation. The Center for International Understanding also piloted a fund-raising strategy by offering a study trip to Istanbul for the College family and friends who made donations to help subsidize student study abroad trips.

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."

Distance Education

In Fall 2006, there were 2,413 students enrolled in 93 Internet sections. By Fall 2012, distance education enrollments had grown to 4,833 students in 154 Internet and 27 hybrid sections. At Community College of Philadelphia, every online or hybrid class is required to incorporate all of the content and learning outcomes of a traditionally delivered course. Distance education courses are subject to a multi-step development process that begins with the Director of Distance Education. Once an instructor creates an online course, the Director reviews the instructional design of the online/hybrid course using a Quality Matters[®] (QM) rubric to ensure the course meets the institutional standards for academic rigor and quality of instruction, comparable to those of traditional courses.

Additional review and approval of the online/hybrid course is conducted by the department head and the academic dean. A review of distance education courses is repeated every three years. The QM rubric has been applied to all new distance courses developed since Fall 2008 and has been applied retroactively to other courses

To prepare students for the online environment, two orientation sessions are offered at different times of the day to accommodate students' schedules. The orientation webinars are recorded and archived for students to view later. The Distance Education staff are available by telephone, email or walk-in if students need assistance. Staff from the Distance Education Office, Academic Computing, and Information Technology were recognized with an "Innovation of the Year" award from the League for Innovation for the online distance education student orientation.

The College ensures the academic integrity of its distance education offerings by verifying the identity of the student through the adoption of a secure login and pass code for students and faculty and a learning management system (LMS) that allows faculty to create a variety of assessable course activities. Presently, less than 10% of the online courses require students to come on campus to take the final examination.

The Director of Distance Education provides ongoing training and support for faculty who are teaching distance education courses. Faculty training has been conducted primarily on a one-on-one basis as needed through walk-in, telephone, appointment, or email. The Director has specific expertise in instructional design and quality assurance, and the Manager of Distance Education has specific expertise in exam design and media integration to support faculty who teach online. In addition, the Faculty Center for Teaching and Learning has a group of faculty who regularly convene to share best practices for online teaching. Review of online courses is conducted in response to requests by Department Heads to investigate problems that may be reported by students who are taking an online course or in response to a request by the instructor who requires assistance.

According to Table 37 in the [Institutional Effectiveness Report \(IR # 226\)](#), students enrolled in hybrid courses were more successful than those taking Internet courses and more successful than the College average for all courses. In fall 2011, 82% of students enrolled in a hybrid course earned a successful grade (A, B, C or P) versus 65% who were enrolled in an Internet only course and 67.3% for all courses. While unsuccessful grades for students enrolled in Internet courses were historically higher than the overall failure rates, these rates have declined over time and are now comparable to traditionally taught classes. However, withdrawal rates for Internet courses continue to exceed the withdrawal rates for all courses.

The [November 2013 National Community College Benchmark Study \(IR #240\)](#) shows that on all four metrics (percentage withdrawal, percentage complete, percentage successful and percentage A and B grades) CCP was between the 25th and 75th percentile.

Strengths

- The College offers a wide range of educational options to diverse populations of students.
- Several initiatives have been implemented that provide support for entering students who place at the developmental levels in reading, writing, and/or math. In particular, the College has developed free short-term workshops for students who place at low levels (Level I) of reading, writing and mathematics.

Recommendations

- Increase the percentage of students who progress from developmental courses to college-level courses by implementing and expanding strategies that have shown success at CCP or at similar institutions.
- Develop a system for ensuring that all non-credit offerings are evaluated in a timely manner.
- Develop and implement a plan for assessing proficiency certificates.

Suggestions

- Offer additional accelerated options for students at developmental levels beyond Level I.
- Explore the use of assessment instruments that incorporate non-cognitive factors to gain greater insight into students' preparation and ability to persist in college.
- Continue to monitor student outcomes in fully online courses and increase student support and success.
- Build on the partnerships the College has with businesses and other organizations in the City to provide greater workforce opportunities for students.

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. (MSCHE Characteristics of Excellence)

Introduction

Since the last Self-Study and reaccreditation, Community College of Philadelphia has made consistent progress toward meeting the Fundamental Elements of Standard 14 - Assessment of Student Learning. Currently, student learning is assessed at the course, program, and institutional levels.

The Work Group reviewed ten years of institutional documents, research reports and institutional processes related to the assessment of student learning. In addition to the General Education/Core Competency outcomes discussed under Standard 12, 35 academic program learning outcomes and 100 course learning outcomes were reviewed to analyze integration at the various levels (course, program, institution), and for consistency with the College mission. Two hundred sixty-nine (269) courses across 49 curricula were also examined as meeting the major areas of learning. The Work Group interviewed the Vice President for Academic Affairs and worked with the Director of Academic Assessment and Evaluation in order to complete its charge.

The Work Group found evidence of continuous progress in developing, implementing and assessing student learning outcomes at the various levels as well as an institutional commitment to using assessment results for improving student learning.

Evidence and Analysis

Developing a Culture of Assessment

As a result of the last Middle States visit in 2004, the College recognized a strong need to improve its understanding of student learning. Since 2004, the College has taken a number of actions to increase its commitment to assessing and improving student learning as documented in the 2006 [Monitoring Report](#) to the Commission and the College's 2006-2009 [Academic Master Plan](#). In fall of 2006, CCP joined the Achieving the Dream Initiative which mandates the use of data to guide decision-making about student success.

In 2007, a Director of Academic Assessment and Evaluation position was created to assist with overall coordination of assessment and provide support to faculty. That position was filled by acting directors until 2012 when a permanent director was hired. Institutional commitment to the assessment of student learning was reinforced through its inclusion in the 2008-2012 Strategic Plan, specifically the priority on Quality and Accountability. As an outcome of the aforementioned Academic Master Plan, a [Learning Outcomes Assessment Model](#) was developed by the Task Force on Assessment. Although General Education figured prominently in the document, it was explicitly explained that the recommendations and procedures outlined in the report applied at all levels of student learning: course, program, and General Education.

In 2008-2009, concurrent with review of the General Education/Core Competency requirements previously discussed (see Standard 12), faculty delineated programmatic student learning outcome statements for each degree and certificate program. These expected outcomes were first published in the 2009-2010 College Catalog and appear in each successive catalog under [College Catalog: Degree Requirements](#).

In 2010-2011, faculty in all academic programs and disciplines used the existing course documentation to identify learning outcomes for each course, which are required on course syllabi. Throughout the process of delineating outcomes, faculty in externally accredited programs drew on the requirements of their accreditors. Faculty in various academic disciplines looked to professional organizations such as the American Council of Teachers of Foreign Languages (ACTFL) for guidance, and career programs shared outcomes with their external Advisory Committees for feedback on meeting industry needs and expectations.

To show how various courses supported the accomplishment of programmatic outcomes, many academic programs developed [curriculum maps](#) in which faculty identified courses in which knowledge and skills are either introduced, reinforced, and/or mastered as well as in which courses assessment data will be collected. Additionally, a [template](#) was developed for faculty use in defining assessment strategies and for reporting assessment results. Further updates to the College's development of a culture of assessment are documented in the 2011 [Progress Report](#) to the Commission, the [2011-2012](#) updates of the Academic Master Plan (pp. 13-14), and the [College's Assessment Plan](#).

Institutional Support for a Culture of Assessment

The College has organized a number of professional development activities to help faculty and administrators develop skills in understanding assessment, developing student learning outcomes, collecting and using student data, and implementing change. The sources of these activities have included both internal and external practitioners and have been tailored to both the theoretical and practical.

Activities have included:

- Fall 2008: Maggie Culp [presentation](#) on creating a culture of assessment
- Spring 2009: L. Dee Fink presentation on Integrated Course Design and follow up workshops in Spring 2009 and Summer 2009
- Fall 2009: Webinars by Linda Suskie “How Good is Good Enough? Setting Benchmarks or Standards” and “Summarizing and Using Assessment Results”
- Spring 2010: Virginia Anderson on “Closing the Loop” and identifying what you really want students to know/do and providing multiple opportunities to practice
- Fall 2012: Faculty sharing experience using different types of rubrics
- Additional Professional Development Week sessions with opportunities for faculty to share examples of assignments and assessments (e.g., Architecture, Design and Construction projects)
- New Faculty Program sessions on Assessment of Student Learning
- The Faculty Center for Teaching and Learning and Professional Development Programs
- Conferences – individual or small group participation, e.g., AAC&U Institute on General Education and Assessment; Assessment Conference in Indiana
- Regional Assessment Summit at Montgomery County Community College

Assessment of Student Learning at CCP

The College uses a variety of measures to assess student learning in a vertically integrated fashion; course, program, and institution level outcomes are each captured using both direct and indirect measures.

Academic assessment at CCP provides a consistent structure while also allowing for the uniqueness of programs. Feedback from individuals involved in the assessment process at all levels (from producers to consumers) is used to improve the process and to create opportunities for individuals to gather, assess and present data in ways that are authentic to their programs. While templates for maintaining records of student learning outcome (SLO) assessments are given, departments have modified them in ways that make them more useful for themselves. Below are examples of ways in which data is collected.

Course Level

Faculty collect information about student learning in various ways and submit the data and evidence to the Office of Academic Assessment using the [Assessment of Course Level Student Learning Outcomes Reporting Form](#) (link to [samples of course level assessment of student learning](#)).

Direct evidence measures vary and are reflective of practices appropriate to the course/program. Examples include:

- Portfolio review in the creative arts areas – Art and Design, Photographic Imaging/Digital Video Production; Creative Writing ([link to Creative Writing Portfolios](#))
- Juried review of student work in appropriate courses in the Architecture, Design and Construction programs, Art and Design, Photography
- Performance of individual students and ensembles in Music, Theater
- Competency skills assessment – Allied Health
- Video review of student interaction in the Behavioral Health and Human Services program
- Supervisor evaluations (based on defined criteria) from field placement sites
- Case study analysis – Allied Health
- Demonstration of language acquisition in foreign language courses, using standard rubric
- Common embedded test questions in a wide range of courses (Math, Biology, Accounting)
- Rubrics for papers in a wide range of courses
- National licensure or certification exam results

Indirect evidence measures include:

- Reports of grade distributions beginning Spring 2008 [Grade Distribution Reports](#)
- [Course evaluations/335 evaluations](#) (In Fall 2011, the form was revised to include specific reference to course outcomes and articulation with program and/or General Education/Core Competency outcomes. As of October 2013, there was 97% compliance regarding completion of these forms.)
- Qualitative measures such as student satisfaction surveys at the end of courses, which ask for feedback on faculty performance and self-assessments of learning
- Surveys of graduated students that ask for self-assessments of learning and preparation for jobs or transfer (link to [2012 graduate survey](#) and [Office of Institutional Research website](#) where more graduate surveys are found)

Program Level

Academic Audits

As mandated by 22 Pa. Code § 35.21 (Community College Curricula), each academic program must undergo an academic audit once every five years which includes analysis of key metrics such as enrollment, persistence, and number of graduates. A review of the audit guidelines was conducted and revisions made to reflect attention to the assessment of student learning ([Academic Audit Guidelines](#)). The audits are assembled by the Director of Academic Assessment and Evaluation along with Department Heads and appropriate faculty. They are reviewed by the Academic Affairs Council and sent to the Student Outcomes Committee of the Board of Trustees before being acted on by the entire Board.

Quality Viability Indicators

In an effort to maintain focus on a number of measures related to academic program performance, an annual review, named the [Quality and Viability Indicators \(QVI\)](#), was instituted. The intent of this approach is to keep attention focused on various aspects of academic programs so that problem areas may be quickly identified and remedied, rather than waiting for the next five-year audit to address them. After

feedback from Department Heads and Deans, a shorter version (a ‘mini-QVI’) was developed that focuses on the most critical issues of enrollment management (retention and graduation) and on assessment of student learning outcomes. Starting in 2013, programs will be evaluated on a five-year cycle as follows: Mini QVI-Full QVI-Mini QVI-Full QVI-Academic Audit. An additional benefit is that the QVI or Mini-QVI can be completed annually and serves as a form of program assessment if the five-year audit is delayed.

Other Methods

Individual programs have developed other methods for assessing the success of their programs and the learning that is taking place within them. Some of these include:

- Pass rates on certification/licensure exams
- Capstone projects
- External (program specific) accreditation

Institutional Level

The College uses a number of internal and external measures to assess student learning outcomes at the institutional level.

Internal Assessments

General Education/Core Competency Assessment (more specifically discussed under Standard 12) is the formal assessment of student learning outcomes at the institutional level. These areas are evaluated under the auspices of the Director of Academic Assessment and Evaluation under the guidance of the Department Heads, who make recommendations based on the results of the assessments (see [IR Report #195](#)).

Transfer and Career Outcomes are regularly examined and measures of student success are used in making programmatic decisions. A stipulation in many of the transfer articulation agreements is the sharing of transfer outcomes. Advisory Boards serve as touchstones for many departments and the College as a whole to help them keep abreast of the ways in which their learning outcomes align with employers’ needs. In recent surveys, over 90% of students in career programs and 80% of students in transfer programs felt their preparation for transfer was ‘good’ or ‘excellent.’ Additionally, over 80% of students felt their preparation for the working world was also ‘good’ or ‘excellent.’ (For transfer outcomes, see IR Reports [#216](#) and [#228](#), and for Career Outcomes, see IR Report [#219](#).)

Graduate Surveys are another important internal assessment resource for programs and the College. They allow students to provide direct feedback about their campus experiences as to how well they feel they were prepared by CCP for transfer and/or the working world as well as their own skill development while in college. ([Sample Graduate Survey](#))

External Assessment: National Surveys and Projects

The College also uses a number of external surveys and projects to compare its students’ experiences with peer institutions. These include: the Community College Survey of Student Engagement ([IR Report #238A](#)), the Noel-Levitz Student Satisfaction Survey ([IR Report #236B](#)), and the National Community College Benchmark Project ([IR Report #231](#)). The College also participates in [Achieving the Dream](#) which mandates a close examination of data for improving student learning.

Non-Teaching Academic Departments

Reports related to areas such as developmental education ([IR Report #218](#)), tutoring, the library, counseling and advising further assist the College in understanding the kinds of support that students need to succeed academically.

Using Assessment Data for Change

The Work Group found evidence of changes in academic programs and courses based on data gathered during the student learning outcome assessment process. Examples are presented below.

Course Level

Psychology 101: During an assessment of student learning outcomes for the Introduction to Psychology class, students were found to be performing well on many outcomes. However, it was clear that students were underperforming in their understanding of memory. Faculty discussed this problem, agreed to direct more attention to this issue and developed strategies to improve student learning. The Department will reassess to determine if the changes resulted in improvement.

Chemistry 121: The pre-requisite for the course was changed from “D” or better to “C” or better based on five years of data demonstrating that students who took Chemistry 121 with a “D” in Chemistry 110 had a much lower pass rate. Students earning a “D” in Chemistry 110 passed Chemistry 121 at a rate of 31% compared with 87% earning an “A,” 68% earning a “B,” and 50% earning a “C.”

Program Level

Women’s Studies: After a program audit, the Board decided to terminate the Women’s Studies program due to low enrollment. However, evidence showed that the introductory course in the program, WS 101, had high enrollment, so this course was preserved despite the program closure.

Medical Assisting: The Department Head for Allied Health, using employment data and feedback from the Medical Assisting program’s advisory committee recommended to the Board to close the program. The Board accepted the recommendation. The College began offering a Clinical Assistant proficiency certificate for students in Fall 2013 instead of a degree program.

GIS Certificate and Degree: Advances in computer and web applications, feedback from the advisory committee, and a lack of courses in neighboring institutions prompted the addition of a Web GIS course which addresses the creation of online maps for mobile devices.

Institutional Level

The use of assessment to improve student outcomes is illustrated by changes in developmental education, specifically in the College Achievement Partnership (CAP) – Level A program. For many years, the procedure was for students who placed at the CAP-A level to take English 089/097 (the lowest level of developmental reading/writing). Data showed that students who placed at English 089/097, two levels below college readiness, had very low success rates.

This led to significant changes in how these students entered the College. Beginning in Fall 2005, students who placed at CAP-A were required to complete a free eight-hour workshop before they were eligible to register for English 089 and 097. The workshop provided students with strategies to succeed in college including time management, understanding financial aid, exploring career goals, and student responsibility.

To assess the impact of the workshop, a cohort of students who completed the workshop in Fall 2005 and Spring 2006 were compared with a cohort of CAP-A students enrolled at the College in Fall 2004 prior to the workshop. Both cohorts achieved a comparable level of success in the first sequence of developmental English reading and writing courses (English 089 and 097). Both groups of students were also equally likely to return for a second semester of studies. Differences in pass rates across cohorts started to appear in subsequent developmental English and Math courses and in several gatekeeper courses. A greater

percentage of the Fall 2005 cohort passed the next level of developmental English reading/writing (English 099/098) compared with the Fall 2004 cohort and outperformed the Fall 2004 cohort in three gatekeeper courses: Math 017 (a developmental algebra course), Math 118 (Intermediate Algebra) and CIS 103 (Applied Computer Technology).

However, even with the supplemental workshops, the success rates were still very low, so the College discontinued English 089 and 097 (lowest level of developmental reading and writing), which cost students six credits in tuition, and in 2008 began instituting free five-week writing workshops for students who placed at the former CAP-A level. As discussed in Standard 13, these workshops allow students who test at the lowest level of developmental courses to experience the College without incurring debt or using up financial aid eligibility. Students retake the ACT COMPASS test after the five-week workshops. If they do not place into a higher developmental level, they can take a three-week ‘repeater’ workshop. If they are still not successful, they are referred to Adult Basic Education (ABE).

Due to positive outcomes in the writing workshops, the College added reading workshops in 2011 and currently offers mathematics workshops as well. (See Standard 13, Figure 13.3 for workshop results.) Assessment of outcomes is ongoing and results are shared with the College community at Professional Development sessions as well as at stand-alone sessions during the academic year and through virtual faculty meetings.

Strengths

- The College has made consistent improvement in developing a culture of assessment around student learning each year for the past decade.
 - All programs have student learning outcomes and plans for assessment, and many programs have curriculum maps which show how each course contributes to the program level outcomes.
 - All courses have learning outcomes and examples of assessment practices; they are all assessed on a five-year cycle.
 - All new or revised courses, programs and syllabi are required to include student learning outcomes.
- The College uses multiple measures when revising academic programs: quantitative and qualitative, direct and indirect. These are evident in the regular assessments that are performed: Academic Audits, QVIs, 335 evaluations, assessment of General Education/Core Competencies.
- Assessment is viewed by the faculty and administration of the College as being everyone’s responsibility. Educational experiences, workshops, and the sharing of best practices have come from multiple sources on campus including the Office of Academic Assessment and Evaluation, the Office of Professional Development, the Faculty Center for Teaching and Learning, Academic Affairs, and most importantly, from the faculty themselves—who are presenting not only internally, but are being recognized externally as well ([link to article](#) on assessment from CCP Accounting faculty member).
- Institutional Research, which drew particular note in the 2004 MSCHE visit, continues to provide important assessment information for the College community.

Recommendations

- None

Suggestions

- A more convenient repository for rubrics and assessment data would enhance the exchange of ideas and cultivation of internal expertise on the campus. Additionally, easier access to data would be particularly helpful to faculty whose courses are used to meet General Education/Core

Competency requirements which are elective in various curricula, providing them easy access to obtain information on student learning in selected courses.

- Better integration of the information gathered at the course and program levels could be used to make evaluations of outcomes at the program and institutional level. This would lead to less redundancy of work, use of a larger student pool studied, and a more sustainable process.
- With the large amounts of data generated by 70+ programs and 600+ courses, it is clear that management/sustainability is quickly becoming a challenge. Explore software for management of assessment data and collection of student work.
- Increase use of portfolios where appropriate as a means of demonstrating student learning.

Appendix

2014 Self-Study Steering Committee Members

Co-Chairs

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

Membership

Joan Bush, Dean, Educational Support Services
Justin Clarke, Student and Editor-in-Chief of the *Student Vanguard* (Spring 2013-Fall 2013);
Business Manager, *Student Vanguard* and Student Editor of *Limited Editions* (Spring 2014)
Paul Eberle, Student and Editor of *Student Vanguard* (Fall 2012)
Ivan Felder, Alumnus and former President of Phi Theta Kappa
Jane Grosset, Director, Institutional Research/Adjunct Faculty (Spring 2012-Fall 2013)
Whitney Lopez, Alumna and former President of Phi Theta Kappa
Jason Mays, Student and President of Student Government Association (Fall 2013-Spring 2014)
Evette Moore, Alumna and Office Administrative Assistant, Liberal Studies
Charles Phy, Student and President of Student Government Association (Fall 2012-Spring 2013)
James Roebuck, Trustee
Sharon Thompson, Acting Vice President for Academic Affairs
Wayne Wormley, Dean, Business and Technology
Work Group Chairs
Kate Ferry, Administrator, Human Resources
Ronald Jackson, Dean of Students
Allan Kobernick, Director, Multimedia Services and Producer, CCPTV/Adjunct Faculty
Marian McGorry, Assistant Dean, Business and Technology/Adjunct Faculty
Margaret Niven, Acting Dean, Liberal Studies
Dawn Sinnott, Research Associate, Institutional Research/Adjunct Faculty
Carol Whitney, Manager, Student Affairs Operations

Ex Officio Members

Stephen Curtis, President (Spring 2012-Fall 2013)
Judith Gay, Interim President
Jody Bauer, Vice President Information Technology and Chief Information Officer/Adjunct Faculty
Thomas Hawk, Vice President for Planning and Finance (Spring 2012-Fall 2013)
Samuel Hirsch, Vice President for Student Affairs
James Spiewak, Interim Vice President for Finance and Facilities (Fall 2013-Spring 2014)

Staff

Vanessa Brown, Administrator, Records and Systems
Josephine DiGregorio, Executive Assistant to the President
Loretta Masciantonio, Technical Craft Specialist, Office of Finance and Planning
Deborah Polekoff, Administrative Support Specialist, Educational Support Services

2014 Self-Study Work Group Membership*

Work Group for Standard 1: Mission

Carol Whitney, Chair (Administrator, Student Affairs)

Vanessa Brown (Administrator, Non-Credit, Academic Affairs)
Theresa Grady (Faculty, Allied Health)
Miles Grosbard (Faculty, Architecture, Design and Construction)
Steve Jones (Faculty, English)
Yvonne King (Administrator, Educational Support Services/Adjunct Faculty)
Joan Monroe (Faculty, Learning Lab)
Geoff Schulz (Faculty, Mathematics)
Tarsha Scovens (Administrator, Institutional Advancement)
Jocelyn Sirkis (Administrator, Office of Professional Development)

Work Group for Standards 2, 3, 7: Planning, Resource Allocation, and Institutional Renewal (2), Institutional Resources (3), Institutional Assessment (7)

Dawn Sinnott, Chair (Administrator, Planning and Finance/Adjunct Faculty)

Ellie Cunningham (Faculty, English)
Chris Feiro (Faculty, Art)
Gim Lim (Administrator, Office of Financial Aid)
Andrea Mengel (Faculty, Nursing)
Nikki Sarpolis (Administrator, Marketing and Government Relations)
Julie Simmons (Administrator, Information Technology Services)
Jim Spiewak (Administrator, Finance and Planning)
Brent Webber (Faculty, Mathematics)
Wayne Williams (Faculty, Business Administration/10,000 Small Businesses Initiative)

Work Group for Standards 4, 5, 6: Leadership and Governance (4), Administration (5), Integrity (6)

Allan Kobernick, Chair (Administrator, Flexible Learning Options and Technology/Adjunct Faculty)

Osvil Acosta-Morales (Faculty, History, Philosophy and Religious Studies)
Simon Brown (Administrator, Office of Diversity and Equity)
Kimberley Goodman (Administrator, Human Resources) (Spring 2012-Spring 2013)**
Jamie Gusrang (Faculty, Social Science)
Sarah Iepson (Faculty, Art)
Kathy Mulray (Administrator, Northeast Regional Center)
Faith Watson (Faculty, English)
Jenavia Weaver (Administrator, Office of Student Life)
Rasheed Williams (Classified, Security)

Work Group for Standards 8 and 9: Student Admissions and Retention (8), Student Support Services (9)

Ron Jackson, Chair (Administrator, Student Affairs)

Laura Davidson (Faculty, Allied Health)
Anthony Driggers (Administrator, Northwest Regional Center)
Fred Dukes (Faculty, Counseling)
Jamie Fell (Administrator, Planning and Finance)
Sandra Gonzalez-Torres (Administrator, Educational Support Services/Adjunct Faculty)
Sandra Hernandez-Mejia (Administrator, Office of Financial Aid)
Diane Kae (Administrator, Admissions)
Kristy Shuda McGuire (Faculty, Biology)
Carl Moore (Administrator, Student Affairs) (Spring-Summer 2012)**
Chris Murphy (Faculty, Social Science)
Cory Ng (Faculty, Business Administration)
Earl Weeks (Student)
Ted Wong (Faculty, Learning Lab)

Work Group for Standard 10: Faculty

Kate Ferry, Chair (Administrator, Human Resources)

Brandee Allen (Administrator, Division of Adult and Community Education)
Larry Arrington (Administrator, Educational Support Services)
Patti Conroy (Administrator, Institutional Advancement) (Spring-Fall 2012)
Lisa Handler (Faculty, Social Science)
Kalala Kabongo-Mianda (Faculty, English)
Greg Murphy (Administrator, Institutional Advancement)
Michelle Myers (Faculty, Learning Lab)
Craig Nelson (Faculty, Computer Technologies)
Dominic Salerno (Faculty, Biology)
Sandra Spicer Sharp (Faculty, Psychology, Education and Human Services)
Nichole Webster (Faculty, English)

Work Group for Standards 11 and 13: Educational Offerings (11), Related Educational Activities (13)

Marian McGorry, Chair (Administrator, Business and Technology/Adjunct Faculty)

Ruth Baker (Faculty, Library) (Spring 2012)**
Warren Berman (Faculty, Biology)
Kathryn Birster (Administrator, Division of Adult and Community Education)
Leo Freyre (Administrator, Controller's Office)
Sandy Harrill (Administrator, Developmental Education, Educational Support Services)
Carol Jewett (Faculty, Library)
Janis Laurie (Administrator, Corporate Solutions)
Gina MacKenzie (Faculty, English) (Spring-Summer 2012)**
Peter Margolis (Administrator, Distance Education /Adjunct Faculty)
Julie Odell (Faculty, English)

Joel Tannenbaum (Faculty, History, Philosophy and Religious Studies)
Dave Watters (Administrator, Student Affairs)
Abbey Wexler (Faculty, Psychology, Education and Human Services)

Work Group for Standards 12 and 14: General Education (12), Assessment of Student Learning (14)

Marge Niven, Chair (Administrator, Liberal Studies)

Megan Fuller (Faculty, Learning Lab)
Linda Hibbs (Faculty, Social Science)
Viki Kellar (Faculty, Foreign Languages)
Randy Libros (Faculty, Physics)
John Moore (Administrator, Office of Academic Assessment and Evaluation)
Dan Reed (Faculty, Business Administration)
Brian Renna (Faculty, Biology)
Theresa Tsai (Faculty, Counseling)
Tammy Wooten (Faculty, Chemistry)

* In April 2012, the leaders of the Faculty Federation of Community College of Philadelphia urged their members to withhold voluntary service to the College, which included participation in the Self-Study. Most, but not all, faculty members listed above heeded the union leadership request and thus did not participate in the Self-Study from April 2012 until September 2013 when the contract was settled.

** Left College

Glossary of Acronyms

A

AAC&U – American Association of Colleges & Universities
ABE – Adult Basic Education
ABG – Alpha Beta Gamma
ABLE – Adult Basic and Literacy Education
ACCT – Association of Community College Trustees
ACRL – Association of College and Research Libraries
ACTFL – American Council of Teachers of Foreign Languages
AMP – Alliance for Minority Participation
APPA – Association of Physical Plan Administrators
AtD –Achieving the Dream

B

BLS – Bureau of Labor Statistics
BOMA – Building Owners and Management Association

C

CAP – College Achievement Partnership
CASAS – Comprehensive Adult Student Assessment Systems
CBA – Collective Bargaining Agreement
CBI – Center for Business and Industry
CCP – Community College of Philadelphia
CCSSE – Community College Survey of Student Engagement
CFT – Curriculum Facilitation Team
CLEP – College Level Examination Program
CME – Center for Male Engagement
CSI – College Student Inventory
CT – Critical Thinking
CUPA – College and University Professional Association

D

DACE – Division of Adult and Community Education

E

EMSI – Economic Modeling Specialists Intl.
ERP – Enterprise Resource Planning System
ESL – English as a Second Language

ESS – Educational Support Services

F

FACT Act – Fair and Accurate Credit Transaction Act

FCE – Faculty Council on Education

FCTL – Faculty Center for Teaching and Learning

FERPA – Family Educational Rights and Privacy Act

FI – Faculty Institute

FLOAT – Flexible Learning Options and Technology

FMP – Facility Master Plan

FOS – Freshman Orientation Seminar

FTE – Full Time Equivalent

FTIC – First Time in College

G

GED – General Education Development

GPS – Goal Plan for Success

H

HEA – Higher Education Act

HR – Human Resources

HVAC – Heating, Ventilation, Air Conditioning

I

IL – Information Literacy

ILI – Information Literacy Instruction

IIE – Institute of International Education

IPEDS – Integrated Postsecondary Education Data System

IR – Institutional Research

IWAC – Institution-Wide Assessment Committee

IWC – Institution-Wide Committee

J

JCAC – Joint Curriculum Advising Committee

K

KEYS – Keystone Education Yields Success

KFPI – Key Financial Performance Indicator

KPI – Key Performance Indicator

L

LEED – Leadership in Energy and Environmental Design
LGBTQ – Lesbian, Gay, Bisexual, Transgender, Queer
LMS – Learning Management System

M

MMS – Multimedia Services

N

NACADA – National Academic Advising Association
NACUBO – National Association of College and University Business Officers
NCCBP – National Community College Benchmarking Project
NCMPR – National Council for Marketing and Public Relations
NEA – National Endowment for the Arts
NEH-National Endowment for the Humanities
NERC – Northeast Regional Center
NFP – New Faculty Program
NJCAA – National Junior College Athletic Association

O

OPAC – Online Public Access Catalog

P

PASS – Promoting Academic Success for Students
PASSHE – Pennsylvania State System of Higher Education
PBI – Predominantly Black Institution
PDE – Pennsylvania Department of Education
PPA – Program Participation Agreement
PPS – Philadelphia Prison System

Q

QM – Quality Matters
QVI – Quality and Viability Indicators

R

RPI – Risk Performance Indicator
RSP – Reentry Support Project

S

SACC – Student Academic Computing Center
SAILS – Standardized Assessment of Information Literacy Skills
SET – Student Evaluation of Teaching
SGA – Student Government Association
SLO – Student Learning Outcome
SNAP – Supplemental Nutritional Assistance Program
SOaR – Student Orientation and Registration
SSN – Social Security Number

T

TAACCCT – Trade Adjustment Assistance Community College and Career Training
TANF – Temporary Assistance to Needy Families

U

V

VA – Veterans Affairs
VFA – Voluntary Framework of Accountability

W

X

Y

Z