ACADEMIC MASTER PLAN
2010–2013

Community
College
of Philadelphia

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Executive Summary

Academic planning is a continuous process that enables Community College of Philadelphia to more effectively fulfill its mission. Therefore, the central objective of the current Academic Affairs planning effort is to update a comprehensive vision to guide academic development for the next three years. Academic visions, whether at the departmental, divisional or campus level are grounded in the fundamental mission of the College and articulate the goals, directions and priorities for the future of Community College of Philadelphia. The College's vision and ideals that flow from the mission statement also provide the basis for the Academic Master Plan.

Significant accomplishment of the objectives delineated in the 2006-2009 Academic Master Plan paved the way for developing a plan for the next three years. These accomplishments include:
- Finalizing general education requirements, which were implemented in Fall 2009
- Developing a *Learning Outcomes Assessment Model*, which can be applied at the course, program, and institutional level to assess student learning
- Identifying core competencies inherent in the College mission and linked to general education
- Delineating student learning outcomes at the program level
- Developing and piloting a quality and viability matrix, which can be used to promote annual assessment of academic programs
- Improving and maintaining quality of a non-credit program for adult literacy
- Enhancing Honors opportunities, including revision of the Liberal Arts Curriculum – Honors Option
- Enhancing collaboration between Corporate Solutions and the Academic Divisions
- Enhancing faculty development initiatives

The Academic Master Plan 2010-2013 reflects the College's mission and vision and supports the College's Strategic Plan 2008-2012. Providing academic vision for the upcoming three years, it is consistent with and complements the College's other major planning efforts: Enrollment Management, Marketing, Diversity, Facilities, and Technology.

After consultation with various stakeholders and as a result of extensive discussions, the Academic Master Plan Committee and the Academic Affairs Council set out the following recommendations and future directions for Academic Affairs for 2010-2013:
- Promote access and success for our varied student populations
- Systematize review of academic policies and encourage development of standards for academic integrity
- Assess student learning by fully implementing the Learning Outcomes Assessment Model in a timely manner
- Use results of assessment practices to promote enhanced student learning
- Support efforts to optimize student retention and success by incorporating recognized high impact educational practices such as learning communities, writing intensive activities, collaborative assignments and projects

- Re-conceptualize faculty development activities
- Expand STEM initiatives
- Expand options to recognize academic accomplishment
- Promote enhanced use of technology to promote active learning and expand distance education opportunities
- Further develop collaborations within and beyond the College

College Mission

Community College of Philadelphia is an open-admission, associate-degree granting institution that 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 that 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.

College 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 enables 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 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 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 promote 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.

Academic Affairs Mission

Academic Affairs includes faculty, staff and administrators whose primary responsibility is assuring an excellent education for students. We provide leadership and are accountable for teaching and learning outcomes at Community College of Philadelphia. As part of the College community and in support of the College mission, goals and values, we provide the means for successful college transfer, employment and life-long learning.

Academic Affairs Vision

We will be a vibrant academic community that:
- Values academic quality and integrity;
- Creates innovative approaches to education that increase learning and serve as models for excellence in urban education;
- Adapts to external forces in ways that improve who we are and what we do;
- Inspires a commitment to teaching and learning that promotes student success;
- Encourages collaboration in ways that maximize outcomes;
- Uses the mission commitment to preparation for work and civic participation as a linchpin for initiatives.

<center>**Introduction to the Academic Master Plan**</center>

The Academic Affairs Academic Master Plan (2010-2013) Committee, whose members represent faculty and staff in Academic Affairs, began its work in October 2008. The Committee was charged by the Vice President for Academic Affairs with developing a draft plan that:

- supports the mission, goals and core values of the College and Academic Affairs
- builds on the work of the first academic master plan
- is consistent with other College plans (particularly the Strategic Plan; Enrollment Management Plan; Diversity Plan; Facilities Plan; and Technology Plan)
- reflects an appreciation for trends in higher education
- identifies goals/objectives/outcomes that are achievable and measurable
- invites comment from a broad spectrum of people in academic affairs, including faculty, staff, administrators and students

Description of the Process

Following a process similar to that utilized in the most recent Strategic Planning process, the Committee first reviewed the existing Academic Master Plan (2006-2009), identified recommendations that have been accomplished, those not accomplished, those no longer applicable, and proposed new recommendations based on the current and anticipated academic and economic environments. The full Committee met regularly during the Fall 2008 and Spring 2009 semesters; smaller subcommittees continued the work outside of the large Committee meeting. Subcommittee members met with faculty and staff in the relevant areas to gain insight into current interests, concerns and future outlooks. An open forum for faculty and staff of the Academic Affairs Division was held in April 2009. Committee members provided overviews of the major areas to be addressed by the plan and obtained feedback from those present.

Next representatives of the Academic Affairs Council reviewed the draft during Fall 2009 and Spring 2010 and modified the document, preserving the direction and intent of the plan, but making the objectives more defined and clarifying strategies related to the objectives. The final stage of review includes comment from other College bodies, including department heads and the Cabinet.

A successful and meaningful Academic Master Plan requires embracing several fundamental principles that assist in defining strategies that will set academic priorities for the near future. The following principles guided the development of the Academic Master Plan 2006-2009 and were used in the development of the 2010-2013 plan as well. The plan must:

- Be Grounded in Reality
- Move the College Forward
- Establish Clearly Delineated and Assessable Outcomes for Future Planning
- Present a Clear Direction

- Focus on Educational Perspectives and Real Life Practices

Dramatic shifts in the external economic environment occurred during the course of this endeavor. The changes reflect a response to national, state and local shifts in emphasis and funding as well as internal recognition of what is needed for mission attainment in the 21st century. Like other sectors of higher education and particularly like other public institutions, community colleges in Pennsylvania are being asked to document effectiveness and efficiency and to align priorities with those of the State and local community.

At perhaps no other time has so much attention been focused on community colleges. The American Graduation Initiative proposed by President Obama is designed to achieve the goal that America have the highest proportion of students graduating from college in the world by 2020. Included in this initiative is the commitment to increase access to higher education and more affordable ways to ensure that more students succeed and complete a credential. Funding through the American Reinvestment and Recovery Act supports accomplishments of these goals. In addition, Mayor Nutter's Strategic Plan includes goals to reduce the high school drop out rate by 50% in five to seven years and double the number of residents with a college degree in five to ten years.

The reauthorization of the Higher Education Opportunity Act brings challenges to be addressed as well. Considerable attention is focused on the issues of affordability, transparency and accountability.

Despite economic challenges at the national, state and local levels, it is critical that the College participate fully and creatively in the effort to achieve these important educational goals. Doing so will require continued work towards operating with agility and flexibility. The College does have processes in place that are consistent with current trends. To meet the challenges defined above, the College needs to review programs and initiatives on a more frequent basis to accelerate judgments about programs. Thus, attention needs to be focused on College processes that reduce speed, limit flexibility, and are barriers to innovation.

Academic Affairs has initiated some activities that show increased attention to the need for agility, flexibility and innovation:

- Development of proficiency certificates that created pathways for laid off workers
- Opening of the Center for International Understanding
- Opening of the Center for Science and Engineering Education
- Use of CCPTV to provide community education
- Implementation of the Learning Outcomes Assessment Model

Still, more can be done to streamline processes, improve efficiency, and to anticipate local, state and national needs. Academic Affairs must:
- find new ways to leverage developments in technology that may enhance student outcomes;

- develop paths to education based on student and societal needs;
- document how data has been used to inform academic decisions.

The Academic Master Plan is consistent with other college-wide plans. The Academic Master Plan supports the following goals of the Strategic Plan 2008-2012:

A1. enhance quality, innovation, and effectiveness in the delivery of academic, administrative and student support services.

A2. establish a more student-centered culture.

B1. identify and implement improved strategies to support course and program assessment and renewal.

B2. building upon current efforts, a college-wide approach to assess student learning at the classroom level will be developed and implemented.

C1. ensure that a viable general education experience is offered that meets the educational needs of students.

D1. increase the academic success of students placing particular emphasis on the success of student groups that have been underserved by higher education.

H2. 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.

I1. strengthen current and create new flexible course and program delivery options.

Key to Abbreviations:

ATD = Achieving the Dream
AVPAA = Associate Vice President for Academic Affairs
BT = Division of Business and Technology
CCP = Community College of Philadelphia
CCSSE = Community College Survey of Student Engagement
CSEE = Center for Science and Engineering Education
CFT=Curriculum Facilitation Team
CST = Culture, Science and Technology
CT = Computer Technologies
DACE = Division of Adult and Community Education
ESL = English as a Second Language
ESS = Division of Educational Support Services
FLOAT = Division of Flexible Learning Options and Academic Technology
IA = Institutional Advancement
IR = Institutional Research
ITS = Information Technology Services
LERN=Learning Resources Network
LS = Division of Liberal Studies
MSHC = Division of Mathematics, Science and Health Careers
NCHEMS = National Center for Higher Education Management Systems
PD = Professional Development
PWIB = Philadelphia Workforce Investment Board
SDP = School District of Philadelphia
VPAA = Vice President for Academic Affairs
VPSA = Vice President for Student Affairs

The following goals and objectives are based on the theme of helping students develop 21st century skills as defined by core competencies, general education requirements and program goals and having academic policies and procedures that clearly reflect the College's mission and values.

Part I: ENHANCING LEARNING

Introduction

The Academic Master Plan seeks to provide insights into areas that are the very foundation of good academic management and planning. Thus the plan begins by examining the changing needs of learners and teachers with the expectation of enhancing 21st century skills. In this section the Academic Master Plan acknowledges the interconnectedness between students, faculty, administrators and staff and provides avenues for increasing academic outcomes.

A. Successful Student Learning

A1. STUDENT LEARNING-CENTERED EDUCATION

Planning and providing education that is student learning-centered requires consideration of instruction, programs, policies, procedures and services at the College. The College's mission statement directs us "to create a caring environment which is intellectually and culturally dynamic and encourages all students to achieve..."   Student learning-centered instruction requires the institution to provide activities and assignments that are engaging and challenging, and also curricula, programs, and practices that are attentive to the abilities, experiences, and learning needs of students.

Student learning-centered instruction focuses on active engagement and creating an environment that promotes trust and cooperation. In such a student-centered environment the students share responsibility with the instructor, who designs and organizes the learning activities to involve students in individual and collaborative learning, such as problem solving and research. Please see Appendix A for a description of the features of a quality learning experience.

Student learning-centered programs focus on student success through progressive educational accomplishments and attend to student strengths and patterns of learning. Moreover, student engagement and persistence necessitate an institutional environment focused on student-centered support. In order to increase academic success, Academic Affairs relies on College-wide support programs, some of which reside in Student Affairs, to address the short-term and long-term academic and professional goals of students.

In addition, the College should revise policies as needed and in a timely fashion to ensure the quality of education expected for students. When possible, data should be gathered to determine if the policy is having the intended effect. Policies often cross divisional boundaries in terms of who implements and who is affected by the policy. Therefore, it may be helpful to include representatives from multiple divisions or departments when developing or revising policies.

See Appendix B for suggested Policy Analysis Guidelines and Format.

Goal 1: Increase student academic access and success to have a positive impact on the graduation rate

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark

• Increase annually the number of students who have high impact experiences within the first 30 credits	• Establish baseline based on AACU high impact educational experiences
	• Increase the following which exist at the College already
	  o writing intensive courses (and the number of students choosing more than one)
	  o collaborative assignments and projects
	  o experiential diversity/global learning opportunities (and the number of students choosing more than one)
	  o research experiences for students (and the number of students participating)
	  o "honors-type" experiences (and the number of student participants)
	• Explore the following high impact options at the College, division and department level: internships; service learning; common intellectual experiences; reconceived first year experience; learning communities
		• VPAA and Deans
		• Department Heads
		• Curriculum Coordinators
			• Teaching Center
			• Director of Academic Assessment
			• IR
			• www.aacu.org/LEAP/HIP.CFM
			• Faculty experienced in using high impact practices
				• Spring 2010- set baselines
				• Spring 2011 – 1% increase
				• Spring 2012-1% increase
				• Spring 2013 – 1% increase

• Increase supplementary options for support in introductory courses	• Faculty workshops based on Educause "7 things you should know about" to expose faculty to use of technology such as podcasts; lecture capture; etc.(starting Fall 2010) • Library faculty /Learning Lab faculty explore providing Nook, kindle or similar technology for student use • Supplemental instruction expanded	• FLOAT Dean • ESS Dean	• http://www.educause.edu/7things • Director of PD • Faculty technology innovations work group • ITS • ESS faculty	• Spring 2010 – baseline • Spring 2013-minimum 20% increase in courses with options

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Revise academic schedule to better accommodate students and decrease students reporting course unavailability	• All programs develop an enrollment management plan to maximize student access • Increase distance education options to provide access to upper level courses • Develop additional accelerated options	• LS, BT, MSHC, and FLOAT Deans • Master Scheduler	• IR • ITS • Student Affairs • Department Heads • Curriculum Coordinators • Director of Distance Ed	• Spring 2010 – baseline • Spring 2013-target -20% decrease in course unavailability
• Review all AA and AS curricula for course distribution to determine most effective/flexible ways to meet degree requirements	• Increase courses that meet general education requirements • Eliminate from catalog or revise courses that are optional and consistently have low enrollment	• BT, LS, MSHC Deans • CFT	• NCHEMS (2007) article, "Good policy, good practice"	• Spring 2011-1/3 complete • Spring 2012-1/3 complete • Spring 2013-1/3 complete
• Increase positive impact of academic support services per student satisfaction reports	• Implement use of technology to improve scheduling for advising • Pilot expanded supplemental instruction • Improve tutoring through certification process • Reconceive learning support experiences to incorporate more technology • Identify faculty in each department who effectively use MyCCP and WebStudy and share their methods • Use technology to expand services to students at all sites • Expand delivery of support to accommodate flexible learning options	• ESS and FLOAT Deans • Academic Computing • Master Scheduler	• IR • ITS • Faculty and staff in academic support areas • Experienced faculty advisors • Faculty experienced in using technology	• Spring 2010-baseline reports from 2nd Noel Levitz and 2nd CCSSE surveys • 10% by 3rd CCSSE and 3rd Noel Levitz

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
	• Identify and utilize best practices in quality academic advising through multiple formats, e.g. face-to-face, portal • Create mechanism to recognize excellence in student support			

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase number of students taking advantage of credit by exam	• Develop a process to link free online educational content to possibility of an academic credential	• FLOAT, LS, BT, and MSHC Deans	• Department Heads • Curriculum Coordinators	• Spring 2010 and Fall 2010-baseline • Fall 2012 and Spring 2013 - 5% increase each semester
• Increase the number of students receiving credit for life experience	• Provide information online about Applied Studies option • Identify point person to coordinate opportunities across divisions	• AVPAA	• Director of Academic Assessment • IR • Department Heads • Curriculum Coordinators	• Spring-2010 baseline • Spring 2011-20% increase • Spring 2012-35% increase • Spring 2013-50% increase

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Identify at least one new program for curriculum development per year using current research on jobs of tomorrow	• Departments identify and act on top program possibilities (e.g. cybersecurity; gaming; environmental engineering technician) • Investigate "on the job" learning curriculum	• BT, LS, MSHC Deans	• Economic Modeling Software • Department Heads • Curriculum Coordinators	• Spring 2013-3 new programs
• Increase the number of students in literacy programs who have an additional experience at the College	• Increase literacy faculty knowledge of College opportunities to share with students • Track the number of students from literacy programs who access other College opportunities • Promote College opportunities in each literacy program	• DACE Dean	• IR • ITS	• Spring 2010 –baseline • Spring 2011-5% increase • Spring 2012-5% increase • Spring 2013-5% increase

Goal 2: Increase faculty use of effective pedagogy

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase the number of faculty using promising practices (ATD objective)	• Create a new faculty institute with a focus on creative teaching & learning at CCP with 60% of full time faculty successfully completing the institute • Track faculty participation in professional development activities both within and beyond the College • Identify faculty in each department who use promising practices and share their methods • Create a mechanism to recognize use of effective pedagogy	• Executive Assistant to VPAA • Teaching Center	• IR • Director of PD • Department Heads	• Fall 2010 - baseline • Spring 2011 – 65% • Spring 2012 – 70% • Spring 2013 – 75%
• Increase the speed of review of new methods	• Create an interdisciplinary innovative practice team to vet new ideas for teaching and learning • Create a mechanism for recognizing innovation in teaching/learning innovation by full and part time faculty	• VPAA, Deans	• Teaching Center • Director of PD • Department Heads	• Spring 2011 – 2 new ideas reviewed • Spring 2012 – 2 new ideas reviewed • Spring 2013 – 2 new ideas reviewed
• Increase number of faculty who demonstrate minimum technological skills	• Develop technology skills program for new faculty • Create technology "teaching circle" • Have each department develop a plan for increasing technological competency	• Deans, Department Heads, Academic Computing	• CT Department • Faculty experienced in using technology • ITS	• Spring 2011 – all untenured faculty • Spring 2012 – 50% post tenure faculty • Spring 2013 – 100% post tenure faculty

Goal 3: Review Academic policies and procedures to reflect clear, student learning centered approaches

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Complete a review of academic policies and procedures	• Create Policy Work Group • Provide training for Work Group leader	• VPAA	• Policy template	• Spring 2013 Completed review & recommendations
• Standardize approach to academic integrity issues	• Establish Integrity Work Group to identify options consistent with College mission and values	• AVPAA	• Best Practices at other colleges	• Fall 2010 proposal • Fall 2011 implementation
• Develop HEOA compliant policy/procedure to document that the student who registers for an online course is the one who participates, completes and gets the credit	• Integrity Work Group	• Director of Distance Education	• General Counsel • Deans • Department Heads • Experienced distance education faculty • Benchmark Institutions • MSCHE	• Fall 2010 proposal • Spring 2011 implementation

A2. PARITY IN STUDENT LEARNING AND SUCCESS

The College's 2008-2012 Strategic Plan continues to identify achievement of parity in student outcomes as a major goal of the College. Examination of our past and current Diversity Plans also shows that the College is committed to increasing faculty, staff and administration's understanding of and appreciation for student diversity. Parity of student outcomes is defined as "the achievement of greater equality in both access to College programs and to improving outcomes for underperforming ethnic and gender groups at the College." Parity implies that we strive to ensure that all students are equally able to achieve their goals for enrolling at the College. Addressing this issue requires us to: 1) improve methods to identify at-risk students at the time of entry; 2) create individualized success strategies and implement them on a timely basis; 3) help students to define realistic and meaningful educational goals; 4) improve feedback to students regarding their academic progress; 5) continue to assess the impact of intervention strategies to determine both their effectiveness and efficiency. Informal mentoring relationships between students and faculty (such as those growing out of the African-American Men's Book Club) have been shown to foster student engagement, promote trust, increase feelings of worth and develop within students a sense of empowerment and self-authorization.

For the 2010-2013 Academic Master Plan, the definition of parity and all that it implies has not changed. In 2004, examination of Institutional Research Reports (#120, #138, #147) showed that there were large differences in the rates of success for various student groups and that lack of success is not random but is a more likely outcome for some student cohorts. The research indicated that as groups, white students had the highest success rate, followed by Asians, then African Americans, then Hispanics. Women had much higher rates of success than men, and women made up more than 60% of the student body. Likewise, the age of a student also appeared to be a predictor of success. The most successful age groups were between 25 and 50 years of age. Both older (over 50) and younger students (less than 25) did less well. These large differences in success rates were a clear indication that the College needed to do more to promote improved student performance, especially among students with lower success rates.[1] Since the 2006-2009 Academic Plan, the College has made efforts towards achieving parity in student outcomes. Nevertheless, as we implement the next iteration of the Academic Master Plan, IR Report #148 and Achieving the Dream Fact Sheets # 13 and #15[2] still show that African-American males and Hispanic males and females are still not achieving parity of outcomes. For the 2010-2013 planning cycle, additional emphasis should be placed on facilitating professional development activities that promote parity achievement.

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[1] The Director of Institutional Research suggests using these same student cohorts; recent data still support these conclusions.
[2] IR Report #148: An Assessment of Parity in Student Outcomes: Persistence and Academic Performance, Part 2 (June 2005)
Achieving the Dream Report #13: Setting Benchmarks for Student Persistence, and #15: Success in Gatekeeper Courses-Fall 2007 Cohort

Goal 1: Increase success rates of under-performing students to conform to Achieving the Dream goals

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Decrease the attrition rate for all groups to below the 2004 rate of 59% and reduce the gap between the group with the lowest attrition rate and the highest by 50% compared to the 2004 cohort. • Increase outcomes for all demographic groups to exceed the 2003 cohort institutional average in all gatekeeper courses.	• Parity Task Force comprehensive report is shared with the College community. • Departments identify CCSSE initiative to enact in a pilot and track student outcomes • Document parity in College initiatives including honors, special programs, distance education • Expand online dissemination of PD materials that relate to successful parity initiatives • Provide parity information to gatekeeper departments	• VPAA with VPSA	• IR • ATD Core Team • ATD proposal • Parity Task Force • President's Diversity Council	• There will be no more than a difference of 11.5% between College groups. • ATD proposed timeline
• Increase the number of faculty using proven strategies that affect success rates of certain student populations, particularly in gatekeeper courses.	• Focus professional development activities on practical, hands-on preparation for implementing successful strategies in the classroom • Increase part time faculty awareness of parity issues and suggested interventions	• Executive Assistant to VPAA	• Director of PD • Teaching Center • Department Heads • Curriculum Coordinators	• Fall 2010 establish baseline • Spring 2011- 60% utilization

Goal 2: Increase student awareness of curricular and programmatic opportunities and requirements and the link to career opportunities

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase the number of students who state they are aware of opportunities	• Survey students • Curriculum coordinators and program directors continue to develop and revise materials and offer activities as appropriate. • Establish a "major fair" to inform students of career opportunities • Incorporate best practices in academic advising activities to promote student understanding of academic preparation needed for careers • Expand use of the MyCCP portal by the College community to disseminate and receive information about courses, curricula, programs, careers, scholarships, Honors program, dual admissions opportunities, etc.	• VPAA • Deans • Program directors, curriculum coordinators • Director of Academic Advising	• VPSA • Director of Student Success Initiatives • Career Services Center • NCADA • Department Heads • ITS	• Baseline from student surveys • 2013 10% increase
• Increase the number of students who report engagement with faculty out of the classroom to discuss career/educational opportunities	• Enhance communication with students by expanding channels of communication to include social networking sites, podcasts, and other venues	• VPAA • FLOAT Dean • Academic Computing	• CCPTV • ITS • Department Heads • Curriculum Coordinators • Faculty experienced in using technology	• CCSSE results show 10 % increase from second to third survey

A3. DEVELOPMENTAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE (ESL)

A review of Developmental Education (DE) is central to any discussion of best practices across the College since three-fourths of our students take at least one developmental course and more than 50% of students from Philadelphia area high schools enroll in remedial writing[3]. The last major review of Developmental Education at the College was completed in 1996 by the Developmental Education Task Force and provided recommendations in nine areas: Vision, Mission and Purpose; Measures of Success; Organization; Testing; Instructional Methodology; Curriculum; Faculty Development; Research; and Spirit of Innovation.[4]

In response to the recommendations, major changes have occurred in Developmental Education. A Research and Developmental Advisory Committee has been functioning, major programmatic recommendations have been made and changes were implemented or are on-going, and research in response to success indicators has been conducted on a systematic and ongoing basis. Much of the committee's findings and recommendations were made available to the college at large through "Viewpoints", the developmental education journal. Institutional Research documents which reflect DE research include: Report #103 (Developmental Education Outcomes Three Years After the Developmental Education Task Force Report) and Report #158 (CAP A Student Outcomes After Implementation of Pre-Enrollment Workshops. Other relevant research reports include: Report #174 (Remediation Needs of Recent High School Graduates) and Report # 169 (Freshman Orientation Seminar-A Summary of Enrollment and Persistence Outcomes).

The College is a participant in the national Achieving the Dream (AtD) community college initiative, a multi-year national initiative to help more community college students succeed, particularly those groups that face significant barriers to success. AtD asserts that "to attain high rates for success among all students, especially underserved students…colleges must have a student-centered vision, a culture of evidence and accountability, and a commitment to excellence and equity."[5] Relevant AtD fact sheets are available on the College's website.

Additionally non-native speakers of English comprise roughly 4% of the total student population at the College[6], and represent a range of cultures and languages, notably Vietnamese, Chinese, Russian, Spanish, and African languages. In Spring 2009, about 900 students were enrolled in the credit ESL program and another 500 were enrolled in college-level courses.

Roughly 88% of ESL students at the College are immigrants rather than international students (10%), and about 75% intend to transfer to a four-year college. ESL student enrollment fluctuates due to global economic and political conditions, and in November

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[3] Office of Institutional Research in-Brief Report # 174: Remediation Needs of Recent High School Graduates
[4] Recommendation of the Developmental Education Task Force
[5] www.achievingthedream.org
[6] Survey of ESL students, Spring 2008, and other statistics provided by Huizhen Ren, ESL Program Coordinator, ESS.

2008, the Brookings Institution reported recent and fast growth in immigration to Philadelphia, with further increases projected in the coming decade.[7] The College has committed to increasing its international student enrollment. (See Enrollment Management Plan)

ESL credit program students are supported by specialized counselors and English and Learning Lab faculty. Students take a sequence of reading-writing and listening-speaking courses in preparation for academic course work, and simultaneously enroll in increasing numbers of credit courses as they move up in English level.

The Academic Master Plan includes a recommendation for establishing a Think Tank on Developmental Education to issue a white paper for furthering the role of Developmental Education at the College. Their work should start with the "Recommendations of the Developmental Education Task Force," Oct. 15, 1996, relevant data from Institutional Research, and a review of national trends in Developmental Education and ESL. The Think Tank should pay special attention to:

- placement
- program and course assessment
- academic support services
- professional development
- alternative learning delivery models.
- student outcomes

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[7] Bookings Institution Metropolitan Policy Program, "Recent Immigration to Philadelphia: Regional Change in a Re-Emerging Immigrant Gateway," Audrey Singer, Domenic Vitiello, Michael B. Katz, David Park. Lecture t The Free Library of Philadelphia, Nov. 13, 2008.

Goal 1: Implement assessment cycle for developmental education and ESL

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Developmental courses and ESL courses have approved learning competencies and completed one cycle of review	• Review learning competencies for each developmental and ESL course. • Implement assessment tools to measure accomplishment of course competencies. • Document changes to courses based on data	• Director of Developmental Education • Department Heads of English, Mathematics	• Developmental faculty in English, Mathematics • Deans ESS, LS, and MSHC	• Spring 2011 -100% of competencies defined • Spring 2012 - cycle one review -100% of courses approved
• Developmental Education Program and ESL program have approved outcomes and completed one cycle of review	• Publish outcomes for developmental and ESL and implement assessment cycle	• Director of Developmental Education • Department Heads of English, Mathematics	• Developmental faculty in English, Mathematics • Deans ESS, LS, MSHC	• Fall 2010 -outcomes and cycle initiated • Spring 2012 – one cycle review completed

Goal 2: Increase success rate of developmental and ESL students

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase the number of developmental and ESL students who successfully complete 20 credits or more in the first year	• Charge a Think Tank with producing a white paper on developmental education, including but not limited to grading practices and policies; learning spaces; program structure; options for course offerings; student outcomes • Develop a program using sound practices like Digital Bridge Academy • Implement assessment of student learning outcomes • Implement audit recommendations for academic services • Complete cost/benefit analysis of academic support services • Provide professional development for faculty	• VPAA • Deans • Director of Developmental Education	• Task Force Report (1996) • IR • Director of PD • Department Heads of English and Math • Experienced developmental education faculty • Experienced ESL faculty • Assistant Department Head for ESL	• Fall 2010 Charge for Think Tank and cost benefit analysis • Fall 2011 White paper • 2013 audit recommendations completed • Expected increase of 20%

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase the success rate of students entering the College through ABLE and other DACE programs.	• Correlate the Test of Adult Basic Education to COMPASS test scores to evaluate student readiness for taking credit courses. • Continue to track the number of students transferring from ABLE/DACE to the College.	• DACE and ESS Deans	• IR • Assessment Center • DACE faculty and administrators	• Fall 2010 –baseline • Fall 2013 – 10% increase

B. Faculty Development

Introduction

A well-trained and intellectually curious faculty is the cornerstone of any community college. A comprehensive faculty development program should include a wide array of programs and initiatives, including those that: 1) keep faculty up-to-date on new technologies that facilitate student learning, 2) educate and train faculty on best practices in the classroom that lead to positive student outcomes, 3) increase knowledge in basic content areas, 4) encourage physical and mental wellness, and 5) stimulate intellectual growth and enrichment. However, it is the first two goals, improving the quality of instruction through training in pedagogy and pedagogy-specific technology (and, to a lesser extent, increasing faculty knowledge of basic content areas), that must be the foremost priority of any Academic Affairs Master Plan. Faculty development provides the key link between student-centered instructional initiatives (e.g., Achieving the Dream) and the transfer of those initiatives to the classroom. Academic Affairs must focus its efforts on providing faculty with opportunities to continuously strengthen their pedagogical practices and technological skills throughout their careers.

We now have the mechanisms in place to create a truly 21st century faculty development plan. We must build on our successes and strive to create even more opportunities for faculty to meaningfully improve their instruction. There needs to be a renewed emphasis on coherence, coordination, and communication among these different initiatives and an across-the-board increase in assessment to determine if these initiatives result in measurable student outcomes.

The Teaching Center has reached a critical turning point in its organizational history. In its current location, the Teaching Center serves as a catch-all space and is used by faculty as a lounge, art gallery, meeting space, workshop location, and dining hall. Its current open-space configuration does facilitate faculty interaction. However, it also makes it extremely difficult for multiple activities to be conducted at the same time. The Center will soon be moving from its current space to a new location, tentatively slated for the space currently occupied by the Welcome Center. The Academic Master Plan does not include a specific recommendation for the Teaching Center but this is a rare opportunity to re-conceptualize the role and scope of the current Teaching Center in an attempt to better meet the pedagogical and technological needs of the changing faculty and provide an organizational structure to integrate the wide array of Academic Affairs-sponsored faculty development activities with wider College-level goals and objectives.

Goal 1: Increase faculty knowledge and use of 21st century teaching/learning skills

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Faculty report they are using 21st century teaching/learning skills • Full time faculty participate in professional development each year	• Include 21st century teaching/learning skills as part of the criteria for the hiring of new faculty • Create CCP 101: Introduction to Community College of Philadelphia, a year-long intensive new faculty orientation that focuses on introducing faculty to the College, but also on developing teaching skills that increase the likelihood of student success • Create a College-wide faculty liaison/mentoring program, in which new faculty are paired with faculty who are actively involved in faculty development and have a track record of using pedagogy-based best practices in the classroom • Create individual professional development plans • Department heads track participation in professional development for all untenured faculty • Revamp promotion requirements to make continuous faculty development a consideration for promotion. • Standardize tenure review to require participation in professional development activities • Create award to recognize faculty commitment to continuous faculty development • Create more incentives for faculty to participate in long term development activities • Create a new mini-grant-type program that focuses on the creation and implementation of faculty professional development opportunities (Fall 2010) • Expand the number of Teacher-in-Residence positions through the Teaching Center	• VPAA • AVPAA • Executive Assistant to VPAA • Teaching Center • Department Heads	• Teaching Center Staff and Advisory Board • Curriculum Coordinators • Office of PD • Faculty Council on Education Professional Development Subcommittee • Academic Computing • Human Resources	• Fall 2010-establish baseline • Fall 2011 30% • Fall 2012 50% • Fall 2013 60% • Fall 2010- baseline • Fall 2013-100% FT faculty participation in activities

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase the number of part time faculty who participate in professional development	• Increase on-line professional development opportunities • Appoint a professional development liaison at each of the regional centers • Develop orientation for new part time faculty • Appoint a professional development liaison for part time faculty • Create recognition program for part time faculty related to professional development	• Executive Assistant to VPAA • Teaching Center	• Academic Affairs • Director of PD	• Baseline Fall 2010 • 50% increase by Spring 2012 • 100% increase by Spring 2013

C. Assessment of Student Learning

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. The plan should reflect the recommendations of our Institutional Self-Study (2004) on Standard 7 – Institutional Effectiveness and Standard 14 – Assessment of Student Learning and it should meet the Fundamental Elements defined in the *Characteristics of Excellence* by the Middle States Commission on Higher Education. These Elements include:
- articulated expectations for student learning at various levels (course, program and institution) that are consonant with the institution's mission and with the standards of higher education and the relevant disciplines;
- a plan that describes student learning assessment activities being undertaken by the institution, including the specific methods to be used to validate articulated student learning goals/objectives;
- evidence that student learning assessment information is used to improve teaching and learning, and;
- documented use of student learning assessment information as part of institutional assessment.

The Learning Outcomes Assessment Model (2008) developed by the Assessment Task Force will be used to assess student learning at the course, program and institutional levels. Drawing from the Community College of Philadelphia's Mission Statement, the Assessment Task Force derived core competencies that frame the learning environment encompassing the overall goals of general education and program/discipline curricula, at CCP. These core competencies include:
- Effective Communication
- Quantitative and Scientific Reasoning
- Information Literacy
- Technological Competence
- Critical Thinking
- Responsible Citizenship

Goal 1: Complete assessment cycle and document use of data to develop strategies for enhancing student learning.

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Course learning outcomes are used for improving instruction	• Data Team provides guidance, oversight and shares best practices • Professional development for department heads and faculty	• Director of Academic Assessment • Data Team • Deans	• Department Faculty • CFT	• Fall 2010 – all courses have defined outcomes • Fall 2011- use of data to improve instruction
• Program learning outcomes used for improving instruction	• Data Team provides guidance, oversight and share best practices • Professional development for department heads	• Director of Academic Assessment • Data Team • Deans	• Department/Program Faculty • AAC&U VALUE project • CFT • Teaching Center	• Spring 2011 – assess program outcomes • Fall 2011 – use of data to improve outcomes 100%
• General Education/ Competencies have been assessed at least once	• Articulate structure for general education oversight	• Director of Academic Assessment • Data Team • Deans • VPAA	• Department/Program Faculty • ITS • IR	• Spring 2011- 100% of competencies assessed • Spring 2013- second assessment cycle completed
• Curricula are reviewed annually	• Academic Affairs Office tracks compliance • Presentation to Student Outcomes Committee of the Board	• Department Heads and Deans	• CFT • Department Faculty	• Spring 2011 and ongoing – annual review • Meet objectives at the curriculum level of the College Assessment Plan

Goal 2: Improve efficiency by aligning assessment, curriculum development and reporting requirements.

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Documentation of course evaluations meets State Chapter 335 compliance requirements	• CFT revision of 335 document to incorporate student learning outcomes assessment • CFT tracks and reports compliance	• Deans • CFT Coordinator	• Department Heads • Curriculum Coordinators	• Spring 2010 baseline defined • Fall 2010 -75% compliance documented • Spring 2011 and ongoing -100% compliance
• Promote timely completion of course and curriculum development	• Revise CFT documents • Pilot technology based curriculum development model as an alternative choice for faculty to current model	• Deans • CFT • VPAA	• ITS • Academic Computing	• Spring 2010 baseline • Spring 2011 - 50% decreased time on CFT worklist

Part II: SPECIAL EMPHASIS TOPICS

This section identifies four areas that have great potential for positioning the College to further its mission in the community.

Goal 1. Enhance and Expand Distance Education as a Learning Option

The continuum of applications of distance education technology – web-enhanced courses, hybrid courses, and online courses – constitutes the future of higher education. It is also an essential component in fulfilling the CCP mission to make post-secondary learning accessible to multiple constituencies. Demand for courses offered via distance education continues to increase. The opportunity to expand course offerings and the number of students who enroll exists. It is therefore incumbent on the College to pursue a multi-pronged approach to distance learning, integrating growth with quality and a marketable, programmatic focus.

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase the number and diversity of courses offered via distance education	• Increase the number of faculty prepared to teach online • Review process for developing and putting up distance courses • Add degree options that can be completed online • Develop system for offering non credit online	• Director of Distance Education • Deans	• Marketing & Government Relations • Director of PD • Teaching Center • Experienced distance education and developmental education faculty • Department Heads • ITS • Academic Computing	• Baseline Fall 2010 and Spring 2011 • 20% Spring 2013 and Fall 2013
• Increase the number of students enrolling in distance education courses	• Increase web enhanced experiences to orient students to distance opportunities	• Director of Distance Education • Department Heads • Deans	• Student Affairs • DACE Staff	• Baseline Fall 2010 and Spring 2011 • 20% by Spring 2013 and Fall 2013

Objectives	Strategy	Lead Responsibility	Resources	Timeline and Benchmark
• Improve student outcomes in distance courses to exceed peer median per the National Benchmark Project	• Obtain information about online experience from new students • Pilot online course for high school students • Full implementation of *Quality Matters* • Professional Development for faculty • Establish student evaluation of teaching process for online courses • Enhance student orientation for online courses • Establish enhanced early alert for online students	• Director of Distance Education • Deans • Department Heads • Curriculum Coordinators	• Director of PD • Student Affairs	• Baseline IR report Spring 2009 • Improvement Spring 2013 and Fall 2013

Goal 2: Increase and Enhance Science, Technology, Engineering and Mathematics (STEM) Initiatives

STEM (Science, Technology, Engineering and Mathematics) has become the catchall acronym to encompass all the fields and careers requiring a solid scientific and mathematical knowledge base.[8] The need for individuals with a strong foundation in these areas is well-documented and rising. However, there is growing concern that the pool of qualified technicians, scientists and engineers in the United States will not be sufficient to meet demand. The National Science Board (which oversees and guides the activities of, and establishes polices for, the National Science Foundation, and serves as an independent national science policy body for the President and Congress), in 2004, noted "a troubling decline in the number of U.S. citizens who are training to become scientists and engineers, whereas the number of jobs requiring science and engineering training continues to grow."[9] The danger exists that Americans may not know enough about science, technology, or mathematics to significantly contribute to, or fully benefit from, the knowledge-based society that is taking shape around us. Moreover, most of us do not have enough understanding of the importance of those skills to encourage our children to study those subjects—both for their career opportunities and for their general benefit."[10]

The primary goals of this initiative are to assure that the College continues to take the lead in developing programs and certificates in the STEM disciplines that are needed to address regional workforce needs and that the College continues to increase awareness of its STEM offerings and actively recruit students (new, current and working adults) into these career opportunities.

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[8] National Science Foundation defines STEM fields as
- biological sciences (except medicine and other clinical fields);
- physical sciences, including physics, chemistry, astronomy, and materials science;
- mathematical sciences;
- computer and information sciences;
- geosciences;
- engineering;
- technology areas associated with the preceding fields (for example, biotechnology, chemical technology, engineering technology, information technology, etc.)

[9] *An Emerging and Critical Problem of the Science and Engineering Labor Force. A Companion to Science and Engineering Indicators 2004.* http://www.nsf.gov/statistics/nsb0407/ (Also see *Science and Engineering Indicators at http://www.nsf.gov/statistics/seind04/)*

[10] *Rising Above The Gathering Storm: Energizing and Employing America for a Brighter Economic Future*, Committee on Prospering in the Global Economy of the 21st Century: An Agenda for American Science and Technology, National Academy of Sciences, National Academy of Engineering, Institute of Medicine, ISBN: 0-309-65463-7, (2005), http://www.nap.edu/catalog/11463.html

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase offerings based on STEM (Science, Technology, Engineering and Mathematics) Careers	• Add "green" curricular offerings in the STEM areas • Increase faculty participation in STEM partnerships • Work with Corporate College to develop processes for responding quickly to STEM requests	• Dean of MSHC • Dean of B&T • Department Heads and/or program directors of appropriate STEM disciplines	• Advisory Board of CSEE • Advisory Board of ASET, Chemical Technology, Engineering Technology, Computer Information Technology and other appropriate AAS programs • PWIB • Corporate Solutions • Industry Contacts • STEM faculty	• Baseline Spring 2010-Fall 2010 • Annual report
• Increase enrollments in STEM initiatives	• Collaborate directly with high school administrations in promoting the College's STEM curricula • Develop formal partnership/pipeline between the College and district schools that have science or technology-related Learning Communities • Develop summer enrichment activities and year round speakers and events • Identify students whose performance indicates possibility to major in STEM fields • Pilot FOS 101 section with focus on STEM	• Department Heads and/ or program directors of STEM curricula or their designees	• Director of Recruitment • Director of Admissions • Coordinator of CST program • DACE (particularly Tech Prep and Dual Enrollment) • Counseling Department • STEM faculty	• Baseline Fall 2010-Spring 2011 • Annual report

Objectives	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase research opportunities for students in STEM areas both within and beyond the College	• Hire faculty with research interests • Identify grants to support faculty research • Publicize student STEM research • Increase research opportunities in courses	• Heads and/ or program directors of STEM curricula or their designees • Deans	• Center for Science and Engineering Education • IA • Program Advisory Committees	• Fall 2010-Spring 2011- Baseline participation • 20% increase by Spring 2013 • Annual report

Goal 3: Position Corporate Solutions as a Recognized Leader in Workforce Development in the Philadelphia Region

Corporate Solutions needs to play a significant role in the development of a world class workforce in the Philadelphia region. With primary responsibility for outreach to the local business community, Corporate Solutions seeks to strengthen existing relationships and develop new relationships with employers by helping them become more competitive in a global marketplace. By leveraging the programs and services available through the Corporate Solutions Training and Testing Center, Continuing Professional Education, Customized Training, and the Corporate College, Corporate Solutions helps new, dislocated, and incumbent workers assess and develop workplace skills needed by local employers.

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase the total number of new clients by 5% per year for each of the next 3 years • Retain 80% of Corporate College clients and 50% of Customized Training clients annually	• Identify new prospects and convert prospects to clients • Implement marketing campaign using sales letters, brochures, the Internet, etc. • Conduct face to face visits • Conduct 2 Corporate Solutions Workforce Seminars per year • Develop new product and service notification system • Develop two part in-person contract evaluation and follow up process • Develop second level program evaluation form and process for evaluations by supervisors of program participants	• Dean of Business and Technology • Corporate Solutions Team		• Baseline Fall 2009-Spring 2010 • Annual report

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase new programs and services	• Conduct minimum of two WorkKeys Job Profiles per year for each of the next 3 years • Conduct at least 50 WorkKeys Assessments per year for each of the next 3 years • Conduct at least 4 KeyTrain workshops per year for each of the next 3 years • Refine program concept submission process • Work with faculty to develop at least 1 new employer driven competency based certificate and/or degree program annually • Work with CareerLink and Earn Center personnel to market assessment services • Develop and widely market KeyTrain workshops to employers, CareerLinks and Earn Centers • Establish a system for sharing the education and training needs of employers with faculty	• Dean of Business and Technology • Corporate Solutions Team • Deans	• IA • PWIB • Marketing and Government Relations • Department Heads • Deans	• Baseline Fall 2009-Spring 2010 • Annual report

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Increase Corporate Solutions recognition above Clarus 2009 report's data	• Develop strategies to increase awareness and create ambassadors among College employees for Corporate Solutions • Implement brochure and Internet best practices as indicated by LERN critiques • Develop a comprehensive and integrated strategy that encourages all areas of the College to share information and support outreach • Utilize technology to increase the frequency and quality of assessment and evaluation • Utilize CCPTV to provide educational information for the Business community	• Dean of Business and Technology • Corporate Solutions Team • AVPAA	• Deans • Department Heads • Marketing and Government Relations	• Next Clarus survey

Goal 4: Position the College for Leadership in Community Engagement

Objective	Strategy	Lead Responsibility	Resources	Timeframe and Benchmark
• Develop a "lifelong learning" initiative for adults	• Identify point person for developing initiatives • Create educational programming aimed at 50+ • Create opportunity for older adults to meet on campus for speaker and conversation	• DACE Dean	• Marketing and Government Relations • Deans	• Fall 2010 for point person • Program roll out by Fall 2011
• Develop community initiatives	• Create partnerships with faith-based community • Create partnerships with ethnic communities	• DACE Dean	• Office of Diversity and Equity • Deans	• Fall 2010-Fall 2013
• Increase initiatives with SDP consistent with Imagine 2014, and with other school systems	• Explore creation of middle college • Explore CCPTV educational opportunities for partnerships	• DACE Dean	• Deans	• Fall 2013

APPENDIX A

Features of a Quality Learning Experience

What is important to those of us who teach at Community College of Philadelphia?

I. Enhancing teaching/learning

   a. The instructor provides a preview of the journey to be taken.
   b. The instructor explains not only what is to be studied, but why it is to be studied.
   c. The instructor provides clear goals. It should be clear to both teacher and students what will be gained by taking this course.
   d. The instructor introduces students to the key terms/concepts of the discipline.
   e. The instructor offers students a chance to make discoveries.
   f. The instructor engages students in hands-on activities.
   g. The instructor links the course to students' experiences, academically and otherwise.
   h. The instructor introduces content with expertise and excitement.
   i. The instructor makes students aware of or encourages them to examine their own assumptions about a topic (especially in the social and behavioral sciences where students often hold conscious or unconscious assumptions about topics).
   j. The instructor explains the criteria for assessment.
   k. The instructor uses various methods of assessment.

II. Class sessions are characterized by:

   a. an atmosphere of intellectual challenge and support created by professor and the students;
   b. a pragmatic approach: The demands on students, while rigorous, are

clear and respectful, possible and predictable.
c. a student-centered approach: Learning activities will challenge, puzzle,
   and otherwise engage students in problem-solving, case-study,
   researching, and deliberation for the sake of individual and
   collaborative learning.

III. <u>Impact on students</u>:

   a. The course imparts potentially useful knowledge to the student (e.g., in
       terms of job preparation, citizenship, life-long learning).
   b. The course increases students' abilities in fundamental areas such as
       reading comprehension and interpretation, written expression,
       quantitative reasoning, etc. (Not all courses improve all areas, but all
       courses should improve at least one.)
   c. The course inspires students to pursue the topic further on their own
       and provides them with the tools they need to do this.

APPENDIX B

Policy Analysis Guidelines and Format

Policy analysis includes a consideration of the following questions:

1. What goal is sought to be achieved by the policy?
2. Is there a clear procedure to follow in the case of violation of the policy?
3. Is the policy internally consistent?
4. Is the policy consistent with other College policies and guidelines?
5. Is the policy complete in terms of attendant procedure?
6. Is the policy easily accessible by those who should be aware of the policy?
7. Is the policy complete in itself or may it be supplemented or superseded by departmental, discipline or faculty policy?
8. If appropriate, does the policy provide for record-keeping to assist in the future assessment and revision of the policy?
9. Does the policy include a plan for subsequent evaluation? (Subsequent evaluation should include a consideration of whether the implementation of the policy has been effective and consistent and whether the policy is serving its stated goal.)

Policy format includes the following:

1. Brief history (if applicable) of the policy
2. Statement of Intent
3. Definitions
4. Policy Statement
5. Procedure Statement (including indication of who bears responsibility for what)
6. Statement of Completeness / Referral to Other Sources if Applicable
7. Required record-keeping
8. Evaluation Plan

APPENDIX C

QUALITY INDICATORS

Student Learning Outcomes – Standard 14 in Characteristics of Excellence states that "Assessment of student learning demonstrates that the institution's students have the knowledge, skills and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals." It further states that the "institution must articulate statements of expected student learning at the institutional, program and individual course levels..."

Examples of outcomes measures include: graduation rates, pass rates on certifying examinations, student GPA in core courses.

INDICATOR	4	3	2	1	0
Student Learning Outcomes	Clearly articulated and documented expectations of student learning outcomes at the program and course levels. Evidence of the use of outcomes data to inform programmatic directions.	Clearly articulated and documented expectations of student learning outcomes at the program and course levels. Plans for the use of outcomes data to inform programmatic directions to include specific timelines.	Articulated and documented expectations of student learning outcomes at the program and course levels. No formal plan for collection or use of data.	Articulation of student learning outcomes at only the program or course level. No articulation for collection or use of data.	No articulation of student learning outcomes at the program or course level.

QUALITY INDICATORS

Professional Development - Professional Development is an important function in support of the College's mission and refers to a coherent, diverse array of activities that lead to documented improvement in the knowledge, performance and satisfaction of employees. Thus Professional Development activities impact program innovation and quality.

INDICATOR	4	3	2	1	0
Professional Development– Full Time Faculty	100 to 90% of the full time faculty have engaged in professional development activities in the past year related to their discipline.	89% to 80% of the full time faculty have engaged in professional development activities in the past year related to their discipline.	79% to 70% of the full time faculty have engaged in professional development activities in the past year related to their discipline.	69% to 60% of the full time faculty have engaged in professional development activities in the past year related to their discipline.	Fewer than 60% of the full time faculty have engaged in professional development activities in past year related to their discipline.

Faculty Evaluation - Faculty evaluation is an important component of quality assurance. Academic programs must establish procedures for fair review of faculty performance that is both developmental and summative.

INDICATOR	4	3	2	1	0
Faculty Evaluation	The program has an established and approved plan for evaluation of full and part time faculty and has used the plan to guide continuous improvement.	The program has a plan for faculty evaluation that is approved and implemented but the information is not used to guide continuous improvement.	The program has an approved plan but implementation is limited.	There is sporadic review of faculty but no plan.	There is no program evaluation of faculty.

QUALITY INDICATORS

Faculty Engagement – Full time faculty serve a critical role in ensuring that the College meets its mission. The Commission on Higher Education of the Middle States Association standards on excellence support faculty participation in "academic, professional, research and service programs."

INDICATOR	1	3	2	1	0
Faculty Engagement	At least 90% of full time faculty are engaged in department and college activities	At least 80% of full time faculty are engaged in department and college activities	At least 70% of full time faculty are engaged in department activities and/or college activities	At least 60% of full time faculty are engaged in department activities and/or college activities	Fewer than 60% of full time faculty are engaged in department and/or college activities

Accreditation - Accreditation is a process in which certification of a competency, authority, or credibility is presented in a specified subject or area of expertise. Accreditation also refers to the fact that the college maintains the integrity of the program based on the standards of a duly recognized and respected accrediting organization. The accreditation process ensures that the college's certification practices are acceptable, typically meaning that they are competent to test and certify third parties to behave ethically, and employ suitable quality assurance measures. This measure may not apply to all programs.

INDICATOR	4	3	2	1	0
Accreditation	Latest program accreditation review results in reaccreditation for the maximum number of years and recognition or commendation.	Latest program accreditation review results in reaccreditation for the maximum number of years.	Latest program accreditation review results in reaccreditation for less than the maximum number of years.	Latest program accreditation review results in probationary status.	Latest program accreditation review results in a withdrawal of accreditation.

QUALITY INDICATORS

Facility Oversight - As noted in Middle States Standard 3, the effective and efficient uses of the institution's resources (including facilities) are analyzed as part of ongoing mission-based outcomes assessment. This measure may not apply to all programs.

INDICATOR	4	3	2	1	0
Facility Oversight	The program has a facility plan, which includes assessment of program facilities and identifies suggestions for improvement.	The program faculty are engaged in systematic review of program facilities and have communicated any facility needs to the College administration.	The program faculty are engaged in sporadic review of program facilities and are aware of any facility needs.	Program faculty react to facility issues that develop but do not engage in review of the facilities associated with the program.	The program faculty do not engage in any review of the facilities associated with the program.

QUALITY INDICATORS

Programmatic Alliances – Alliances involve a collaboration intended to strengthen the ability of a program to accomplish its goals. The benefits from the alliance are expected to be greater than those that would accrue from individual efforts. Examples of potential strategic alliances include:

1. Partnerships with regional employers
2. Partnerships with community based agencies
3. Partnerships or agreements with educational institutions
4. Collaboration with professional organizations
5. Active, external advisory committee

INDICATOR	4	3	2	1	0
Programmatic Alliances	Program faculty have established at least one external alliance and there is evidence of beneficial outcomes from the relationship.	Program faculty have established at least one external alliance and is actively engaged in maintaining the relationship.	Program faculty have established at least one alliance but there is no or limited engagement.	Program faculty are discussing potential alliances.	Program faculty have not considered potential alliances.

QUALITY INDICATORS

Academic Program Innovation – Innovative programs continuously advance new approaches to teaching and learning. They embrace changes to help students achieve academic performance outcomes.

INDICATOR	4	3	2	1	0
Academic Program Innovation	Program faculty are engaged in continuous development of innovative practices that have been shared with other professionals (e.g., at a conference; in a publication).	Program faculty use multiple innovative practices to maximize program outcomes. Data has informed programmatic decision making and planning.	Program faculty have implemented at least one innovative practice within the past two years.	Program faculty have identified at least one innovative practice for consideration.	Program faculty do not engage in discussion or implementation of innovations for the program

Strategic Planning - Standard 2 in Characteristics of Excellence states that "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."

INDICATOR	4	3	2	1	0
Strategic Planning	A program strategic plan is developed and there is evidence that the plan is used for decision making	A program strategic plan is in place but has not been used for decision making.	Program faculty are engaged in the creation of a strategic plan or are engaged in fulfilling a list of program goals/objectives.	Program goals/objectives identified but little or no work toward completion.	No evidence of program goals/objectives.

VIABILITY INDICATORS

Documented Need – The following chart provides guidelines for use when A.A.S. career programs are evaluating whether there is an employer need and an occupational demand for programs preparing graduates for High Priority Occupations as identified by the Commonwealth of Pennsylvania.

1. The program is primarily occupational and includes an occupational title identified by the Commonwealth of Pennsylvania as a High Priority Occupation (HPO).
2. The occupation is not identified on the *Statewide High Priority Occupations* list, but the local/regional WIB (Workforce Investment Board) has documented employer need for the career program in Philadelphia and individual employers have formally identified the workforce need in Philadelphia.

INDICATOR	4	3	2	1	0
Documented Need	The Commonwealth of Pennsylvania approves the program as preparing graduates for a High Priority Occupation (HPO).	The occupation is not on the Statewide HPO list, but the Regional High Priority Occupation Application has been approved for a HPO program in the Philadelphia region.	The occupation is not on the Statewide HPO list, but employer documentation and Philadelphia WIB data has been secured indicating the career program is preparing graduates for an occupation considered in demand in the Philadelphia area.	The occupation is not on the Statewide HPO list. The program faculty have identified at least three local employers who have a workforce need and who are willing to support the program (e.g. serving on an advisory committee).	The occupation is not on the list Statewide High Priority Occupations (HPO) list. Program faculty are unable to document an employer-based workforce need or a career demand for the program in the City of Philadelphia.

VIABILITY INDICATORS

Enrollment – Enrollment figures are based on College defined numbers at specified periods of time.

INDICATOR	4	3	2	1	0
Enrollment	90% of capacity enrollment or enrollment growth of at least 10% over prior year	80% of enrollment capacity or enrollment growth of at least 5% over prior year	70% of enrollment capacity or enrollment growth 2% over prior year	60% of enrollment capacity	Enrollment is less than 60% of capacity

Cost to Operate – The College produces data on department and program costs on an annual basis. These costs are based on all course offerings (main campus, regional centers, distance education and other off campus sites). Costs are delineated as cost per credit hour produced and as direct cost per FTE. The definition of direct cost is all expenses charged against the instructional cost center plus an allocation of fringe benefits

INDICATOR	4	3	2	1	0
Cost to Operate	Cost per credit hour and direct cost per FTE for the program are both among the five least costly programs.	Cost per credit hour and direct cost per FTE for the program are both between the five least costly programs and the median.	Cost per credit hour and direct cost per FTE for the program are both in the range slightly above or below the median for program cost.	Cost per credit hour and direct cost per FTE for the program are both at the median and the top five most costly programs.	Cost per credit hour and direct cost per FTE for the program are both among the five most costly programs.

VIABILITY INDICATORS

Benefit – refers to the fact that the program contributes to the fiscal, strategic, and mission related goals of the College. The Benefit of the program can be demonstrated in the following ways:

1. The program supports the goals and objectives of the major plans of the College (e.g. Strategic Plan, Academic Master Plan, Enrollment Management Plan, Diversity Plan, Technology Plan).
2. The program has been responsible for bringing positive name recognition to the College through
   a. Program or co-curricular activities that have enhanced the image of the College on a local or national level (e.g. programs with high school students, professional development activities for external groups, providing a direct service to the community, etc.)
   b. Faculty expertise, faculty publications and/or presentations, awards, publicity, and/or citations that speak to program excellence.
3. The program has brought in revenue beyond tuition and fees through donations or successful grant funded projects that support the mission and goals of the program and the College and contribute to faculty development and/or student success.
4. Innovative and creative nature of the program distinguishes it from other programs in the area.
5. Only program or one of a limited number of programs in the Philadelphia area whereby the program is so significant to the College that not to have the program would have a negative consequence for the College.
6. Excellence of the program is recognized by key partnerships in the Philadelphia area.
7. Program supports, to a great extent, other areas of the College that would suffer if the program were not active.
8. Program meets a designated need of the city and/or region.

INDICATOR	4	3	2	1	0
Benefit	Program is able to demonstrate achievement of 6 to 8 of the above items.	Program is able to demonstrate achievement of 4 to 5 of the above items.	Program is able to demonstrate achievement of 2 to 3 of the above items.	Program is able to demonstrate one of the above items.	Program cannot demonstrate any of the above items.

<h1 style="text-align:center">VIABILITY INDICATORS</h1>

Fall to Fall Retention - Retention figures are based on College defined numbers which track the reenrollment of full and part-time students in a least one college level course after their first year at the College.

INDICATOR	4	3	2	1	0
Fall to Fall Retention	Retention rate is 90% or is in the top quartile for the College	Retention rate is 80% or is in second quartile for the College	Retention rate is 70% or is at the College median or mean	Retention rate is 60% or is in the third quartile for the College	Retention rate is below 60% or in the lowest quartile for the College.

Fall to Spring Retention – Retention figures are based on College defined numbers. These numbers are based on the reenrollment in the second semester for new full and part-time students in the fall semesters.

INDICATOR	4	3	2	1	0
Fall to Spring Retention	Retention rate is 90% or is in the top quartile for the College	Retention rate is 80% or is in the second quartile for the College	Retention rate is 70% or is at the mean or the median for the College	Retention rate is 60% or is in the third quartile for the College	Retention rate is below 60% or in the lowest quartile for the College.

Graduation Rates – refers to the percent of students who receive an associate's degree or certificate from the college.

INDICATOR	4	3	2	1	0
Graduation Rates	90 to 100% of the students successfully complete courses resulting in a certificate or degree within 6 years.	80 to 89% of the students successfully complete courses resulting in a certificate or degree within 6 years.	70 to 79% of the students successfully complete courses resulting in a certificate or degree within 6 years.	60 to 69% of the students successfully complete courses resulting in a certificate or degree within 6 years.	Fewer than 60% of the students successfully complete courses resulting in a certificate or degree within 6 years.

VIABILITY INDICATORS

Transfer rates – refers to the percent of students who transfer from the College within 6-12 months of the date of their graduation to a college or university. Transfer rates are for students in AA or AS programs.

INDICATOR	4	3	2	1	0
Transfer rates	90 to 100% of the students successfully transfer within 6-12 months after graduation.	80-89% of the students successfully transfer within 6-12 months after graduation.	70-79% students successfully transfer within 6-12 months after graduation.	60-69% of students successfully transfer within 6-12 months after graduation.	Fewer than 60% of students successfully transfer within 6-12 months after graduation.

Employment of graduates- The College Mission indicates that students are enabled to "….meet the changing needs of business, industry and the professions. The ability of graduates to secure employment after graduation is important to the economy.

INDICATOR	4	3	2	1	0
Employment related to field of studies shortly after graduation	90-100% of program graduates are employed within 6 months of graduation	80-89% of program graduates are employed within 6 months of graduation	70-79% of program graduates are employed within 6 months of graduation	60-69% of program graduates are employed within 6 months of graduation	Fewer than 60% of graduates are employed within 6 months of graduation