

Community  
College  
of Philadelphia



Academic  
Affairs

# Academic Master Plan 2014-2017



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## Academic Affairs Master Plan

2014-2017

### Introduction

The 2010-2013 Academic Affairs Master Plan described the process of academic planning as “continuous” and one that enables Community College of Philadelphia (CCP) to more effectively fulfill its mission. The central objective of that planning effort was “to promulgate a comprehensive vision to guide academic development for the future.” The vision that guided the planning process was grounded in the fundamental mission of the College and the goals, directions and priorities for the future of Community College of Philadelphia. The College’s vision and ideals that flowed from the mission statement provided the basis for the Academic Master Plan.

Significant accomplishment of the objectives delineated in the 2010-2013 Academic Master Plan paved the way for developing a plan for the next three years. Highlights of these accomplishments include:

- Increasing the number of students who have experienced high impact practices.
- Significant growth in on line learning.
- Introduction of My Degree Path.
- Implementation of Level One workshops for developmental students.
- Implementation of a new, enterprise-wide learning management system (Canvas).

As Academic Affairs considered the planning process for the next cycle, there was a widely held belief that it would be extremely beneficial to engage an even greater number of individuals, representing a greater range of constituencies earlier in the process. Guidelines for Creation of the Academic Master Plan 2014-2018(see Appendix) were created which set out a strategy for this to occur.

In order to implement this strategy, Academic Affairs used a “bubble up” approach to identify new directions and priorities. Shortly after the Guidelines were issued and discussions began, it became clear that it would be advantageous to align the time line of the Academic Affairs master plan more closely to that of the College’s Strategic Plan. Therefore the decision was made to change the time frame of the Academic Affairs Plan to 2014-2017. Meetings were held throughout the planning process to encourage ideas to “bubble up” to guide planning efforts. The first series of meetings were held at the departmental and staff levels to enable broad based understanding and support. Guiding questions and resource material to include Institutional Research Reports, the Academic Affairs Mission and Vision Statements were made available. Faculty and department heads were asked to consider future directions in their disciplines, best practices and any other data available in their areas when thinking about how to shape the new plan. Students were also included in a focus group. Subsequent meetings were held at the Divisional level to draw together the ideas that had emerged within their areas. The Deans and the Vice President for Academic Affairs then met to look for connections across areas, focusing on major themes and recurring issues. Sixteen topics were common throughout. These were refined and further consolidated into six major themes. The draft plan was presented to the College community during Professional Development Week and feedback was incorporated into the document.

This strategy resulted in greater participation across all constituencies. Through the process of actively engaging faculty and staff in Academic Affairs, informative, reflective and thoughtful insights emerged to help guide the 2014-2017 Academic Master Plan.

The resulting Plan is also consistent with the direction set forth in the College's Strategic Plan 2013-2017. 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.

The planning document outlines the goals, objectives and strategies that emerged from this process.

The six major themes defined as critical areas for the future are:

- Learning Environment
- Curricular Pathways
- Transitions/Academic Bridges
- Technology
- Institutional Culture
- External Relationships

These themes also align with the context of the changing landscape in higher education and have a clear focus on student success. Each theme begins with the internal and /or external context that helped shape the plan.

## **I. Learning Environment**

In its 2012 report, "Reclaiming the American Dream: Community Colleges and the Nation's Future", the American Association of Community Colleges challenged community colleges to "re-imagine their purposes and practices in order to meet the demands of the future, optimizing results for individuals, communities and the nation." Among their recommendations they encouraged community colleges to move "from individual faculty prerogative to collective responsibility for student success, from a focus on teaching to a focus on learning, and from a culture of isolation to a culture of collaboration."

CCP's most recent Facilities Master Plan, the current Enrollment Management Plan, the current Academic Master Plan and the Strategic Plan for 2013-2017 all focus on the need to support the learning experience of students by creating an infrastructure that fosters student success. Since learning does not occur in a vacuum, the physical environment must play a key role in meeting these challenges.

Research has shown that the physical environment does impact learning. Several student development models (e.g. Pascarella, E.T. and Terenzini, P.T., 1991; Fleming, 2005) assert that the physical environment can influence student success in a college environment. In addition, the introduction of information technology into every aspect of our lives has led educators and students to think differently about where, when and how learning takes place. Thus a true learning environment must take into account the totality of the surroundings and conditions in which learning occurs.

*Strategic Plan Goal I.D – Community College of Philadelphia' environment and operations will reflect a commitment to student achievement.*

Goal 1 – Enhance and expand facilities to continue to support the learning, discovery and work environments across the College.

Objective A – Develop recommendations for learning and space utilization taking into account current and future strategies and best practices for teaching and learning.

Strategies:

- Identify the current and future facilities needs based on programmatic requirements and future needs.
- Create an Academic Facilities Plan for each program, divisional area and for the Regional Centers that documents the use of current space and the need for either new space or re-designed space.
- Recommend learning environments that optimize the student’s educational experience.
- Identify areas utilized by Academic Affairs that need attention in regards to preventive maintenance and recommend a time line for the accomplishment of these renovations.
- Provide leadership for the Facilities Master Plan to develop optimal learning environments on Main campus and at Regional Centers.

Objective B – Identify opportunities for expansion of College programs or academic services at new locations.

Strategies:

- In concert with development of the Facilities Master Plan, document the need for additional academic programs and services and determine the facility needs for such programs at new sites.
- Identify the resources that would be needed to expand programs and services.
- Determine the strengths and weaknesses of any academic expansion.
- Develop an implementation time line for expansion.

Outcome Metrics:

- ✓ At least 60% of the College’s programs will have created an academic facilities plan by the end of the third year of the academic master plan.
- ✓ Potential off campus sites will be identified and will include a cost benefit analysis.
- ✓ At least 30% of renovations will have been completed after the first year of the plan; 60% at the end of the second year of the plan and 90% at the end of the third year of the plan.
- ✓ All Regional Centers will have an academic plan that articulates a vision and strategy for growth.

Goal 2 – Optimize the current master schedule and the College Calendar to meet both external requirements and programmatic requirements.

Objective A – Identify a viable course master schedule that provides flexible and effective opportunities for learning to occur.

Strategies:

- Identify current scheduling problems and provide recommended solutions based on programmatic student-based needs.

- Maximize scheduling options for the use of current space.
- Review course offerings to ensure that courses are offered to maximize student enrollments on and off campus.

**Objective B** – Create and implement an efficient and productive process for Course Schedule Maintenance that optimizes the use of space.

Strategies:

- Automate the course maintenance process so that changes to the schedule are minimal.
- Develop a three-year course maintenance schedule that coincides with processes in other areas of the College.

Outcome Metrics:

- ✓ At least 75% of the Academic departments will report a high level of satisfaction with the course master schedule.
- ✓ On the Noel-Levitz Survey, students’ satisfaction with course availability will increase.

## **II. Curricular Pathways**

The American Association of Community Colleges’ report “Reclaiming the American Dream” calls for a “reimagining” of the community college of the future. In this new vision, the students’ educational experiences would be redesigned with the following features: students are genuinely welcomed on entry and are assessed with multiple measures; students would be required to participate in orientation and there would be multiple opportunities for creating connections on campus; a strong advisement model that would help students set goals and ensure they create a clear path for attaining those goals; students complete a student success course in their first semester and enter a structured program of study; and accelerated basic skills or developmental education is embedded in redesigned curricula. The Report also calls for: clear pathways to stackable credentials, meaningful certificates and degrees are transparent; student support services are aligned with student needs and schedules and are integrated in curricular pathways; teaching strategies promote active learning and extensive interaction; assessment of student learning outcomes is integrated into all educational experiences; and a culture of evidence and accessible data informs decision making.

*Strategic Plan Goal I (A. - D.) - 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 21<sup>st</sup> century skills.*

*Strategic Plan Goal 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.*

Goal 1 – Ensure coherent structured curricular pathways to certificate and degree completion for all programs.

Objective A – Ensure current program requirements facilitate retention and persistence for the 21st Century Learner.

Strategies:

- Establish guidelines for program review focusing on coherence, limiting choices, greater structure.
- Delineate curricular pathways and revise as needed.
- Utilize degree audit technology to create clear and transparent curricular pathways for students.

Objective B – Revise the Culture Science and Technology and Liberal Arts – General option Curricula.

Strategies:

- Incorporate models for prescribed curriculum and course taking.
- Include mandatory “first year experience” course.
- Incorporate high impact practices e.g. study abroad, research and collaborative practices.
- Incorporate curricular support structures to include mentors or coaches.
- In collaboration with Student Affairs, establish milestones and triggers for promoting timely completion to degree.

Objective C – Establish clear pathways for pre-health and pre-science students.

Strategies:

- Create a Health Science Degree program that will enable students interested in Health Care to tailor their course of study to either a transfer or career option at the conclusion of the degree.
- Provide stackable credentials in the Health Science Degree to increase career options for students.
- Develop career maps for science and health careers to guide students in their choice of a certificate or program.

Outcome Metrics:

- ✓ New student cohort persistence rates will increase by 8% in fall to spring; fall to fall, spring to fall and spring to spring categories.
- ✓ The student cohort three year and six year graduation rates for new full and part time students will increase by 4%.

Goal 2 – Re-design Developmental Education.

Objective A – Accelerate student progress to college level coursework.

Strategies:

- Create a Foundational Math department.
- Create Writing, Reading and Math accelerated pathways to the degree.



- Pilot and evaluate alternative models for structuring of developmental coursework.

Outcome Metrics:

- ✓ In support of the institutionally delineated outcomes, the percent of first time students who require developmental coursework in math and English who successfully complete developmental coursework within the first year of enrollment will increase by 8%.

**Goal 3 – Align curricular offerings to meet regional needs.**

Objective A – Develop innovative new curricula aligned to industry priorities.

Strategies:

- Make more effective use of Advisory Committee input.
- Outreach to employers to identify curricular gaps.
- Identify appropriate industry credentials for program offerings.
- Utilize environmental scans to identify potential programmatic opportunities.

Objective B – Strengthen Honors opportunities.

Strategies:

- Develop additional flexible options for students, e.g. part time links, Regional Center offerings, online and hybrid delivery.
- Encourage additional disciplines to create Honors designated courses.
- Create clear pathways for program entrance and exit and increase outreach to Philadelphia high school students.
- Create formalized articulation agreements with baccalaureate partners.

Outcome Metrics:

- ✓ The percent of career program graduates employed in a job related to their program of study twelve months after graduation will increase by 10%.
- ✓ CSSE student satisfaction data on workforce preparation measures increases by 1%.
- ✓ The number of students involved in Honors opportunities increases by 10%.

**Goal 4 – Accelerate degree attainment through non-traditional pathways.**

Objective A – Create clear pathways from non-credit to credit learning.

Strategies:

- Provide students in CCP non-credit programs with clear information on college enrollment and degree options.
- Work with external partners providing non-credit courses to align programmatic expectations.
- Align internal non-credit program expectations with college program entrance requirements.

Objective B – Increase opportunities for students to acquire credits based upon prior learning assessment.

Strategies:

- Align external credentials to CCP credit offerings.
- Engage departments in review of College Level Examination Program (CLEP), Advanced College Experience (ACE), and Advanced Placement (AP) opportunities.
- Create guidelines for portfolio review.
- Engage departments in consideration of credit by exam alternatives.

Objective C – Expand alternative delivery pathways.

Strategies:

- Develop additional hybrid offerings across a range of disciplines.
- Create opportunities for students to acquire credits through alternative paths such as Massive Open Online Courses (MOOC).

Outcome Metrics:

- ✓ The number of credits awarded annually based on assessment of prior learning will increase by 100%.

Goal 5 – Expand Learning beyond the Classroom.

Objective A – Utilize the city as our laboratory /classroom.

Strategies:

- Integrate the resources of the city into courses and programs.
- Revise existing courses to include a service learning component and consider service learning in new course and program development.
- Explore secure funding and establish an infrastructure of support for the Center for Law and Society to sustain their role in connecting students to the community.
- Develop research opportunities through the Center for Science Education to prepare students to the workforce and transfer.

Objective B – Increase global awareness.

Strategies:

- Expand study abroad opportunities.
- Explore secure funding and establish an infrastructure of support for Center for International Understanding to continue faculty development and student opportunity to create a globally competent community.
- Utilize technology to increase opportunities for global awareness and communication.

Outcome Metrics:

- ✓ CCSSE results indicate an increase in student survey responses to Active and Collaborative Learning measures to include working with students outside of class' participation in a community based project as part of a course.

- ✓ CCSSE results indicate an increase in student survey responses to Student Faculty Interaction measures.

Goal 6 – Ensure that a quality general education experience is offered to all students.

Objective A – Complete the cycle of assessment of General Education/Core Competencies and evaluate the appropriateness of the current general education/core competencies as well as the effectiveness of the measures.

Strategies:

- Complete assessment of remaining Gen Ed/Core Competencies: Quantitative Reasoning, Scientific Reasoning, Effective Communications.
- Complete additional assessments as recommended by the General Education Review Committee (Department Heads).
- Based on results of assessments propose revisions as warranted.
- New Gen Ed/Core Competencies structure including requirements, assessment metrics and schedule, and a highlight of any changes will be distributed and posted to the College community end of Fall 2014 for implementation Spring 2015.

Objective B – Establish stronger connections between Gen Ed/Core Competencies and Program and Course level Student Learning Outcomes as well as outcomes for other areas in the College.

Strategies:

- Develop maps for all curricula, nesting program outcomes to Gen Ed/Core Competencies.
- Develop a searchable database for course level outcomes and their connection to Gen Ed/Core Competencies.
- Include these connections as a metric in future Program Audit/Quality and Viability Indicators (QVI) and Course Creation/Revision processes as well as audits for functional areas.

Objective C – Ensure students have adequate options for fulfilling Gen Ed/Core Competency requirements.

Strategies:

- Assess Gen Ed/Core Competency course availability from student feedback and course taking patterns.
- Increase the number of Gen Ed/Core Competencies that can be met within a curriculum by required discipline courses.

Objective D – Strengthen ties between Gen Ed/Core Competencies and Extra- and Co-curricular activities.

Strategies:

- Map extra- and co- curricular activity outcomes to Gen Ed/Core Competencies.
- Assess activities outcomes.

### Outcome Metrics:

- ✓ 35% of activities will be mapped annually, totaling 100% by year 3.
- ✓ Assessment plan formalized and 20% of programs assessed at least once.
- ✓ Core Competency/Gen Ed assessment measures will have a statistically significant increase in each area.
- ✓ CCSSE student satisfaction data on general education skill development will increase 1%.
- ✓ Program and course level outcomes are aligned with Gen Ed/Core Competencies as evidenced on syllabi and in the catalog.
- ✓ The percent of programs in which more than 50% of the general education requirements can be met by required courses increases.

### **III. Transitions/Academic Bridges**

Community Colleges are at the forefront of offering educational opportunities to low income, underserved populations by working with high schools to better prepare students for college readiness, by offering quality academic and support services for currently enrolled students, and by ensuring a seamless transfer of credits to four year colleges and universities. The American Association of Community Colleges' report "Reclaiming the American Dream" sets forth imperatives for community colleges to redesign students' educational experiences; reinvent institutional roles; and reset the system to create incentives for students and institutional success.

CCP promotes pathways for entering students to achieve their educational goals, provides academic programs and supports to currently enrolled students, and also builds bridges for CCP students to continue their education at the baccalaureate level. The following goals will ensure that these pathways are built upon academic excellence and are surrounded with quality academic support services.

*Strategic Plan Goal I (A. - D.) - 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 21<sup>st</sup> century skills.*

Goal 1 – Create a seamless bridge for entry into CCP that facilitates college readiness.
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Objective A – Align expectations for high school completion with college ready skills to increase the number of students who persist from first to second year of enrollment.

#### Strategies:

- Implement Bridge Programs for entering students in need of developmental work in English and Math.
- Within a programmatic context, implement diagnostic placement testing with Philadelphia high school students.
- Conduct an analysis of Philadelphia students' high school GPA and their grades in English and Math and their results on the College Placement Test.
- Upon Pennsylvania's adoption of the Common Core, align standards to college level entry.

Objective B – Redesign the College’s placement process for prospective students to include multiple measures of assessment.

Strategies:

- Analyze the outcomes of the retesting pilot and if results are positive, expand to include re-testing to other levels of placement.
- Examine placement of students who score near the cut off on the College’s placement test and accelerate them to the next higher level of placement.
- Non-cognitive tools will be reviewed to potentially be incorporated into the placement process.

Objective C – Create multiple pathways for entering students.

Strategies:

- Develop multiple pathways for entering students from Literacy Programs, Non-Credit Programs, Non-Credit to Credit Programs, and Developmental Education remediation without expending financial aid.
- Increase partnerships with secondary institutions to make it possible for more high school students to experience success in college.
- Bring successful developmental education strategies to scale to have a positive impact on students’ abilities to enter and succeed in college-level studies.
- Build educational plans for students, based upon placement levels and recommendations that align to credit and/or non-credit options.
- Collaborate with Student Affairs to create electronic educational maps.

Outcome Metrics:

- ✓ In support of the institutionally delineated outcomes, the percent of first-time students who require developmental education in mathematics, English and reading, based on placement testing, who successfully completed developmental coursework within the first year of enrollment will increase by 8%.
- ✓ The percent of students entering the College directly from Philadelphia public schools that require developmental education coursework prior to enrolling on the College-level courses will decrease by 10%.

Goal 2 – Enhance academic support services for students enrolled at CCP.

Objective A – Integrate a Learning Commons approach to academic support services of the Library, Learning Lab and Student Academic Computer Centers at CCP’s Main Campus and Regional Centers.

Strategies:

- Build greater collaboration among the Library, Learning Lab and SACC in methods of delivery of services.
- In collaboration with the facilities master plan, create a timeline for the development of a Learning Commons model at Main Campus and Northwest Regional center.

Objective B – Enhance academic advising services for students.

Strategies:

- Provide training for CCP students on advising tools to assist them in their educational planning and assess effectiveness of training. These tools include My Degree Path which provides consistent and meaningful direction to students that facilitate the monitoring of students’ academic progress toward degree completion.
- Provide training for CCP faculty on advising tools to assist them when advising students with their educational planning and assess the effectiveness of training. These tools include My Degree Path which provides consistent and meaningful direction to students that facilitate the monitoring of students’ academic progress toward degree completion.
- Develop alternative models for academic advising that incorporate best practices.

Objective C – Increase students’ persistence beyond their first year of enrollment.

Strategies:

- Creation of a “First Year Experience Course” to align with the redesign of the Liberal Arts Curriculum.
- Increase and assess academic support services so that students will reduce the time they are required to spend in developmental education and strengthen students’ subsequent achievements in college-level coursework.
- In collaboration with Student Affairs, establish interventions for students in developmental education courses, who receive an early alert, to offer a plan to improve.
- Review the Center on Disability’s current services and redesign approaches to meet best practices and increase student success.

Objective D – Enhance accessibility and usability for all CCP students across all academic services and curricular instruction.

Strategies:

- Educate the campus community about the great importance of accessibility issues.
- Conduct training for faculty and staff related to inclusion of students with disabilities and assess effectiveness.

Outcome Metrics:

- ✓ In support of the institutionally delineated outcomes, new student cohort persistence rates will increase by 8% in the following categories: fall to spring; fall to fall; spring to fall; and spring to spring.
- ✓ In support of the institutionally delineated outcomes, the student cohort three year and six year graduation rates for new full and new part-time students will increase by 4%.
- ✓ Students’ satisfaction levels on the Noel Levitz Student Satisfaction Survey Student Services and Campus Climate indices will increase by 0.5 from previous survey.
- ✓ CCP’s performance on The Community College Survey of Student Engagement (CCSSE) Benchmark on Student Effort will indicate an increase annually.

Goal 3 – Build an academic bridge for CCP students to workforce opportunities and transfer to baccalaureate institutions.

Objective A – Outreach to employers to assess the needs of the community and integrate these needs into academic support services planning and curriculum design.

Strategies:

- Utilize Curriculum Advisory Committee members and other Philadelphia employers to identify the skills CCP students need to be workforce ready.
- Workforce ready skills will be incorporated into curriculums and academic support services.

Objective B – Establish seamless transfer articulation agreements with baccalaureate institutions to increase graduation and transfer rates.

Strategies:

- Transfer and Articulation Oversight Committee (TAOC) cycle of alignment will be reviewed and completed annually.
- Review effectiveness of dual admissions programs and update agreements.
- Partner with the Philadelphia Multi University Campus.
- Increase the number of dual admissions agreements by at least 1 annually.

Outcome Metrics:

- ✓ The five-year transfer rate of graduates and non-graduates who leave the College and transfer each fall will increase by 5%.
- ✓ The four-year graduation rate of CCP graduates and students no longer enrolled at the College who graduate from a transfer institution will increase by 4%.
- ✓ The recent high school graduates (21 years of age or younger) in entering cohorts earning a degree or transferring will increase by 5% over the current level.
- ✓ The number of adult students (22 years of age and older) in entering cohorts earning a degree or transferring will increase by 5% over the current level.
- ✓ The percent of career program graduates employed in a job related to their program of study twelve months after graduation will increase by 10%.

#### **IV. Technology**

There is no question that technology has continued to transform teaching and learning since the last Academic Affairs Master Plan. The acceleration of new technologies continues to impact strategic planning, resource allocations and infrastructure in profound and far-reaching ways. This plan aims to provide a framework for students, faculty and staff to succeed in a globally connected, technology enabled world.

Responsibility for academic technology has always been shared between Academic Affairs and Information Technology Services. We will continue to provide alignment in the planning process, setting priorities, and accomplishing our mutual goals.

*Strategic Plan Goal III.A. – Community College of Philadelphia’s facilities and technology resources will evolve to meet future educational demands and promote successful learning.*

Goal 1 – Establish forward-thinking systems to cultivate a technology-rich, learning centered environment.

Objective A – Provide an environmentally friendly technology infrastructure that addresses the changing needs of faculty, students and administrators.

Strategies:

- Implement the classroom technology plan.
- Recognize and support the ongoing need for discipline specific equipment.
- Support students using the Learning Commons with access to up to date technology and instructional assistance on its use.
- Maximize the use of CCPTV and CCP iTunesU in courses and curriculum.
- In collaboration with ITS, support the upgrade of technology in faculty offices to encourage innovation and communication.
- Support technology needs of internal and external constituencies.
- Improve communication with faculty and staff that are both physically dispersed and have varied scheduling via videoconferencing.
- Use technology to enable a model of connected teaching and learning where teams of students, instructors, librarians, mentors for extra-curricular programs, and professional experts in various disciplines around the world are able to collaborate.
- Implement an e-portfolio system for tenure and promotion for faculty.
- Optimize the use of technology efficiencies e.g. online attendance, grading, non-essential printing, on line scheduling, syllabus repository.
- Establish technology baseline and measure progress towards technology-rich environment.

Objective B – Mobile-enabled, accessible tools are widely available.

Strategies:

- Leverage mobile technology to redesign student educational experiences by embedding opportunities for just-in-time learning.
- Develop instructional models that utilize the variety of mobile devices.
- Tablet pilot offered and assessed.

Objective C – Encourage the interconnection of systems via Single Sign On.

Strategies:

- Implement Learning Management System (LMS) integration in a way that takes into account student and faculty access needs and preferences.
- Facilitate collaborative learning opportunities that take advantage of LMS integration with 3<sup>rd</sup> parties via Learning Tool Interoperability (LTI).
- Enable access to data from multiple sources while ensuring appropriate levels of security and privacy.

Outcome Metrics:

- ✓ 100% of the classrooms are technology rich, as defined in the Classroom Technology Plan.
- ✓ Pages printed reduced by 50%. Documents scanned increased 25%, duplex printing increased 100%.



- ✓ 100% of syllabi available in Canvas.
- ✓ Faculty and staff satisfaction with technology will improve annually
- ✓ Student satisfaction measures related to technology on CCSSE and Noel Levitz will increase annually.

Goal 2 – Ensure all Academic Affairs faculty and staff have access to the training and information they need to be able to use technology effectively and creatively.

Objective A – Implement technology training that encourages experimentation to achieve quality instruction and engaged learning.

Strategies:

- Pilot issuing micro-credentials/open badges to demonstrate learning mastery.
- Support the use of online delivery for professional development.
- Support new technologies to provide high-impact experiences, such as simulations, gaming, and augmented reality.
- Provide instructional design assistance to leverage the effective use of technology use in the classroom and to assess student learning.
- Identify and develop training to encourage innovative techniques for academic units that work outside the classroom, including advising, learning labs, and the library.

Objective B – Use emerging technology to increase coordination and collaboration within Academic Affairs.

Strategies:

- Use new communication tools, including social media, to encourage broad participation.
- In collaboration with departments, develop up to date technology plans for all academic departments.
- Work with faculty and staff to envision new technology tools and redefine what is possible.

Outcome Metrics:

- ✓ Faculty and staff survey show satisfaction with training opportunities.
- ✓ 50% of faculty incorporate technology-based strategies in teaching.
- ✓ All departments will have up-to-date technology plans.

Goal 3 – Grow a quality online learning program that supports engaged, accessible learning.

Objective A – Expand quality online learning opportunities across the curricula.

Strategies:

- Hire faculty with an interest and experience in teaching online.
- Cultivate faculty awareness of open educational resources (OERs).
- Ensure that all federal, state, accreditation and accessibility policies and guidelines are implemented in a timely manner.
- Provide online student support services to ensure student success and retention.
- Schedule regular reviews of online course design using the Quality Matters rubric aligned to program audits.

Objective B – Increase the number of online and hybrid programs.

Strategies:

- Determine which program(s) to offer and work with the appropriate department heads to implement.
- Design technology rich classrooms to facilitate delivery of hybrid courses.
- Recruit faculty with an interest in teaching in hybrid mode.

Outcome Metrics:

- ✓ Success rate for online courses parallel or exceed those of on-campus courses.
- ✓ Student satisfaction with online courses increases each year.
- ✓ 5% increase in students taking online courses each year.
- ✓ Number of faculty teaching online increases 10% each year.
- ✓ Two additional degrees or certificates offered online each year.

Goal 4 – Develop tools that creatively leverage learning analytics and metrics to inform the learning process and promote student success.

Objective A – Create reports and processes that result in actionable interventions.

Strategies:

- Use My Degree Path to create clear plans to student degrees to shorten time to completion and thus affordability.
- Collaborate with our partners to create accessible and interactive statewide data systems and tools to monitor student progress.
- Provide online student evaluation of teaching for all classes, regardless of delivery method.
- Cultivate leadership in Academic Affairs to leverage the possibilities of gathering student learning outcomes via the LMS and other sources.
- Create an infrastructure to build analytics capacity, including capturing data, robust data storage, mining, and the creative talent to leverage it.

Outcome Metrics:

- ✓ Number of faculty and staff able to use analytics tools to inform decision making and planning increases and satisfaction with these tools increases.
- ✓ Student satisfaction on the Student Evaluation of Teaching survey for on line courses increases.

## **V. Institutional Culture**

Having a solid knowledge of an institution’s culture is essential to understanding organizational management and performance. Connections between departments and divisions play a vital role in creating the culture of the institution. A collaborative and student-centered environment is central to improving delivery of service to students, external stakeholders, and colleagues in and across the College community.

*Strategic Plan Goal III.D. – Community College of Philadelphia’s investment in faculty and staff will meet the emerging student development, instructional and academic support, and administrative needs.*

Goal 1 – Improve collegial, respectful, and helpful communication to all students and internal and external colleagues in Academic Affairs.

Objective A – Provide exemplary service to students throughout Academic Affairs.

Strategies:

- In collaboration with the College’s Professional Development Office, provide training and informational workshops on the delivery of high quality service.
- Create, disseminate and implement vision and guiding principles for exemplary service across Academic Affairs.
- Recognize faculty and staff in Academic Affairs who exhibit exemplary service to students through Academic Affairs newsletters, email blasts, ceremonies, and in Canvas.

Objective B – Create an environment of collegiality towards all internal and external colleagues and constituents.

Strategies:

- In collaboration with the College’s Professional Development Office, provide training and informational workshops on improving collegiality and communication in the workplace environment.
- Create, disseminate and implement vision and guiding principles for collegiality across Academic Affairs.
- Recognize faculty and staff who model collegiality in the workplace environment through Academic Affairs newsletters, email blasts, ceremonies, and in Canvas.

Outcome Metrics:

- ✓ On the Noel Levitz & CCCSE, the average scale score around student-centered service measures will increase by 0.5.
- ✓ Using the College’s workplace climate survey administered through Human Resources, establish a baseline for faculty and staff in Academic Affairs around collegiality and improve the baseline by 5% over the life of the plan.
- ✓ Increase in the number of instances the College is highlighted as an organization recognized for exemplary service and collegiality in external publications.
- ✓ Using the Best Colleges to Work For metrics, improve the College’s ratings.

Goal 2 – Increase collaboration and information sharing across academic units, between Academic Affairs and other units at the College, and stakeholders of the College.

Objective A – Foster and ensure a better system of intra and inter-departmental/divisional communication and collaboration for improved program operation and service to students.

Strategies:

- Spotlight the mission, program goal(s), services offered, and personnel of specific departments/divisions in Academic Affairs to the College community through Academic Affairs-produced newsletters, email blasts, ceremonies and in Canvas.

- Create increased avenues for departmental/divisional collaboration and information sharing on topics aligned to the mission and work of Academic Affairs through the facilitation of intra/inter-departmental/divisional exchanges.

Objective B – Actively engage an increased number of students as stakeholders in Academic Affairs providing opportunities for their voices to be valued.

Strategies:

- Engage current student leaders across campus as involved participants in various and relevant committees and task forces in Academic Affairs.
- In collaboration with Student Affairs, identify and engage new and emerging student leaders representative of the diverse population of the College to become actively involved in relevant committees and task forces in Academic Affairs.
- Using a workplace climate survey establish a baseline for faculty and staff in Academic Affairs around collaboration and information sharing.

Outcome Metrics:

- ✓ Improve faculty and staff impressions of workplace climate by 5% over the life of the plan.
- ✓ Increase in the number of opportunities for student leaders and in the number of student leaders actively participating on committees and task forces in Academic Affairs.
- ✓ Student satisfaction levels regarding campus climate on the CCSSE increase by .5.

Goal 3 – Enhance professional/leadership development opportunities for faculty and staff.
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Objective A – Expand innovative programs and resources to enhance professional, career and leadership development to faculty and staff.

Strategies:

- Identify and promote new and/or currently existing professional/leadership development opportunities for faculty and staff in Academic Affairs to include focused supports for adjunct faculty members such as orientations, and mentoring opportunities via face-to-face interactions and online.
- Implement a department head mentoring program/activity utilizing past department heads and pairing them with those current to support professional and leadership development.
- Create an electronic department head handbook to be housed in Canvas.

Objective B – Create a comprehensive succession planning system for administrators within Academic Affairs that will support seamless transition of critical departmental/divisional information and history when leaders change; using online succession planning tools and resources.

Strategies:

- Document administrative functions, work flow, etc. of administrators in key positions in Academic Affairs.
- Create departmental/divisional policies and procedures manuals with the specific goal of orienting new hires to key administrative roles in Academic Affairs.

### Outcome Metrics:

- ✓ Increase in the number of professional/leadership development opportunities presented to faculty and staff in Academic Affairs.
- ✓ Increase in the number of faculty and staff attending and participating in professional/leadership development opportunities.
- ✓ Increase in the number of areas in Academic Affairs with succession plans in place for key administrative roles.

## **VI. External Relationships**

The 2013-17 Strategic Plan recognizes the importance of external relationships and collaboration with our partners and stakeholders in addressing the many internal and external challenges and opportunities.

The College's external relationships and collaborations generate essential financial and political support. As stated in the Strategic Plan, "to sustain political and financial support in the future, colleges and universities will be required to become more proactive in participating in local and regional economic and workforce development issues." These stakeholders and our partners benefit significantly from the engaged and productive alumni citizens we produce; through our efforts to improve literacy and reduce unemployment among residents by way of the education and training programs offered; as 4 year transfer institutions and employers benefit from our qualified graduates whom they attract; and the workforce system contracts with us to secure appropriate education and training for their clients.

The goals, objectives and strategies that follow are intended to enhance the College's ability to cultivate, nurture and utilize these relationships more strategically, in order to increase the mutual benefit from them in the future.

*Strategic Plan Goal II.B. – Community College of Philadelphia will implement innovative and entrepreneurial strategies for workforce training and development.*

*Strategic Plan Goal II.C. – Community College of Philadelphia will be a visible asset to the region and broadly recognized as an important economic and educational resource.*

Goal 1 – Academic Affairs will be a visible and valued asset in the Philadelphia region and broadly recognized as an important educational and economic resource.

Objective A – CCP will be the preferred partner for education in Philadelphia.

#### Strategies:

- Utilize current market research to assess the demand for academic (credit and non-credit) course offerings in Philadelphia.
- Leverage the expertise and reputation of faculty, staff, students and alumni through increased visibility.
- Increase active involvement of selected personnel with external stakeholders to publicize educational and training offerings; to enhance the Colleges image, visibility and influence; and to determine new market opportunities.
- Corporate Solutions will develop and offer innovative industry recognized credential training.
- Develop and implement an Academic Affairs Speakers Bureau.

- Organize and host an annual lecture/seminar series to highlight the expertise of faculty and staff from Academic Affairs, on topics of current interest in the City of Philadelphia.
- Develop and co-host at least one seminar, symposium or conference annually, focusing on regional economic and/or workforce development issues.

Outcome Metrics:

- ✓ Enrollments in continuing credit and non-credit courses will increase by 5% annually.
- ✓ Enrollments in new courses, workshops and industry recognized credential training will increase 5% annually.
- ✓ Market research results show an increase in favorable perceptions of the College.

Goal 2 – CCP will implement innovative and entrepreneurial strategies for workforce training and development.

Objective A – CCP will be viewed as the preferred partner for training and workforce development in Philadelphia.

Strategies:

- Implement a new Corporate Solutions Business Plan that identifies innovative and entrepreneurial strategies to increase the number of employers/client organizations and individuals served through its courses, workshops and programs, and to increase net revenues generated.
- Monitor and maintain contacts made with external stakeholders and improve the non-credit registration process.
- Develop and offer new courses, workshops and industry recognized certificates to address the needs of students, as well as clients in the workforce system.
- Leverage relationships with workforce and economic development organizations, including Philadelphia Works, the Mayor’s Commission on Literacy, the Mayor’s Office of Community Empowerment and Opportunity, the Office of Economic Opportunity, Philadelphia Industrial Development Corporation (PIDC) and non-profit organizations in the City of Philadelphia.
- Conduct bi-annual business and industry forums on topics of current interest to external stakeholders.

Objective B – CCP will be viewed as a preferred partner in providing education, training and technical assistance to small businesses and entrepreneurs in the Greater Philadelphia Region.

Strategies:

- Develop and implement a business plan for the Center for Small Business, Education, Growth & Training with a unique *value proposition* for the activities, services and programs offered to entrepreneurs and small businesses in the Greater Philadelphia Region.
- Expand programs and services to entrepreneurs and small businesses to leverage key activities of the Goldman Sachs 10,000 Small Business Initiative and expand ongoing relationships with Senior Corps of Retired Executives (SCORE), the City of Philadelphia’s Department of Commerce, PIDC, Chambers of Commerce and other service providers.

Outcome Metrics:

- ✓ The number of seminars, workshops, symposia, industry forums, and conferences offered by Academic Affairs will be increased by 10% annually.
- ✓ The number of City employees enrolled in education and training courses; total enrollments in CS education, training and workforce development course offerings; the number of employers/organizational clients served by CS; and net revenue generated by CS, each will increase by 5% annually.
- ✓ The Center for Small Business, Education, Growth & Training will serve an additional 1,000 businesses/clients.
- ✓ The Center will annually receive a rating of Satisfied or Higher from at least 80% of clients and businesses served.

## **Appendix**

### **Participants**

(Role at time of participation)

Please note that the Department Heads indicated below each held faculty meetings which included the participation of over 100 faculty members. Those faculty members' names are not listed individually below, however their participation was essential in the plan development process.

#### **Office of Academic Affairs**

Vanessa Brown, Staff

Kathy Chavis, Staff

Connie Chenery, Staff

Judith Gay, Administrator

John Jones, Administrator

John Moore, Administrator

Deborah Polekoff, Staff

Susan Tobia, Administrator

Harold Vincent, Administrator

Lynn Wagner, Administrator

#### **Division of Adult and Community Education**

Brandee Allen, Administrator

Kathryn Birster, Administrator

Don Butler, Administrator

Kimberly Daniel, Staff

Maria Diaz-Aparicio, Administrator

Desiree Rivers, Staff

Carol Smith, Administrator

Lynne Sutherland, Administrator

David Thomas, Administrator

Abbey Wexler, Administrator

#### **Division of Business and Technology**

Dan Melamed, Department Head, Faculty

Marian McGorry, Administrator

Wayne Wormley, Administrator

#### **Division of Educational Support Services**

Larry Arrington, Administrator

DeForio Barlow, Administrator

Jacqueline Bryant, Department Head, Faculty

Joan Bush, Administrator

Carlos Diaz, Administrator

Sandra Gonzalez Torres, Administrator

Sandy Harrill, Administrator

Yvonne King, Administrator

Wendy Kohler, Administrator

Lisa Papurt, Administrator

Marline Paramour, Administrator

Cynthia Long, Administrator

Michelle Myers, Department Head, Faculty

Corey Tucker, Administrator



### **Division of Flexible Learning Options and Academic Technology**

Arnold DiBlasi, Administrator/Adjunct Faculty	Peter Margolis, Administrator, Adjunct Faculty
Anthony Driggers, Administrator	Kathy Mulray, Administrator, Adjunct Faculty
Susan Hauck, Administrator	Vaishali Sharma, Administrator, Adjunct Faculty
Allan Kobernick, Administrator, Adjunct Faculty	Lillian Smith, Administrator
Pete Llewellyn, Administrator, Adjunct Faculty	

### **Division of Liberal Studies**

Osvil Acosta Morales, Department Head, Faculty	Robert Ross, Department Head, Faculty
Oscar Cabrera, Department Head, Faculty	Brian Seymour, Department Head, Faculty
Deirdre Garrity Benjamin, Department Head, Faculty	Jon Spielberg, Department Head, Faculty
Cynthia Giddle, Department Head, Faculty	Connie Watson, Department Head, Faculty
Miles Grosbard, Department Head, Faculty	Sharon Thompson, Administrator
Margaret Niven, Administrator	

### **Division of Math, Science and Health Careers**

David Cattell, Department Head, Faculty	Linda Powell, Department Head, Faculty
Mary Anne Celenza, Administrator	Deborah Rossi, Department Head, Faculty
Kathleen Harter, Department Head, Faculty	Brenton Webber, Department Head, Faculty
Barbara McLaughlin, Department Head, Faculty	

### **Students**

Iyanna Crawley	Charles Phy
Anthony Green	Aneury Rodriguez
Soranis Phal	Quamiir Trice

**Community College of Philadelphia**  
**Academic Affairs**  
**Guidelines for Creation of the Academic Master Plan (2014-2018)**

Introduction

For the first two Academic Master Plans (2006-2009 and 2010-2013) faculty and staff from Academic Affairs served on a committee that identified the main ideas for the plans. The drafts that resulted from their work were shared with the broader community in Academic Affairs. After a period for comment, modifications were made and the plans were published.

This approach produced documentable outcomes. The outcomes are tracked and published annually as Academic Master Plan updates. Examples of ideas from the previous plans that were implemented include: hiring a Director of Professional Development; hiring a Director of Academic Assessment and Evaluation; developing a process for annual program review; and, creation of a white paper on developmental education.

While the previous approach to creating an Academic Master Plan has been successful, there may be a benefit to engaging a greater representation of people in Academic Affairs earlier in the process. To create the 2014-2018 Academic Master Plan, we will use a “bubble up” approach to identify new directions and priorities. That is, we will engage departments in the conversation at the start of the process rather than using a plan committee. 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.

Timeline

The timeline for the process is as follows:

January – inform department heads and other units in Academic Affairs of process; create conversation guide

February- provide conversation guide and resource information to units in Academic Affairs; all units in Academic Affairs consider future directions, using data and best practices to inform ideas; participants create a bank of relevant articles and publications.

April - departments submit information by April 15

Summer - Deans and VPAA discuss ideas that emerged and look for connections across units and to other plans and create a draft of the master plan

September - draft presented to Academic Affairs for feedback

December - Deans make modifications, finalize plan; units assess planning process

January - final version of AMP 2014-2018 published

### Suggested Steps

1. Identify populations to engage in discussion. Potential persons to include are: members of the department; students; advisory committee members. Be sure to keep a record of participants, including their role in relation to CCP.
2. Review resource materials and provide them as preparation for discussion. Resource materials include: College Mission; College Vision; College Core Values; Academic Affairs Mission Statement; Academic Affairs Vision Statement; College Strategic Plan Priorities; College External and Internal scans; Academic Master Plans from 2006-2009 and 2010-2013 and updates.
3. Please answer question 1 and question 2:

- Question 1: Does the Academic Affairs mission statement still capture our purpose at the College? If not, what suggestions are there for changes that are consistent with the College Mission?

Background: The mission statement for Academic Affairs was created in 2004. Participants in a faculty meeting were involved in a process that resulted in a draft of a mission statement. The statement was then vetted in a department head meeting. The revised statement was posted for comments and then adopted as the mission for Academic Affairs.

- Question 2: If the goal was to be known nationally as the best department/unit in five years in terms of positively impacting student success, what should the department/unit be doing now and over the next few years?

Use the following questions to guide your discussion:

- What are some best practices related to your discipline(s) or unit? What institutions or organizations exemplify best practices?
  - What are publications/articles predicting in terms of trends for your discipline(s)/unit?
  - What would you propose for future use of an innovation fund?
4. Provide responses to questions 1 and 2, your list of participants and list of key resources that shaped the group's thinking to your Division Dean by April 15, 2013.

## Appendices

College Mission

College Vision

College Core Values

Academic Affairs Mission Statement

Academic Affairs Vision Statement

Strategic Plan Priorities

College External Scan (IR#223)

College Internal Scan (IR#224)

Academic Master Plan Web Page

Other Suggested Resources

- City and State plans
- Pennsylvania Commission of Community Colleges
- American Association of Community Colleges
- Professional organization journals
- *Chronicle of Higher Education*
- *Inside Higher Education*
- Educause