COMMUNITY COLLEGE OF PHILADELPHIA

ACADEMIC MASTER PLAN
2006-2009

Academic Affairs Master Planning Participants

Committee Members	Dates of Service
Donald Bowers, Department Chair, Behavioral Sciences (Co-Chair)	Spring 2005/Fall2005
Mary Anne Celenza, Dean, Division of Math, Science & Health Careers (Co-Chair)	Spring 2005/Fall2005
Elaine Atkins, Coordinator, Curriculum Facilitation Services	Spring 2005/Fall2005
Vincent Castronuovo, Associate Professor, Behavioral Sciences	Spring 2005/Fall2005
Alan Davis, Department Chair, Accounting and Economics	Spring 2005/Fall2005
Anthony Driggers, Site Administrator, Northwest Regional Center	Spring 2005/Fall2005
Marian McGorry, Assistant Dean, Division of Business & Technology	Spring 2005/Fall2005
Margaret Niven, Acting Assistant Dean, Division of Educational Support Services	Spring 2005/Fall2005
Linda Powell, Department Chair, Biology	Spring 2005/Fall2005
Richard Saxton, Department Chair, Transportation Technologies Management	Spring 2005/Fall2005
Kathleen Smith, Department Chair, Social Sciences	Spring 2005/Fall2005
Charles Herbert, Assistant Professor, Computer Information Systems	Spring 2005
Maria Louisa-Ortega, Assistant Professor, Foreign Languages	Spring 2005
John Pinto, Department Chair, Learning Lab	Spring 2005
Laureen Tavolaro-Ryley, Assistant Professor, Nursing	Spring 2005
Sandra Spicer-Sharp, Assistant Professor, Behavioral Sciences	Spring 2005

Academic Affairs Council
Judith Gay, Vice President for Academic Affairs
Mary Anne Celenza, Dean, Division of Math, Science & Health Careers
Claudette Dia-Taylor, Acting Dean, Division of Adult Community Education
Samuel Hirsch, Dean, Division of Educational Support Services
Joan Johnson, Executive Director, Library
Sharon Thompson, Dean, Division of Liberal Studies
Timothy Sullivan, Dean, Division of Business and Technology

Editor: Susan Tobia, Executive Assistant to the Vice President for Academic Affairs

Table of Contents

Executive Summary

The College's 2004-2008 Strategic Plan and the 2004 Institutional Self-Study (Middle States) accreditation report identified key areas of the college that would most benefit from new initiatives. In addition, the federal government and the state of Pennsylvania have changed the funding stipulations and are asking for new types of accountability for the resources they give to the College. The academic master plan is a road map for how the academic affairs area will respond to these challenges.

The principle issues identified in the College's Strategic Plan that directly impact the Academic Affairs (AA) area are: 1) the increased need to become more student-centered, 2) a concern about improving parity in student outcomes, 3) the need for increased speed and flexibility in developing new programs and 4) improvement in the degree to which decision making and program assessment is data driven and research based. The Institutional Self-Study (Middle States, 2004) raised the additional concern that the College, after years of debate, must now reach a decision on what its general education requirements should be.

In January of 2005 the Vice President for Academic Affairs (VPAA) established a committee, with representation from across the College of faculty and administrators, to develop an Academic Master Plan. This committee met weekly for two semesters to discuss and analyze the above issues and reach consensus. One central issue of the discussion was the definition of "student centeredness" as it applied to Community College of Philadelphia and how Academic Affairs can promote this concept. After considerable discussion the committee reached consensus that the core of becoming "student centered" in the classroom and curriculum is the creation of active learning environments in which both students and faculty are actively engaged in the educational process. The committee recognized that the creation of this environment is not a mechanical or automatic process. It is also not something that faculty naturally possess simply because they are experts in their own disciplines. Rather it needs to be developed through collegial discussion, examination of the education literature, and through thoughtful professional development activities.

With this as a foundation, several initiatives are proposed.
- First, we suggest a concerted focus on examining national studies on student learning and retention and sharing these findings with the college community. Extensive and diverse professional development activities will need to be developed to share findings and develop new teaching strategies.
- Achievement of greater parity in student outcomes should be part of the goal of becoming more student-centered. To help underachieving groups become more successful the committee recommends the creation of a parity task force. This task force will examine internal and external research in this area, develop new professional development activities, and work to modify courses and curriculum to help improve student retention and success.
- In addition, we propose that the design of professional development become a more collaborative process between faculty and administration where both have input on the design and type of activities developed.

- Achievement of a more student-centered institution will also require improved collaboration between academic affairs and student affairs in those areas where they have overlapping responsibilities.
- General Education reform at the college is nearly complete. Two well thought out plans have been developed. Forums should now be held to discuss the merits of each plan and then faculty will need to vote their preference. These results will be sent to the Academic Affairs Council and then the preferred plan sent through the normal college governance process.
- The effectiveness of any innovations will need to be assessed. To facilitate this process the college needs to develop an overarching plan for assessment of student learning. The committee recommends developing a plan based on one of the Middle States assessment models.
- Coupled with this, there needs to be a review and revision of current academic policies. A revised model for the policies is also proposed.

Recommended programmatic directions include:
- Reviewing programs in the context of fiscal impact;
- Clarifying guidelines for program elimination;
- Reviewing program outcomes and identifying expectations for improvement;
- Maintaining a non-credit program for adult literacy that meets or exceeds external standards for good practice;
- Expanding distance education as an additional learning option;
- Expanding honors opportunities;
- Providing alternative delivery options;
- Ensuring collaboration between the Center for Business and Industry and academic credit-certificate/degree granting programs;
- Initiating a non-credit lifelong learning program;
- Investigating the feasibility of a four-year degree program;
- Continuing to identify, develop and implement strategic alliances and partnerships.

Introduction to the Academic Master Plan

Academic planning is a continuous process that enables Community College of Philadelphia to more effectively fulfill its mission. Therefore, the central objective of the Academic Affairs' planning effort was to develop a comprehensive vision for Community College of Philadelphia to guide academic development. 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.

External factors also indicate areas where significant changes need to occur in future academic planning and implementation. Higher Education in the United States is changing in profound and significant ways and at a rapid pace. 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. Changes that are frequently cited include:

- Increased interest by legislators in higher education issues and practices;
- Increased emphasis on accountability, performance and outcomes;
- Greater public disillusionment with higher education;
- More options and competitiveness among post-secondary institutions;
- Increased discussion of higher education as a privilege (not a right) with expectations that individuals versus the public will fund a greater share of the cost of post secondary education.

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. Those expectations are clearly reflected in the recent changes in the State funding formula. While the impact of the new State funding formula is not completely clear at this point, there are some dramatic shifts that will affect decision-making at Community College of Philadelphia:

- There is a shift away from public funding for non-credit programs that are not considered linked to workforce development;
- There is a need to produce more revenue;
- The College will be operating in a competitive environment where there is an expectation for quality, speed, flexibility, innovation and accountability.

The College does have processes in place that are consistent with current trends. For example, to help document quality and to ensure accountability, the College has audit processes for academic program and administrative unit reviews. The academic audit process is consistent with State requirements for a formal review every five years. The academic audit process has been modified in recent years; for example, responsibility for audits was assigned to an Assistant to the Vice President for Academic Affairs; audits added a survey of faculty; modifications were made in an attempt to reduce duplication of effort for programs with external accreditation.

In 2004-2005, President Curtis initiated a process for administrative audits. Responsibility for the process resides with the Vice President for Institutional Advancement and six units are in different stages of completing the review process. Despite the existence of these processes, 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 prevent lack of speed, limited flexibility, and barriers to innovation.

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;
- Increase 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 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.

- 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 guarantees student success, by responding to individual and group needs.

College 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.

Academic Excellence
The College sets, expects and maintains high educational standards consistent with the needs of the region and changing workforce

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.

Communication
The College is committed to effective, open, and proactive communication among all divisions and departments, as well as with our employees and students. We take responsibility to listen, speak, and write clearly to inform others by using and respecting a matrix of communication channels.

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 our employees, our facilities, our environment, our community, and the Institution in which we work.

Academic Affairs Mission

The mission statement for Academic Affairs declares: 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.

Description of Process

The Academic Master Plan is the product of a collaborative effort that actively began in Fall 2004. In a series of meetings, the Vice President for Academic Affairs and the Academic Affairs Council discussed the academic needs and future directions of Community College of Philadelphia. These meetings were informed by internal and external College scans, the 2004-2008 Strategic Plan, the 2004 Institutional Self-Study and subsequent Middle States Report and current and anticipated future funding practices. The first outcome of these meetings was the development of an Academic Affairs Vision Statement to accompany a Mission statement developed earlier during faculty meetings and reviewed by members of the Academic Affairs Division.

Next, the Vice President for Academic Affairs and the Academic Affairs Council formulated an outline for the Academic Master Plan that included guidelines for promoting a student-centered learning environment and programmatic planning. These guiding principles were given to a selected committee of faculty and staff who were charged with researching and developing a draft of the Academic Master Plan.

The Academic Affairs Academic Master Planning Committee, whose members represent various areas in Academic Affairs (see page 1), began its work on January 24, 2005. The full Committee met once a week during the Spring 2005 and Fall 2005

semesters. Smaller subcommittees for Student-Centered Education, Parity, Academic Policy, Professional Development and Assessment continued the work outside of the large Committee meeting. During the fall and spring semesters, there were opportunities for faculty dialogue and feedback. The full committee was responsible for drafting the recommendations for Part I of the document and the Vice President for Academic Affairs and the Academic Affairs Council composed the recommendations for Part II.

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. Community College of Philadelphia's Academic Master Plan is based on the following principles:

Be Grounded in Reality
An Academic Master Plan needs to be an honest assessment of what the College needs to do, not just what we might want to do. It should reflect the true needs and aspirations of faculty, staff, administrators and students. Hence academic planning is guided by realistic, viable projections based on accurate funding possibilities and current successful practices that systematically utilize data and outcomes to affect change at an institutional, programmatic and course level.

Move the College Forward
An Academic Master Plan serves as a guide to administrators, department heads, program directors and faculty enabling them to engage in creative and innovative decision making processes. It should enable the College to actively move forward in a dynamic way in response to current and future needs.

Establish Clearly Delineated and Assessable Outcomes for Future Planning
Academic planning is not just a theoretical exercise. It is a method of achieving tangible results that can lead to viable assessments. Ongoing feedback, assessment, and process improvement should be inherent features of the planning process.

Present a Clear Direction
Once outcomes are established, the Academic Master Plan should act as a working document and not merely a wish list. It should clearly communicate a meaningful approach to accomplishing tasks according to a stipulated time frame.

Focus on Educational Perspectives and Real Life Practices
The Academic Master Plan states goals/objectives that directly relate to teaching and learning. Thus it reflects not just fiscal realities but also reflects the needs of students and faculty. Although academic planning involves different but interrelated constituencies and divisions there is a common, mutually compatible foundation from which all directives arise.

Part I: ENHANCING THE QUALITY OF STUDENT 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 needs of the current student learner and makes recommendations for responding to those needs. In this section the Academic Master Plan also discusses the interconnectedness between students and faculty and provides avenues for curricular innovation.

A. Successful Student Learning

A1. Student-Centered Education

Planning and providing education that is student-centered requires consideration of instruction, programs, and services at the College. Student-centered instruction means activities and assignments that are engaging and challenging, and also curricula/programs that are attentive to the abilities, experiences and learning needs of students.

Student-centered instruction focuses on active engagement. 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.

Colleges are by definition centers of learning and student-centered teaching is at the core of any effective academic experience. Student-centered programs focus on student success through progressive educational accomplishments and are attentive to student strengths and patterns of learning. However, student engagement and persistence necessitates an institutional environment focused on student-centered support. In order to increase academic success, Academic Affairs relies on College-wide support programs that address the short-term and long-term academic and professional goals of students.

Promoting student-centered learning requires change and growth on many levels and aspects of the College (Institutional Research Report #138) in order to address barriers to student success and satisfaction. Therefore it is clear that improvement will be required at all levels and in all areas of the College if we are to become truly "student-centered."

The following recommendations are based on the theme of engaging faculty and staff in the development of those practices that place the student in the center of the discussion.

Student-Centered Education - Recommendation 1
Provide Information Necessary for Planning Student-Centered Initiatives

Objectives	Implementation	Assessment	Timeline	Responsibility
▪Identification and analysis of the literature on student and program success at community colleges ▪Faculty apprised of student-centered educational initiatives and information from the literature ▪Student-centered initiatives identified and implemented	▪VPAA establishes a procedure for gathering research information ▪Information and resources are distributed to faculty for planning initiatives in consultation with Department Heads ▪Academic Affairs Council (AA Council) identifies projects to be implemented based on priorities from the Academic Master Plan	▪Faculty surveyed about knowledge of student-centered initiatives and potential impact on their teaching ▪Students enrolled in classes that offer new activities surveyed as to the impact on their learning	▪Spring 2006 – procedure for gathering information ▪Fall 2006 – research literature and distribute to faculty ▪Spring/Fall 2007 – identify initiatives and implement ▪Spring 2008 – assess impact	▪VPAA ▪AA Council

Student-Centered Education - Recommendation 2
Promote Student-Centered Instruction Through the Increased Use of Technology

Objective	Implementation	Assessment	Timeline	Responsibility
▪Increased incorporation of discipline-specific technology to meet the needs of today's student	▪Review of technology needs to support student-centered learning – in each division; barriers identified ▪Deans review needs and communicate to VPAA ▪Review of educational literature on how technology can be most effectively used in classroom with diverse population of nontraditional students and share findings with College ▪Faculty in each department who effectively use technology identified and their methods shared with colleagues and larger College community	▪Percentage (increase) of faculty who use technology to enhance learning ▪Documentation of impact on student learning through surveys and learning outcomes	▪Fall 2006 – identify needs and barriers to use; review literature ▪Spring 2007 – identify faculty users and share methods ▪Fall 2007 – complement of PD activities in place; plans to address barriers ▪Fall 2007/Spring 2008 – departments develop technology plans in conjunction with Academic Computing	▪Academic Computing ▪AA Council ▪Academic Departments

| | ▪Professional development opportunities regularly offered for faculty and staff to more effectively utilize technological resources
▪Departments develop technology plan to expand use in instruction
▪Academic Computing reports to Faculty and AA Council its plans to increase use of technology
▪Where possible, College budgets for increased use of technology | | ▪Spring 2009 – assess overall impact on teaching and learning | |

Student-Centered Education - Recommendation 3
Enhance Linkages for Intra-College Collaboration to Promote Student-Centered Learning

Objective	Implementation	Assessment	Timeline	Responsibility
▪ New and enhanced linkages to promote student retention and success	▪ Study overlapping areas of interest to find new directions and/or solutions for faculty/staff/student encounters ▪ Review areas identified in Institutional Report #138 of primary importance to students ▪ Prioritize areas critical to promoting student retention and success and suggest future processes for improvement ▪VPAA meets with appropriate VP of targeted areas to communicate and discuss solutions to current issues ▪ Strategic and realistic initiatives and plan for implementation developed	▪Documentation of collaborative efforts (increase) ▪Documentation of learning outcomes and percentage (increase) of students retained ▪Surveys of student/faculty/staff satisfaction in identified areas	▪Spring 2006 – identify baseline of current collaborative efforts ▪Fall 2006 – review institutional research and brainstorm new initiatives ▪Spring 2007 – create action teams to recommend processes for improvement in prioritized areas ▪Fall 2007/Spring 2008 – work across divisions to implement new initiatives	▪VPAA and AA Council in conjunction with VP for Student Affairs

A2. Parity in Student Learning and Success

The College's 2004-08 Strategic Plan identifies achievement of parity in student outcomes as a major goal of the College. 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) continue to assess the impact of intervention strategies to determine both their effectiveness and efficiency; 5) improve feedback to students regarding their academic progress.

Examination of recent Institutional Research Reports (#120, #138, #147) shows that there are 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 indicates that as groups, white students have the highest success rate, followed by Asians, then African Americans, then Hispanics. Women have much higher rates of success than do men, and women now make up more than sixty percent of the student body. The age of a student also appears to be a predictor of success. The most successful age groups are between 25 and 50 years of age. Both older (over 50) and younger students (less than 25) do less well. The large differences in success rates are a clear indication that the College needs to do more to promote improved student performance, especially among students with lower success rates.

In order to achieve parity in student outcomes, the College community must also develop a better appreciation and understanding of student diversity. Examination of our strategic and diversity plans shows that the College is committed to increasing staff and administration's understanding of and appreciation for student diversity as measured by ethnicity, gender and religion. This knowledge can then be used to help all students succeed. Successful interventions will enable the College to become more effective in reaching out to and acculturating students to college norms and expectations. This should lead to greater levels of student success.

In order to ensure that data will guide institutional reflection and decision-making, efforts to achieve parity will be data based and data driven. Every effort will be made to acquire meaningful research-based information both from within the Community College of Philadelphia and nationally, using various resources.

Parity in Student Learning and Success - Recommendation 1
Increase the Success Rate of Under-performing Students

Objective	Implementation	Assessment	Timeline	Responsibility
▪Increased success rates of under-performing students	▪Establish a Parity Task Force to assist VPAA and Academic Deans in determining the information and data necessary to create effective strategies for improving student parity ▪VPAA, Deans, and DHeads provide direction to IR regarding the research needed on student parity initiatives and outcomes ▪Task Force researches and communicates current effective strategies for increasing student success and retention in identified groups through an analysis of external and internal data relating to parity ▫Reviews current programs such as CLC, Act Now, TRIO SSS, Bridges to Baccalaureate for Minority Students (Science and Nursing) and Alliance for Minority Participation to identify successful strategies ▫Researches and analyzes current literature on successful initiatives relating to parity on a national level in order to suggest new directions for the College in providing faculty development resources ▪In response to research findings, develop new and innovative teaching strategies to increase student success in the classroom, challenge students	▪Percentages of targeted students with regard to increased short-term and long-term retention and GPA ▪Comparisons of retention rates and academic performance among various cohorts to assess changes	▪Spring 2006 – create Parity Task Force ▪Fall 2006 – research and brainstorm initiatives; develop teaching strategies ▪Spring 2007 – implement initiatives/strategies ▪Spring 2008 – 1st assessment of outcomes ▪Spring 2009 – 2nd assessment of outcomes ▪Annually – a comprehensive report completed by Task Force, given to the VPAA and shared with the College community	▪VPAA ▪Parity Task Force ▪AA Council ▪Department Heads

to take more responsibility for their learning, and create visible links between acquisition of knowledge and potential career outcomes ▪Task Force works with Student Affairs to determine areas where there is mutual interest or where there are common factors that overlap to affect parity outcomes ▪Task Force responsible for monitoring outcomes of parity initiatives for two years to determine effectiveness ▫Measures of effectiveness determined by the Task Force and approved by the VPAA ▪VPAA determines method for timely and appropriate communications to the College regarding parity initiatives and outcomes	

Parity in Student Learning and Success - Recommendation 2
Improve Communication

Objective	Implementation	Assessment	Timeline	Responsibility
▪Increased student awareness of curricular and programmatic opportunities and requirements	▪Parity Task Force reviews and prepares report for VPAA delineating current and potential venues for communicating to students ▪Task Force works with DHeads to prepare materials for students that discuss relevant information and curriculum, programs and careers ▪Task Force prepares annual analysis of the effectiveness of any initiatives targeting various student populations to inform future endeavors	▪Number (increase) of students who have identified educational and career goals ▪Number (increase) of students attending program information activities	▪Fall 2006 – report of current and potential venues for communication ▪Spring 2007 – materials prepared ▪Annually – reports of communication initiatives and outcomes	▪Parity Task Force ▪VPAA or designee

Parity in Student Learning and Success - Recommendation 3
Remove Barriers to Student Success

Objective	Implementation	Assessment	Timeline	Responsibility
▪Solutions to those problems that hinder student success with particular attention to those that most impede the progress of students in specific populations	▪Parity Task Force reviews current successful procedures utilized by the Division of Educational Support Services (ESS) and other College initiatives to identify best practices for assisting students and recommends those practices that represent an effective model of intervention strategies to address barriers to success ▪Identify barriers to success ▪Review all sites to evaluate whether adequate support services are provided for students and faculty ▪Report forwarded to VPAA who communicates this to the appropriate individuals for resolution ▪Identify failing students to enable intervention through an early warning system and other identified systems	▪Percentage (increase) of students identified for early intervention ▪Number (increase) of interventions ▪Number (decrease) of stated barriers to success ▪Annual surveys of student satisfaction ▪Percentage (increase) of students in specific populations making progress (retention, course completion, GPA)	▪Fall 2006 – review current intervention strategies ▪Fall 2006 – identify barriers and review sites for adequacy of support services ▪Spring 2007 – identify students needing intervention and implement strategies ▪Fall 2007 – assess improvements and identify additional initiatives ▪Annually – assess initiatives	▪Parity Task Force ▪VPAA or designee

B. Academic Policies

Introduction

An institution's core values should be reflected in its operating policies. Commitments to integrity, academic excellence, diversity, communication (effective, open and proactive), and respect for all members of the College community are some of Community College of Philadelphia's core values. Therefore, policy development, review and maintenance in the Academic Affairs Division should consistently demonstrate adherence to these values.

Existing College policies are accessible from the College's Faculty and Staff Internet Link Page where there is an index link to an historical listing of policies. A separate listing of active policies is also available. Fourteen policies are listed under the heading *Student Records and Regulations and Academic Standards Policies.*

There is often an intersection of "academic affairs" and "student affairs" issues. Current themes in these policies include ambiguity of language, lack of a defined procedure for carrying out the policy, failure to refer to directly related policies, concerns about the age of the policy, and methods of communicating/disseminating policies. In addition, while policies may be understood by College faculty/staff, it may be quite difficult for students to have a clear picture of the actual expectations and consequences addressed in specific policies. Some policies have evolved from unarticulated 'practices,' particularly with respect to exceptions made to policies. At best, this situation leads to confusion and at worst leads to lack of equity in application of the policy.

The culture of the Institution frequently leads to a response that a particular policy is needed "because that's the way we've always done it" and a mythology of legal requirements gives way to strongly-held beliefs that certain policies as well as their attendant layers of procedures are mandated by higher authorities. These beliefs not only impede revision of policies, but also lead to obstacles in conducting analysis appropriate to a serious reconsideration of academic policies in general.

The implementation of consistent, relevant, coherent, and appropriate academic policies will enhance student and faculty interaction in order to promote successful student learning outcomes.

Academic Policies - Recommendation 1
Conduct Ongoing Policy Review

Objectives	Implementation	Assessment	Timeline	Responsibility
▪Review of existing policies on a five-year cycle unless there is a clear need for earlier review ▪Revision of existing policies as needed ▪Creation of needed policies	▪Initial review and revision of existing policies (see Appendix A for policy analysis and format) ▫Policies recommended for re-approval without revision given to VPAA ▫If revisions necessary, the Council shall revise the policy (and undertake any necessary inquiries and data collection) and such revisions will go through the existing governance structure for approval ▪Solicit feedback from College constituents on need for new policies	▪Documentation of policies reviewed, revised, and created	▪Fall 2006 – Begin review and revisions and continue until all policies completed (Initially, existing policies will be scheduled for a three-, four- or five-year review to stagger work of review process) ▪Fall 2007 – Review of policies completed; solicit feedback on need for new policies	▪VPAA ▪Academic Affairs Council

Academic Policies - Recommendation 2
Provide Communication to All Constituents

Objective	Implementation	Assessment	Timeline	Responsibility
▪Increased accessibility of College policies	▪Policies widely disseminated and effectively communicated ▪Policies accessible in electronic format and contain links to related policies and explanations of terminology	▪Documentation of updated policies on website and visibility of relevant policies at key locations	▪Fall 2007 – Website updated	▪VPAA ▪Academic Affairs Council

C. Faculty Development

Introduction

Professional development is an important function in support of the College's mission. Although there are many definitions of professional development, for the purposes of this Academic Master Plan the goal of professional development at Community College of Philadelphia is –

> *To provide access to a coherent, diverse array of activities that lead to documented improvement in the knowledge, performance and satisfaction of employees.*

Community College of Philadelphia is committed to a comprehensive professional development program that provides opportunities to promote the individual progress of all faculty in order to promote high standards of learning. Thus professional development:

1. Acknowledges that faculty are central to student learning, yet recognizes the impact of all other members of the College academic community;
2. Focuses on individual, collegial, and organizational improvement;
3. Respects and nurtures the intellectual and leadership capacity of members of the College academic community;
4. Reflects the best available research and practice in teaching, learning and leadership;
5. Enables faculty to develop further expertise in their respective areas;
6. Promotes continuous inquiry and improvement embedded in the daily life of the College;
7. Is planned collaboratively by those who participate in and facilitate professional development;
8. Requires substantial time and other resources;
9. Is driven by a coherent long-term plan;
10. Is accompanied by an assessment plan which evaluates the impact of professional development on teaching effectiveness and student learning;
11. Includes assessment of professional development that informs future professional development initiatives;
12. Targets the practical, reality-based needs of individuals as well as inspires individuals to develop new and innovative methods to meet the needs of today's students;
13. Drives curricular change and innovation as well as increases the effectiveness of academic support services.

Professional Development activities should build a culture where ongoing learning for all members of the College academic community is based on maintaining high quality in all academic programs. Such a culture would include developing innovative advancements through continuous improvement of programs and services and fostering a positive institutional climate which supports high ethical standards, professionalism, inclusiveness, and dignity and respect for all persons.

Faculty Development - Recommendation 1
Develop a Comprehensive Professional Development (PD) Plan with Clear Goals that Maintain a Commitment to Student-Centered Education and Parity

Objectives	Implementation	Assessment	Timeline	Responsibility
▪PD Plan incorporating the professional development needs of faculty ▪A coherent, diverse array of activities linked to student outcomes	▪Assess needs of College in relation to PD both at the institutional and individual level □Involve full and part-time faculty in needs assessment ▪Clarify what responsibilities faculty own in relation to PD ▪Establish new PD Committee ▪Develop PD Plan ▪Create and facilitate participation in multiple venues such as online courses, professional workshops and conferences, and mini courses ▪Provide continual and varied opportunities for PD throughout the year ▪Utilize the talents of members of the College community to lead PD activities ▪Respond to varied needs of faculty (e.g., new faculty members versus faculty who have been teaching for a number of years) ▪Provide for ongoing evaluation of effectiveness of PD activities, both short- and long-term, through the use of developed instruments	▪Documented PD Plan to serve as guideline for PD activities ▪ Survey of satisfaction with PD opportunities ▪Survey of suggestions for future PD practices ▪Documented improvement in student outcomes (academic performance, retention) across various cohort groups – linked to PD activities	▪Spring 2006 – establish PD Committee ▪Spring 2006/Fall 2006 – assess needs of College, clarify faculty responsibilities ▪Fall 2006 – develop comprehensive PD Plan including instruments for evaluation ▪Ongoing – array of opportunities in multiple venues to address varied needs utilizing available financial resources ▪Ongoing – short-term assessments (after each activity) ▪Fall 2007 – 1st long-term assessment and continuing on an annual basis	▪VPAA in collaboration with DHeads and Director of IR ▪AA Council ▪PD Committee

	▪Identify specific budget amount to be used in PD activities at department and division levels 　▫Any department/program/area that requests funds to support a PD activity prepares a proposal stipulating the goal of the activity, the target audience, and how the funds will be used in support of the activity 　▫The proposal is submitted to the PD Committee who will make recommendation to VPAA 　▫Department/program/ 　area will prepare short report demonstrating the outcomes of the activity and submit to VPAA			

Faculty Development - Recommendation 2
Refocus Faculty Development in a Fundamental Way to Sustain a Student-Centered Learning Environment

Objective	Implementation	Assessment	Timeline	Responsibility
▪Faculty development with a focus on sustained opportunities to develop student-centered strategies	▪Explore and enhance the College's knowledge of the following areas: 　a. Teaching strategies geared to active learning; 　b. Student-centered teaching techniques; 　c. New cognitive research findings on how students learn; 　d. Psycho-social-cultural research that explores the diversity of our students; 　e. Best practices already in place at the College. ▪Disseminate information	▪Surveys of faculty as to the practice and usefulness of student-centered learning workshops and department/program dialogues ▪Documentation of use of student-centered teaching strategies and their impact on student learning (improvement in academic performance, student/faculty interactions, successful course completion) at the course and program levels	▪Fall 2006 – PD Committee assesses knowledge of student-centered learning techniques ▪Spring 2007 – dissemination of information; dialogue among department and program faculty about *Features of a Quality Learning Experience*; new activities start to be incorporated	▪PD Committee ▪CFT in conjunction with Department/ Program Heads ▪AA Council

| | ▪Offer faculty workshops and information on pertinent research findings to allow them to be more effective in reaching students
▪Foster continued dialogue on quality learning experience through use of the Curriculum Facilitation Team's (CFT) 2005 document *Features of a Quality Learning Experience* (See Appendix B)
▫Faculty in each department/program identifies best classroom learning practices currently in place; discusses ways to increase the quality of the learning experience; identifies current obstacles to a quality learning experience; suggests ways obstacles may be overcome
▫Information from these discussions sent to PD Committee for review and analysis
▫Report prepared by PD Committee and sent to VPAA who will determine how to communicate the information | | ▪Fall 2007 – information on outcomes of discussions sent to PD Committee and VPAA
▪Ongoing – opportunities for workshops on best practices to increase quality of learning experiences | |

Faculty Development - Recommendation 3
Promote Diversity Training

Objectives	Implementation	Assessment	Timeline	Responsibility
▪ Training opportunities …"in cultural competency and a culturally responsive pedagogy which teaches to and through students' personal and cultural strengths." (Diversity Plan) ▪Implementation of instructional methodologies across the curricula involved in pilot program	▪Information on impact of diversity in the classroom setting presented college-wide during a PD program ▪Pilot program created comprised of faculty from diverse disciplines and divisions ▫These faculty members attend a series of workshops on the latest	▪Number (increase) of training sessions and participants ▪Documentation of curricular changes through pilot program to address diversity and impact on student learning (improvement in academic performance, student/faculty	▪Fall 2006 – information disseminated during PD Week ▪Fall 2006 – planning for pilot program begins	▪VPAA ▪AA Council ▪Parity Task Force ▪Office of Diversity and Equity

▪Expansion of methodologies across curricula	information on cultural competency and learning modalities
	▫They then develop, implement, and design assessments of the instructional methodologies to be utilized in the classroom
	▫Structure created by which alternative or diverse teaching methodologies, identified by the pilot project faculty, are acknowledged and disseminated among faculty such that:
	    a. Faculty who have already incorporated "best practices" which demonstrate an understanding of diversity into their teaching are asked to provide information on their methodology and outcomes;
	    b. Workshops offered on different learning styles and modes of diverse cultures to help facilitate effective learning among various student groups;
	    c. New faculty orientation sessions include relevant diversity information;
	    d. Department/discipline-based faculty development activities designed and implemented
	▪Faculty promotion documentation which asserts that a faculty member's development of alternative or diverse teaching methodologies is valued
		interactions, successful course completion, student satisfaction)
		▪Documentation of expanded curricular changes
			▪Spring 2007 – pilot program implemented
			▪Fall 2007 – results of program through PD workshops and new faculty orientation sessions
			▪Spring 2008 and ongoing – expansion of cultural competency instructional methodologies designed and implemented	

<h1 style="text-align:center">D: <u>General Education</u></h1>

Introduction

The Academic Master Plan Committee was charged with recommending what the next steps should be for approving and implementing the revised general education requirements.   There has been much debate over many years regarding the College's plan for General Education. Recently, two proposals have been written, one by the Department Heads' Council – Plan A (Appendix C) at the behest of the Vice President for Academic Affairs and the other by the Federation's Faculty Council on Education – Plan B (Appendix D). Both reports have been informed by previous discussions throughout the College, as well as by previous proposals. These proposals represent the best thinking of faculty over a number of years. Therefore, the Committee does not recommend taking the individual reports back to the faculty for further discussion. Instead the following recommendation calls for approval and timely implementation of a General Education Program.

General Education - Recommendation
Approve and Implement a General Education Program that Embodies the Mission of the College

Objective	Implementation	Assessment	Timeline	Responsibility
▪A General Education Program in place that develops in students the skills reflected in the mission and values of the College	▪Hold a final forum to present the two recently developed proposals for clarification purposes only ▪In order for faculty and administrators to prepare for the forum, copies of the documents are placed on the Academic Affairs web page well in advance of the forum ▪Faculty vote on two documents 　▫Plan A (See Appendix C) 　▫Plan B (See Appendix D) ▪Send selected document through College's governance structure and make final recommendation to the President ▪Once the document is approved by the College, VPAA determines procedure to oversee and monitor the process of the implementation and assessment of the General Education Degree Requirements	▪Evidence of improved learning over time through comparisons with past academic performance of large groups or specific cohorts of students ▪Use of learning outcomes for Gen Ed courses ▪Multiple assessment measures such as e-portfolios, written assignments, performances, student reflection, common assignments across courses	▪Spring 2006 – forum held and vote taken ▪End of Spring 2006 – final proposal approved and forwarded to IWC ▪ Fall 2006/Spring 2007 – process for implementation and assessment developed ▪Fall 2007 – General Education Requirements in place ▪Ongoing – monitor implementation and assessment	▪VPAA ▪Academic Deans ▪Department Heads ▪Faculty

<div align="center">**E. <u>Assessment of Student Outcomes</u>**</div>

Introduction

A quality educational institution should be committed to assessing the outcomes of 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 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.

While many assessment efforts currently exist at the College and a variety of techniques are used to assess students' learning, no comprehensive, integrated plan is in place.

The College's *Institutional Self-Study for Accreditation* for Standard 7- Institutional Effectiveness and Standard 14 – Assessment of Student Learning and the report of the MSA Evaluation Team (June 2004), the *Student Learning Assessment: Options and Resources* (MSA, 2003), a white paper *An Assessment Framework for the Community College: Measuring Student Learning and Achievement as a Means of Demonstrating Institutional Effectiveness* (League for Innovation in the Community College, 2004), advice provided by facilitators at the MSA Assessment conference (June 2004), and assessment plans available online for a number of institutions form the basis for the following recommendation.

Assessment of Student Outcomes - Recommendation
Develop and Implement a Comprehensive Plan for the Assessment of Student Learning Outcomes

Objective	Implementation	Assessment	Timeline	Responsibility
▪An Assessment of Student Learning Plan which complies with accreditation requirements, is flexible enough to be used by faculty across the College and provides meaningful quantitative and qualitative information for use in improving student outcomes at the institution, program and course levels	▪Establish Assessment Task Force ▪Refer to AAHE's *Nine Principles of Good Practice for Assessing Student Learning* (Appendix E) as a foundation for planning ▪Utilize assessment practices already in place ▪Acknowledge course and program development documents which define approaches to assessment ▪Allow for a variety of assessment methods: quantitative and qualitative ▪Indicate how assessment activities at the course, program and institutional levels are congruent ▪Refer to Middle States publication *Student Learning Assessment: Options and Resources* and Suskie's *Assessing Student Learning* ▪Integrate systematic use of currently available institutional data and recommend additional valid methods of data collection such as student surveys and faculty surveys to build on current successful practices ▪Provide faculty the opportunity to explore and develop a variety of pedagogical approaches to assessment through a coordinated and sustained program of professional development supported by appropriate financial expenditures ▪Provide for ongoing oversight of assessment of student learning outcomes	▪Documentation of a comprehensive plan ▪Improvement in academic performance, successful course/program completion, and overall goal achievement (graduation, transfer, departing the College successfully)	▪Spring 2006 – identify Assessment Task Force members ▪Fall 2006/Spring 2007 – Task Force gathers information from recommended literature, other schools, and current practices of assessment at course, program and institutional levels ▪Fall 2007 – draft of a plan is completed and approved ▪Spring 2008 – systematic implementation of plan begins ▫Given the complexity and diversity of the Institution, a phase-in of assessment activities seems prudent ▪Fall 2009 – comprehensive plan in place ▪Ongoing – PD activities and oversight of assessment practices across the institution	▪VPAA ▪AA Council ▪DHeads ▪IR ▪Assessment Task Force ▪CFT

Part II: PROGRAMMATIC DIRECTIONS

The following recommendations are proposed for refining current College directions based on fiscal realities, College mission and stated values, and recent strategic plans.

Recommendation 1
Review All Programs in Light of Current Challenges

Objective	Implementation	Assessment	Timeline	Responsibility
▪Matrix of programs (current, revised and new) identifying strengths, weaknesses, potential impact of funding changes, future demands for program and next steps using a three-year timeline	▪VPAA and AA Council develop guidelines for new program initiatives including such factors as cost/benefit analysis; investment; time to grow; targets; State high priority programs, and constraints ▪VPAA and AA Council develop a step by step process to allow the College to respond expediently to the need for course and program revision ▪DHeads submit to their respective Deans a list of proposed new or revised programs and initiatives spanning a three year time frame ▪All new and current programs reviewed by VPAA and AA Council according to the new program development model and in light of the new high priority funding schema and mission of the College	▪Documentation of program reviews (matrix) aligned with fiscal realities and program demands	▪Fall 2006 – guidelines for program development put into practice ▪Spring 2007 – matrix of current and proposed programs and curricular initiatives ▪Fall 2007 – review completed	▪VPAA ▪AA Council ▪Department Heads ▪Office for Planning & Finance ▪IR

Recommendation 2
Clarify Guidelines for Program Elimination

Objective	Implementation	Assessment	Timeline	Responsibility

▪Clarified guidelines in a context of high ethical standards, academic integrity and minimal negative impact	▪Clarify and publicize the following factors that influence the decision to eliminate or maintain a Program:
	  a. Mission
	  b. Quality – defined by externally validated criteria such as those used in an audit.
	  c. Need
	  d. Cost/Benefit Analysis
	    (See Appendix F for details)
	▪Identify and publicize information about the process for program elimination (See Appendix F)
	▪Ensure that key steps are included in program elimination
	(See Appendix F)
	▪Inform all who are affected in a timely fashion
		▪Documentation of guidelines created and disseminated	▪Fall 2006 – guidelines concerning factors, process and key steps in program elimination in place and publicized
			▪Ongoing – communication to those faculty and students affected
				▪VPAA
				▪AA Council
				▪Planning & Finance
				▪IR

Recommendation 3
Review Program Outcomes on an Annual Basis and Identify Expectations for Improvement

Objectives	Implementation	Assessment	Timeline	Responsibility
▪Cycle of program review for purposes of improvement of academic quality and learning outcomes at the program level ▫What did we plan to do? ▫How do we know that we were effective? ▫What processes/activities do we need to improve? ▪An electronic portfolio for each program that includes information about program initiatives and achievements	▪Faculty and administrative staff (as appropriate) participate in annual reviews; assist in collecting student information for assessment activities; participate in reviews of program results and decision-making for improvement ▪Department Head and Supervisor (as appropriate) work in collaboration with Division Dean to lead department effort to set goals/objectives; facilitates collection of information for review and decision-making; and leads department discussions and planning for improvement ▪Each program identifies goals, objectives and student learning outcomes consistent with College strategic plans and initiatives ▪Academic programs evaluate student progress and use information to rectify problems in course scheduling, course sequencing, and preparation of students for meeting program goals	▪Participation of unit members in planning, review and decision-making ▪Data documenting improvement in achieving goals and outcomes ▪100% of identified units have an electronic portfolio that is updated on an annual basis	▪Fall 2006 – Develop format and process for review ▪Spring 2007 – program reviews begin and continue on an annual basis	▪Department Heads ▪Supervisors ▪Faculty ▪Administrative staff

Recommendation 4
Maintain a Non-credit Program for Adult Literacy that Meets or Exceeds External Standards for Good Practice

Objective	Implementation	Assessment	Timeline	Responsibility
▪Quality literacy program (including a mix of College and community-based opportunities) consistent with College budget and supported by the community	▪VPAA on annual basis proposes a budget for literacy programs that will determine number and types of initiatives offered by Division of Adult Community Education ▪Division works with Office of Institutional Advancement to seek grant funding to support literacy initiatives ▪Division works with community-based organizations to identify ways to maximize resources and identify opportunities for advocacy ▪Dean works with Division staff to restructure the number of hours of literacy classes to increase student success and increase efficiency in scheduling ▪Division staff develop learning goals and objectives and an assessment plan that conforms to College standards for assessment ▪Dean documents student retention and transition to College-level courses as basis for continuing literacy initiatives	▪Budget for program costs determined ▪Percentage (increase) of students retained ▪Percentage (increase) of students transitioning to College-level work ▪Surveys of student and faculty satisfaction	▪Spring 2006 – propose annual budget ▪Fall 2006 – seek grant funding ▪Fall 2006 – work with community on resources and advocacy ▪Spring 2007 – restructure scheduled program hours ▪Spring 2007 – develop learning goals and assessment plan ▪Annually - report on retention, success and satisfaction	▪VPAA ▪Dean of Division of Adult Community Education

Recommendation 5
Expand Distance Education as an Additional Learning Option

Objective	Implementation	Assessment	Timeline	Responsibility
▪Expansion of distance education offerings while maintaining standards for quality, enhancing student support, and developing a mechanism to assess student learning outcomes	▪Distance Education staff work with Office of Marketing and Government Relations to provide content information for development of new Web site, collateral materials, and marketing plan ▪Staff work with DHeads and Curriculum Coordinators to determine program readiness for offering degree programs online ▪Director of Distance Education develops and offers faculty training opportunities ▪Director develops an enhanced structured, efficient, and responsive support service system for students and faculty ▪Staff develop and implement a program assessment system ▪Dean of ESS issues annual report outlining activities and accomplishments	▪Percentage increase in number of sections ▪Percentage increase in maximum enrollments ▪Student feedback on support ▪Documented improvement in student retention and success (academic performance, course/goal completion)	▪Spring 2006 and ongoing – determine readiness for online programs ▪Spring/Fall 2006 and ongoing – faculty training ▪Fall 2006 – develop marketing plan ▪Spring 2007 – develop and implement assessment system ▪Fall 2007 – develop support service system ▪Annual – Dean's report	▪Director of Distance Education ▪Distance Education staff ▪Dean of ESS ▪Division Deans ▪Office of Marketing & Government Relations

Recommendation 6
Expand Honors Opportunities

Objective	Implementation	Assessment	Timeline	Responsibility
▪ Development of honors opportunities at the department or discipline level to accommodate the academic growth of students who want the challenge of an honors opportunity but who can not attend full time, even for one semester, or students who do not want to pursue a degree in Liberal Arts	▪VPAA, based on recommendations from College faculty, identifies minimum requirements for development of departmental or discipline-based distinction ▪Process for submission and review developed and publicized ▪Faculty in each department meet to determine whether they support developing departmental or discipline-based distinction that meet the minimum standards ▪Faculty in departments or disciplines that choose to develop departmental or discipline-based distinction write a proposal including specific outcomes expected from an honors initiative	▪Number (increase) of students in the departments who participate in and complete the honors initiative ▪Number (increase) of students who identify the honors initiative as a factor in consideration of the College ▪Number (increase) of students who positively evaluate the experience ▪Number (increase) of students who transfer to Honors Programs at 4-year institutions and succeed	▪Spring 2006 – identify requirements for distinction; publicize process ▪Spring 2006 and ongoing – proposals written	▪VPAA ▪Academic Deans ▪Department Heads

Recommendation 7
Provide Alternative Learning Delivery Options

Objective	Implementation	Assessment	Timeline	Responsibility
▪Expansion of alternative delivery options for programs and courses that offer flexible avenues for learning	▪Continue development of a Weekend College through Division of Adult Community Education with enrollment outcome targets and program implementation timelines ▪Develop a timeline and targets for increased distance education degree offerings ▪Increase accelerated certificate and degree program offerings with enrollment targets and implementation timelines ▪Provide for the successful implementation of required supporting marketing strategies ▪Align academic and student support services to support the needs of students participating in alternative delivery options ▪Evaluate current scheduling patterns for each degree and credit certificate and develop an implementation plan and timeline for increasing alterative, flexible, student-centered scheduling options where deemed appropriate ▪Develop an assessment plan for each delivery option	▪Number (increase) of alternative delivery options in each Division with related outcomes and assessment ▪Number (increase) of students enrolled in various options ▪Documented improvement in student retention and success (academic performance, course/goal completion)	▪Spring 2006 and ongoing – review Weekend College options ▪Spring 2006 and ongoing – develop distance education offerings ▪Fall 2006 and ongoing – develop accelerated certificate and degree offerings ▪Fall 2006 and ongoing – implement marketing strategies ▪Fall 2006 and ongoing – provide appropriate support services to match needs of program ▪Fall 2006 and ongoing – evaluate scheduling patterns ▪Spring 2007 – implement Weekend College opportunities ▪Spring 2007 and ongoing – provide alternative scheduling options	▪AA Council ▪Dean of Adult Community Education ▪Academic Deans ▪Director of Distance Education ▪Office of Marketing & Government Relations

Recommendation 8
Ensure Collaboration between the College's CBI and Academic Credit-Certificate/Degree Granting Programs at the College

Objective	Implementation	Assessment	Timeline	Responsibility
▪ Academic credit programs and curricula offered in the business, industry, government, and professional market place	▪Dean of Division of Business and Technology (B&T) facilitates quarterly meetings with each AA Division Dean to identify current and emerging collaborative program initiatives between various academic departments and programs and CBI ▪Formal "program concept submission process" developed by CBI personnel to facilitate implementation of program initiatives submitted by Deans, DHeads and faculty ▫Process reviewed by Deans for input prior to implementation ▫CBI leadership and individual Deans effectively communicate new "program concept submission process" to DHeads and faculty ▪Appropriate Deans initiate meetings with CBI leadership to identify ways in which various College "Centers" (e.g., Center for Law and Society) can work collaboratively with CBI to enhance program offerings and implementation	▪ Documentation of collaborative activities in annual reports ▪Number (increase) of academic credit programs provided in the market place	▪June 2006 – 1st annual progress report submitted to VPAA ▪Fall 2006 – new "program concept submission process" implemented ▪Fall 2006 – meetings on collaboration with College "Centers"	▪Dean of Business and Technology ▪Appropriate Academic Deans

Recommendation 9
Initiate a Non-credit Lifelong Learning Program

Objective	Implementation	Assessment	Timeline	Responsibility
▪A lifelong learning program that generates net revenue and meets community needs for courses that are not linked to workforce development	▪Explore possibilities for courses ▪Develop set of courses ▪Market to the public	▪Number (increase) of students enrolled ▪Amount (increase) of revenue ▪Surveys of participant satisfaction	▪Spring 2006 – explore, develop and market courses ▪Spring 2006 – first courses offered ▪Summer 2006 – additional courses offered ▪Fall 2006 – expand offerings	▪Dean of Division of Adult Community Education

Recommendation 10
Investigate the Feasibility of a Four-year Degree Program

Objective	Implementation	Assessment	Timeline	Responsibility
▪Exploration of potential baccalaureate degree programs	▪VPAA and Academic Deans identify programs where a baccalaureate degree offered at the College would be a viable option academically and financially ▪Gather information about process required at State level and implications for the College and community	▪Results of exploration presented to President	▪Fall 2006 – programs identified ▪Spring 2007 – research reviewed and information presented	▪VPAA ▪Academic Deans

Recommendation 11
Continue to Identify, Develop and Implement Strategic Alliances and Partnerships

Objective	Implementation	Assessment	Timeline	Responsibility
▪Alliances and partnerships which support the College's Strategic Plan, the CBI Business Plan and the Academic Master Plan	▪AA Division Deans work collaboratively to support current strategic partnerships with School District of Philadelphia, government entities, key workforce and economic development organizations, professional associations, colleges and universities ▪Dean of Division of ESS coordinates all current and emerging strategic alliances and partnerships between the College and the School District of Philadelphia ▪Dean of Division of B&T coordinates all current and emerging strategic alliances and partnerships, which support the strategic goals and objectives of CBI ▪VPAA and Division Deans implement communication processes designed to foster the sharing of information concerning strategic alliances and partnerships underway throughout the Divisions ▪Develop marketing plan consistent with strategic initiatives .	▪Number (increase) of strategic alliances and partnership initiatives ▪Documentation of collaborations and related outcomes in annual reports	▪Spring 2007 – 1st annual report of alliances and partnerships ▪Spring 2007 – develop marketing plan ▪Ongoing – building of alliances and partnerships	▪VPAA ▪Deans ▪Office of Marketing & Government Relations

Recommendation 12
Lead a Coordinated, College-Wide, Systemic Approach to Optimizing Student Retention and Success

Objective	Implementation	Assessment	Timeline	Responsibility
▪A systemic approach to improving students' early experiences at the College	▪Review College and external research, including work of Parity Task Force and other initiatives ▪Identify representative Task Force ▫Assess current early experiences (strengths and weaknesses) ▫Prioritize areas of most critical need ▫Determine data needed ▪Develop comprehensive, systemic college-wide initiative ▪Determine structure and process for assessment and oversight of initiative ▪Lead implementation of new college-wide approach	▪Evidence of collaborative partnerships across the institution ▪College community aware of new initiative ▪ Percentage (increase) of students continuing at the College to goal completion ▪Documented improvement in student learning outcomes and success (academic performance, course/goal completion) ▪Surveys of student, faculty and staff satisfaction and recommendations ▪Systemic strategy is an institutionalized initiative	▪Summer 2006 – Identify members of Task Force ▪Fall 2006 – Task Force develops a plan ▪Fall 2006 – oversight and assessment process established ▪Spring 2007 – begin implementation	▪Academic Affairs in collaboration with College community

APPENDIX A

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 B

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.

General Education – <u>Plan A</u>
Department Heads Council

Background

Discussion of General Education requirements at Community College of Philadelphia has been on-going since the founding of the College. While students have always had opportunities to register into specific degree-granting curricula, students in the past had the option of a General Studies curriculum leading to an Associate in General Studies degree which specified no graduation requirements save six credits in English composition and a total of sixty credit hours. Long controversial, this degree was eliminated, substituting in its place the requirement that each matriculating student be registered in a certificate or degree-granting curriculum. Each curriculum includes specific degree requirements and a General Education distribution of graduation requirements.

Several attempts have been made to improve the quality and experience of the General Education distribution for students. One of these tried to infuse all general education courses with standards in critical thinking and writing (CTW); the most recent was the proposed reformation of General Education from listed core course requirements to a distribution of dimensions in specified types of reasoning and learning experiences (Dimensions). Neither the CTW nor the Dimensions reforms have been implemented, although some of the creativity and imagination of both of these attempts have informed the development of some courses and programs.

The current model of General Education distribution is that each individual curriculum leading to a degree sets the degree distribution requirements and these are approved as an essential component of the specified program. Approvals of degree programs follow the current governing authority in the College, usually the Deans' Council, the Standing Committee on Academic Affairs Subcommittee on Curriculum, and the IWC.

The Present Concern

Apart from a theoretical desire for all programs to demonstrate a common academic element, a recent Middle States' Accreditation Review suggests that it is an expected standard that a set of General Education requirements should form the foundation for all academic curricula. A concern which has always informed any discussion of General Education requirements has been that the graduation requirements indeed be general; that is, that every student who receives an associate degree from Community College of Philadelphia shall have had some academic exposure in defined areas and that such courses and credits shall be transferable.

All the current curricula have General Education graduation requirements. While there is some variation in these graduation requirements there is considerable consensus. The issue that has inhibited complete agreement on General Education is the limitation on the credit-hour requirements that some curricula can expect in an associate degree program (maximum credit hour limits) when they include a high number of General Education credits. Curricula must balance the necessary requirements of the program with the value of General Education courses in the context of the limited number of credits in an associate degree program.

The discussion to date has most recently been reoriented by a decision to suspend the implementation of the General Education requirements through the "Dimensions" process. It is understood that implementation of the full program of seven specified reasoning and academic experience dimensions imposed an unreasonable credit requirement, especially on those curricula with significant career preparation components and whose credit requirements must be responsive to accrediting and certifying bodies.

The question before the College now is to establish General Education distribution requirements which express both the basic academic values at the core of every program and a realistic appreciation for the variance in the needs of the different curricula. The most recent set of documents on this subject were the Report of the Dimensional Review Committee, May 22, 2001, the Summary of

Issues Raised Regarding the General Education Proposal, February 13, 2002, and the Memorandum from the Academic Affairs Council, January 24, 2003.

Trying to reconcile the recommendations of the Dimensions Review Committee with practical limitations, the Academic Affairs Council in its memorandum set forth several concerns and questions. While these have been widely circulated and discussed, no final action has been taken. The Vice-President for Academic Affairs last year and again this year asked the department heads to forward recommendations in this area in an attempt to bring closure to this long-discussed subject.

The Department Heads' Council has reviewed both the Dimension Review Committee's report and the Memorandum of January 24, 2003, and collected representative responses from the various departments to the concerns and questions raised in these documents. What follows are the recommendations of the Department Heads' Council based on those responses and subsequent discussions.

Recommendations

1. General Education requirements shall be satisfied through a menu of core courses. General Education core courses shall be required by each degree granting curriculum. Each curriculum may specify additional requirements and directed electives. The General Education requirements, to be effective, must apply to all students in all curricula.

2. The distribution of these courses, with a maximum allowable requirement of 20 credit hours, should include the following:

English Composition	6 credits
Humanities	3 credits
Social Science	3 credits
Science and/or Mathematics	6 to 8 credits
==============================	
Total Courses	Six Courses
Total Credits	18-20 Credits

3. Curricula may require one mathematics course plus one science course, or two science courses (in which case, one of the two must be a laboratory science) or two mathematics courses for a total of 6 to 8 credit hours.

4. The General Education requirement in science may be satisfied by either a laboratory science (4 credits) or other identified science course with 3 or more credits (see item 3, above).

5. A requirement addressing American diversity, or international or cross-cultural perspectives, may be satisfied by listed courses. The current requirement for a course in "American Diversity" should be expanded to include courses in "international" or "cross-cultural" or "global" perspectives. The recommendation is to broaden the diversity concept to include international perspectives or cross-cultural concepts. A "diversity" requirement may be satisfied within the General Education core or in addition to the General Education core.

6. General Education requirements in the Humanities are not satisfied by any 100 level English courses. Humanities requirements can be met by a wide variety of available courses.

7. A certifying competency test, appropriate prior experience, or an identified course may satisfy an expectation of computer literacy.

8. The structure of the General Education requirements must be visible to students and their advisors. The advising system must make clear the specific core courses which meet the requirements.

9. There is no perceived problem with transferability of the recommended general education core courses.

10. The Vice-President of Academic Affairs should forward one unified proposal to the relevant governing body and Standing Committees.

General Education –<u>Plan B</u>
Federation's Faculty Council on Education

I. PREFACE: THE ROLE AND VALUE OF GENERAL EDUCATION

Overview

General Education is that part of the curriculum required of all students for graduation and that is therefore shared by all students at the College. Courses or competencies in General Education enable students to develop the intellectual skills necessary for success in a changing marketplace and at baccalaureate institutions.

General Education at the College supports and requires students to be lifelong, intentional, and reflective learners who live and act effectively in an interdependent world. While General Education is pragmatic — and therefore useful to students in career and transfer programs — it is also intellectually rigorous. In addition, General Education is assessable, with demonstrable, quantifiable learning outcomes for students.

General Education also provides important academic connections among the faculty. Since General Education is required of all degree students for graduation, it offers the set of courses, experiences, and skills that faculty work together to provide.

Consistent with its mission, Community College of Philadelphia expects all of its degree seeking students to be introduced to the academic disciplines that will help guide their development as educated persons. In addition, the College expects all students to achieve college level proficiency in reading, oral and written communication, scientific and quantitative reasoning, understanding of American and global diversity and democratic values, technological competency, and information literacy. These basic educational qualities are essential for students in all career and transfer curricula. Each curriculum at the College is offered with the intention of meeting all of these goals.

To achieve these goals, as expressed in the College's Mission Statement, General Education cultivates crucial attributes in our students that promote learning for career advancement, community involvement, responsible citizenship, and personal enrichment.

Career

The College's Mission Statement includes the aim of training students "to meet the changing needs of business, industry, and the professions." In conjunction with career curricula, General Education courses and experiences prepare students for such economic necessities as developing advanced and varied work skills. The foundation of general knowledge and the training in critical and analytical thinking that are fundamental to a General Education enable students to exercise sound decision making and re-orient their goals to changing conditions in the marketplace and elsewhere. In short, the broadly applicable knowledge acquired through General Education equips students with fundamental survival skills: adaptability and independence.

Community

To promote "increased awareness and appreciation of a diverse world where all are interdependent," General Education courses and experiences provide venues for students to interact with peers whose goals extend beyond specialized, professional interests. In these settings, students learn the views and values of those whose age, race, gender, or cultural background differ from their own while forming bonds based on a common educational experience. In addition, the breadth and flexibility of the General Education curriculum promotes the examination of "intellectual questions and social issues," as well as cultural, scientific, technological, psychological, and political issues of broad concern. In this way, General Education equips students with the means to achieve "self-fulfillment based on service to others."

Citizenship

The irony of a democratic society is that it functions best when its citizens are capable of questioning and re-assessing the values of that very society. To ensure that students become "informed and concerned citizens" of our city, the nation, and the world, General Education gives students the tools to continue to educate themselves. Through critical analysis not only of social and economic issues, but of the rhetoric of media and politicians, graduates of the College can become productively engaged in local, national, and international political discourse. With this engagement, they develop self-confidence and an awareness of their influence upon external events and the direction of society.

Personal Enrichment

Although the primary goal of General Education courses is to attain basic knowledge in core subjects, almost equally important is that students also acquire a sense of empowerment. The special characteristics of the College — small classes, ample outside classroom contact with professors, and learning lab and counseling support — enable students to overcome limitations of their

prior educational backgrounds and promote "enjoyment of present challenges and accomplishments." One of the fundamental aims of the General Education curriculum is to help students achieve "greater insight into their strengths, needs and aspirations" and thus develop a clearer sense of self.

Background and Present Situation

When Community College of Philadelphia first opened its doors in 1965, it described General Education requirements for each career and transfer curriculum as they were being developed. The focus was on a distribution of courses in humanities, mathematics, and the behavioral, natural and social sciences. As the College matured, discussions about General Education continued and requirements were modified. The last ten years has seen a continued discussion by faculty and administrators of General Education and has yielded a number of recommendations and some implementation.

Currently, according to the College catalog, there are two General Education Degree Requirements at the College: An 18-credit distribution requirement, General Education Distribution Requirements [six credits in each of three categories – Humanities, Social Sciences and Math/Natural Sciences (Page 31)] and an American Diversity Course Requirement (Page 32.) Until recently, there was also a Dimensions Requirement. This was never fully implemented, however, and has recently been eliminated and withdrawn from the forthcoming College catalog.

Previous reports, including those of the Dimensional Review Committee (May 22, 2001), the Middle States Self-Study – Standard 12: General Education (2004), and the Department Heads' Council (January 27, 2005), have all discussed concerns regarding the College's General Education requirements and the need to address these concerns. Among the issues are:

- The need to bring faculty together to discuss critical reasoning and writing skills across the curriculum and patterns of instruction across the College.
- The need to balance two necessary goals: to have students be intentional learners, mindful of how General Education functions in their academic and career plans, while also having a system that is to some degree "invisible" to students.
- The need to reform the General Education structure so that it does not place a significantly greater burden on students in terms of credit hours, especially for students in AAS degree programs, than that currently in place (18 credit hours plus a Diversity requirement.)
- The need, as recognized in the Middle States Self-Study Major Recommendations, to develop and implement an effective governance and/or administrative structure to oversee General Education and fully implement a College-wide General Education requirement.

- The need, as recognized in the Middle States Self-Study Major Recommendations, to establish clear student learning outcomes for General Education, develop an assessment plan, assure collection of data to measure student learning outcomes, and use these data to improve student learning outcomes.
- The need for courses or experiences that meet the General Education requirements to be integrated into the major, be useful in a wide range of majors, be transferable, and be relevant to the career and civic needs of our students in a changing world.
- The concern that any new General Education requirements and process be implemented decisively and efficiently with strong support from faculty and the administration.

Any revision to the General Education requirements at the College must take this history into account and seek to address these concerns and recommendations.

II. STUDENT LEARNING OBJECTIVES

In order to strengthen the General Education curriculum at the College, it is necessary to identify desired educational outcomes. The enumeration of explicit goals for student achievement can contribute to fruitful discussion, accurate assessment, and further improvement of the College's program. Therefore, under the following categories, descriptions of skills that students should acquire through General Education are listed:

Autonomy
- <u>Information Acquisition:</u> Proficiency in finding, assessing, and utilizing repositories of information, both traditional and electronic
- <u>Information Integration:</u> Proficiency in evaluating, digesting, and combining information from disparate sources and working independently to build knowledge for appropriate use in personal, professional, and civic life
- <u>Knowledge and Skill Transfer:</u> Proficiency in transferring intellectual processes, skills, and knowledge across disciplines and from one setting to another

Collaboration
- <u>Leadership and Cooperation:</u> Ability to work with others, in either a leadership or supportive role, to examine problems and devise and implement solutions based on consensus
- <u>Cultural Literacy:</u> Awareness, appreciation, and understanding of the traditions, values, and knowledge of people of various ethnic, racial, and religious backgrounds to facilitate collaborative endeavors aimed at achieving common goals

Critical Thinking and Expression

- Language: Proficiency in reception (listening and reading) and expression (speaking and writing)
- Historical/Intellectual/Cultural Context: Understanding of theories, historical conditions, trends, and events, domestic and international cultural traditions, as well as geographical relationships, and their effects upon contemporary political, social, economic, scientific, and personal life
- Quantitative Reasoning: Proficiency in fundamental aspects of numeracy[*] at least up to the level of abstraction encountered in algebra, the ability to interpret and to use statistical information, the ability to assess the validity of such interpretation and use, and the ability to distinguish proper from improper use; awareness of the limitations of such methods
- Scientific Reasoning: Proficiency in identifying classes of phenomena that may be analyzed in relative isolation to some approximate degree, in refining common-sense understanding of such phenomena (based on carefully controlled observation and experimentation) in creating appropriately formal quantitative schemes that permit description and prediction, and in formulating and testing of hypotheses, using both induction and deduction; awareness of the limitations of such methods

III. GENERAL EDUCATION DEGREE REQUIRMENTS

A) Context for Recommendations

The Middle States Commission on Higher Education defines excellence in General Education in the following terms: "The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy." It goes on to state: "General education is an important component of all undergraduate and some graduate higher education degree programs. . . .A general education program – developed, owned, and reviewed by the institution's faculty – should be purposeful, coherent, engaging, and rigorous. . . . the skills and knowledge derived from general education and the major should be integrated because general education and study in depth, together, comprise a quality undergraduate education."

---

[*] Numeracy may be defined to be number-sense: an intuitive grasp of the size, sign, and various representations of a number, and the kinds of things they may meaningfully describe.

B) Recommendations and Process

1) Overview

As mentioned above, General Education is that part of the curriculum required of all students for graduation and shared by all students at the College. Courses or competencies in General Education enable students to develop the intellectual skills necessary for success in a changing marketplace and at baccalaureate institutions.

The recommendations we propose address the following:
- Fulfilling the goals of the College's mission statement
- Building upon the work done by many colleagues and committees at the College
- Meeting specific student learning needs
- Devising requirements that can be reasonably implemented and managed for all degree students at the College
- Making General Education planning and implementation curriculum centered
- Developing a process for management and oversight
- Promoting General Education to the College community
- Driving faculty development
- Creating a system of assessment that can evaluate General Education outcomes

2) Recommendations

Our recommendations are:

1. That all students who graduate with an Associate's Degree from Community College of Philadelphia be required to a) complete courses in the nature of inquiry in each of the *three major areas of learning* (humanities and the arts, the social sciences, and mathematics and the natural sciences), b) complete courses in designated *essential reasoning and writing skills*, c) be introduced to a *variety of cultural perspectives* central to both a democratic society and to the world, and d) attain *competency in computer technology and information literacy*.

2. General Education requirements shall combine a strengthened General Education Distribution Requirement (commonly called the "18 Credit Hour Distribution Requirement") and the American Diversity Course Requirement with additional courses: a Writing Intensive Course, an Interpretive Studies Course, and an American/Global Diversity Course. In addition, each curriculum at the College will be required to demonstrate that the curriculum provides students with competency in computer technology, information literacy, and civic education either in a course(s) or imbedded within the curriculum.

3. A single course may be used to fulfill multiple General Education Degree Requirements. (For example, a single course could fulfill both Writing Intensive and Interpretive Studies requirements.)

4. The current (18 Credit Hour) General Education Distribution Requirement would change somewhat in substance. Students would be introduced to the nature of inquiry in each major area of learning by completing courses in the following disciplines for graduation:
- 3 credit hours in Social Sciences
- 3 credit hours in Humanities and the Arts (English 101 and 102/112 may not be used to fulfill the Humanities requirement
- 3 credit hours in college-level Mathematics
- 3 credit hours in Natural Science with a lab component
- English 101 and English 102 or English 112

5. Students would also be expected to complete courses that fulfill other requirements for graduation:
- 3 credit hours in a Writing Intensive Course (English 101, 102, and 112 do not count towards this requirement)
- 3 credit hours in an Interpretive Studies Course
- 3 credit hours in an American Diversity/Global Diversity Studies Course. (This requirement can also be met for students in curricula if the curriculum demonstrates that American Diversity or Global Diversity is imbedded in the curriculum)

6. Specific categories of Distribution Requirements are defined as follows:
- A Writing Intensive Course is a regular college course designed to integrate the teaching of writing with the teaching of specific subject matter. Writing Intensive Courses are offered across the curriculum and may overlap with other degree requirements. A Writing Intensive Course should include the practice of general forms of academic or creative writing or the introduction of specific forms of academic writing common to the discipline or set of disciplines pertaining to the course. The course should approach writing as a process of planning, drafting, revising, and editing.
- An Interpretive Studies Course is a regular college course designed to focus on the study, analysis, and interpretation of "primary sources," defined as those written documents, material artifacts, visual works, and musical works closest to the subject under investigation or created in the historical period or culture under study. In addition, relevant case studies and field research contained within a syllabus would also be considered an interpretive endeavor.
- An American/Global Diversity Studies Course is a regular college course designed to focus on either the comparative study of race/ethnicity, gender, class, religion, and/or sexual relations in the United States (American Diversity), the study of a country, culture, civilization, or region outside the United States or a comparative analysis of countries,

systems, or cultures outside the United States, or the study of a language other than English (Global Diversity.) These courses prepare students to function effectively in a democratic society by helping them to understand the complexities and differences among the people of the United States or the complexities and differences between the cultures, languages and history of the United States and other regions of the world.

- A course that fulfills the Mathematics requirement is a college-level course designed to promote a solid foundation for the interpretation and understanding of the world through numbers or other measures, using deductive logic, with a synthetic or analytic approach. Courses that focus on the analysis of and drawing of inductive inferences from quantitative data can satisfy this requirement, provided they have a sufficiently prominent deductive component.
- A course that fulfills the Natural Science requirement is a regular college course, with a laboratory component, designed to use scientific modes of reasoning to understand and describe the natural world.

3) Process of Implementation

1. The requirements outlined in this proposal are such that students in each curriculum at the College, career and transfer, will be strengthened by the courses and learning objectives required for graduation. Thus, all faculty at the College, and faculty in each degree curriculum at the College, will be committed to assuring that their students meet the learning objectives of the General Education plan. This may be done through requiring all students to complete specified, appropriate course(s) certified College-wide or in some cases by imbedding these essential requirements throughout the curriculum. Faculty members in each of the curricula will also work with colleagues across the disciplines to give General Education a faculty-driven focus and direction.

2. Following the approval and adoption of these new General Education Degree Requirements by the College, the Vice President for Academic Affairs and the Faculty and Staff Federation will agree on the appointment of a new General Education Oversight Committee to oversee and monitor the process of the implementation and assessment of the new General Education Degree Requirements.

3. Courses that meet the General Education requirement will remain the same as the current General Education Distribution Requirements contained in the College catalog.

4. The General Education Oversight Committee will ask every Department at the College to designate which of its regular college courses meet the requirements for any of the required courses. These courses will be certified as meeting these requirements for a three-year provisional period. The primary discipline will determine whether courses outside the department meet such criteria.

5. In addition, all courses certified under the previous Dimension Requirements as meeting the Written Expression or Interpretive Studies Dimensional Requirements may be proposed as meeting the corresponding requirements. All courses certified in the College catalog as meeting the American Diversity Course Requirement may be proposed as meeting the new American Diversity Requirement. All courses certified in the College catalog in the Liberal Arts Curriculum as either a Social Science International Emphasis course or a Humanities International Emphasis course may be proposed as meeting the new Global Diversity Course Requirement. All courses certified in the College catalog as meeting the Mathematics or Natural Science Requirement may be proposed as meeting, respectively, the new Mathematics or Natural Science Requirement. CIS 103 may be proposed as meeting the technological competency requirement. English 102 may be proposed as meeting the information literacy requirement. These courses will also be certified for a three-year provisional period.

6. Unless vetoed by the General Education Oversight Committee, all courses proposed by departments and designated as specified in the above will be certified as meeting the appropriate General Education Degree Requirements for the three year provisional period. Proposed courses can be vetoed by the General Education Oversight Committee if that body believes that the designated courses clearly do not and can not meet the appropriate General Education Degree Requirement.

7. The Vice President for Academic Affairs and the General Education Oversight Committee will agree upon the appointment of faculty committees to certify and assess each of the requirements, along with competency in Computer Technology, Information Literacy, and Civic Education. There will be a committee, consisting of five to seven faculty members, for each of the requirements. During the first year of the three-year provisional period, each committee will create general written guidelines to help departments understand the broad parameters of the Distribution Requirements. These general guidelines will be reviewed and approved by the General Education Oversight Committee and the Vice President for Academic Affairs. Courses approved will be designated in the College catalog and in the College OASIS system.

8. Before the end of the three-year provisional period, each course given provisional certification will need to document how it is meeting this requirement and receive approval from the corresponding committee. In addition, any new course will have to be certified and approved by the committee.

9. Documentation for certification will consist of:
- A letter from the Department Chair stating that the department has discussed the General Education requirement and is applying for certification, that the department agrees that the course as designed and taught meets all the requirements for certification for a particular requirement, that the department will make a good faith effort to ensure that the course will be taught as designated, that all faculty teaching the course will be made aware of how the course is designed to

meet the requirement, and that the Department will assess on an on-going basis whether the course is continuing to meet the designated requirement.

- A statement of up to two pages explaining how the course meets the designated requirement.
- A syllabus.
- Three sample writing assignments, classroom activities, laboratory assignments, projects, etc. related to the requirement.
- A copy of the course document on file in the Office of Curriculum Facilitation.

10. The appropriate faculty committee will consider the application and vote to either certify or not certify the course for the requirement. If the committee decides not to certify the course, it will provide a written explanation of its decision to the department and will work with the department to help redesign the course, if necessary, and resubmit the application in the future. Courses approved by the faculty committees will be reviewed by the General Education Oversight Committee and can be vetoed jointly by that body. Provisionally certified courses that have not completed the certification process at the end of the three-year transitional period will have their certification dropped until they complete the certification process.

11. Students in higher education cannot succeed without having appropriate skills in the use of technology to support their pursuit of knowledge. Each curriculum will design a strategy and develop a requirement for enabling its students to achieve this objective. The Technological Competency and the Information Literacy Committees will consider the certification of CIS 103 and English 102, respectively, following a process similar to that outlined above, the certification of new proposed courses that might meet these requirements, and the implementation of these requirements within each of the degree programs at the College.

12. If the Vice President for Academic Affairs approves the proposal for General Education and it is recommended by appropriate Standing Committees to the President, and ultimately approved by him, then it is anticipated that there will be a two-year period needed for implementation. Implementation will require the cooperation of faculty and administrators to ensure success. To promote full cooperation, we recommend that the Vice President for Academic Affairs and the Faculty and Staff Federation work together to agree on the appointment of a new General Education Oversight Committee to oversee and monitor the process of the implementation and assessment of the new General Education Degree Requirements.

13. Since General Education at the College supports and requires students to be intentional and reflective learners, students should be made aware of the importance, nature, and rationale of the General Education component of their undergraduate degree programs through the College catalog, the OASIS system, and especially the academic advising process. General Education is developed, owned, and reviewed by the faculty. Therefore, it is vital that faculty be fully engaged in helping students understand the General Education process and requirements through academic advising.

14. General Education reflects the changing values and commitments of higher education and must be considered within the context of the communities served by the College. Ongoing discussion and examination of how the College is meeting the educational needs of these communities through educational programs are crucial. Enhancing the educational experiences of our students requires a continuing commitment to improving teaching and advising, and the General Education effort can serve as a driving force in this process. Therefore, we recommend that faculty development be a significant part of this effort.

15. Curriculum Advisors will be provided with a list of courses that have been approved as satisfying each of the General Education requirements. These lists will be used by students and advisors in selecting courses to fulfill the requirements.

IV.   GENERAL EDUCATION ASSESSMENT OF STUDENT LEARNING

An important component of the General Education effort will be the development of both formative and summative assessment activities to determine the value added to students' educational experiences. Do students learn to write more effectively? Are they better able to think critically about issues that face them on a daily basis? Do employers believe that graduates of the College can communicate effectively and make good decisions? Do transfer institutions view these graduates as well prepared for their last two years of college? The answers to questions like these will enable the College to better develop curriculum experiences that best serve the needs of students.

The College already has an institutional research organization that gathers information about student outcomes. The General Education effort needs to work closely with Institutional Research on designing and carrying out appropriate qualitative and quantitative studies that will help us to evaluate our current programs and to plan future academic initiatives.

In addition to the efforts of Institutional Research, the Vice President for Academic Affairs is responsible for conducting periodic curriculum audits which could include a study of each curriculum's General Studies efforts. We recommend that a General Education Evaluation Committee be established to assist in developing and carrying out research efforts related to General Studies.

General Education Graduation Requirements necessitate identifiable student learning outcomes that could be assessed in a manner that is at least in part quantitative. Where the General Education Requirements are implemented mainly in terms of courses, assessment may be accomplished at the course level. However, meaningful assessment may also be implemented at the departmental or institutional level. Especially valuable might be the capability to monitor the academic and/or career progress of students after graduation from the College. The following are several assessment models that may prove useful:

1. Testing: Course-wide, common final exams to be evaluated by independent faculty committees; departmental exams to determine student proficiencies in particular disciplines; institution-wide exams for graduating students to determine proficiencies in broad aspects of General Education

2. Portfolios: Holistic evaluation of student course (or curriculum) work to determine progress toward meeting General Education goals

3. Tracking: A transparent, statistical mechanism for monitoring students after graduation as they progress in their careers and/or academic lives, with results disseminated widely, both publicly and throughout the College community

4. Surveys: Distribution of questionnaires to graduates of the College at designated intervals to determine their views on the extent to which General Education at the College has assisted them in achieving their academic, career, and personal goals

AAHE's Nine Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.
   American Association of Higher Education, 1992

Sample Assessment Plans

Southern Illinois University Edwardsville, provides guidelines for developing assessment plans for all (institutional, program, course) levels at the College. (*http://www.siue.edu/~deder/assess/denver0.html*)

St. Cloud State University, Minnesota, provides extensive resources for developing assessment models at the institutional, program, and course levels. At St. Cloud one of their assessment components includes an Assessment Steering Committee. They specifically refer to their general education assessment plan: General *Education Learning Outcomes*. (*http://condor.stcloudstate.edu/~assess/index.html*)

Guidelines for programs and courses can be found at *Student Outcomes Assessment: Opportunitites and Strategies: Suggestions for Getting Started* (*http://www.calpress.com/outcome.html*). which modeled their plan based on AAHE's 9 Principles of Good Practice for Assessing Student Learning.

APPENDIX F

Guidelines for Program Elimination

Factors that Influence the Decision to Maintain or Eliminate a Program

1. Mission
   - Centrality to Mission
   - Enduring academic value
   - Mandated/supported by federal/state legislation
   - Effectively prepares students for lifelong learning; critical thinking, etc.
   - Core discipline
   - Provides educational, employment and service opportunities

2. Quality – defined by externally validated criteria such as those used in an audit. A quality program is excellent or has great potential for excellence and ranks high on indicators such as:
   - Student academic outcomes
   - Student transfer
   - Graduate employment
   - Faculty credentials
   - Benchmarks from competitive institutions
   - Faculty recognition for teaching
   - Faculty participation in their department
   - Grants
   - Program accreditation
   - Philanthropic support for the program
   - Facilities/resources
   - Economic impact
   - Engagement in community
   - Application of technology/innovative practices

3. Need
   - Uniqueness; critical advantage
   - Distinct audience
   - Differentiates and distinguishes the College
   - Has the ability to draw new resources to the College
   - Addresses recruitment and enrollment patterns

4. Cost/Benefit Analysis
   - Cost to operate the program, including space, human resources, operating support, technology, etc.
   - Quantitative and qualitative benefits
   - Effectiveness and efficiency
   - Accountability
   - Cost to the College if eliminated
   - Revenue generation

General Process

1. Recommendation of the Dean to the Dean's Council (Academic Affairs Council Executive Session)
2. Recommendation from the Dean's Council to the Vice President for Academic Affairs
3. Recommendation from the Vice President for Academic Affairs to the President and to the Academic Committee of the Board
4. Recommendation from the Academic Committee of the Board to the Board of Trustees
5. Decision of the Board of Trustees

Key Steps (not in order)

1. Stop admitting students
2. Stop hiring new faculty
3. Review status and options of current faculty
4. Develop a timetable for phasing out the program
5. Notify internal and external groups
6. Identify and account for program resources
7. Identify all students and develop a plan for each

READER'S NOTES