COMMUNITY COLLEGE OF PHILADELPHIA

Everything Goes Up, but Nothing Comes Down:

Building Bridges between Faculty and Institutional Assessment at Community College of Philadelphia

2024 Indiana University Indianapolis Assessment Institute
Tuesday, October 29th, 1:15-2:15 PM

Dr. Amy Birge-Caracappa, Director of Assessment
Mx. Lizzie Gordon, Assessment and Evaluation Manager

RISE FROM WITHIN

Session Overview

- Session Learning Outcomes

- CCP Student Demographics

- Basic Organizational Chart

- What Does the OAE Do?

- Where We've Been

- And Then There Was One

- What We Did and How We Did It

- What We Learned

- What's Happening Now & Next

- Useful Links

Session Learning Outcomes

1) Discuss and relate to the last decade of Community College of Philadelphia's **assessment story**, including the reasons behind and context for **siloed and divergent assessment practices** as well as **strategies** for bringing disparate areas together.

2) Identify **practical strategies for engaging campus stakeholders** to **build a culture of assessment**, particularly in the face of institutional change and accreditation fatigue, including at least one potential strategy for **"building bridges"** at their own institution.

Student Demographics*

![Community College of Philadelphia logo]

- Credit headcount: 17,536
- Noncredit headcount: 3,425
- **42.9%** Black
- 19.2% White
- 17.9% Hispanic

- **56.5%** Pell Eligible
- **67.9%** Part-Time
- 10.4% Asian & Pacific Islander
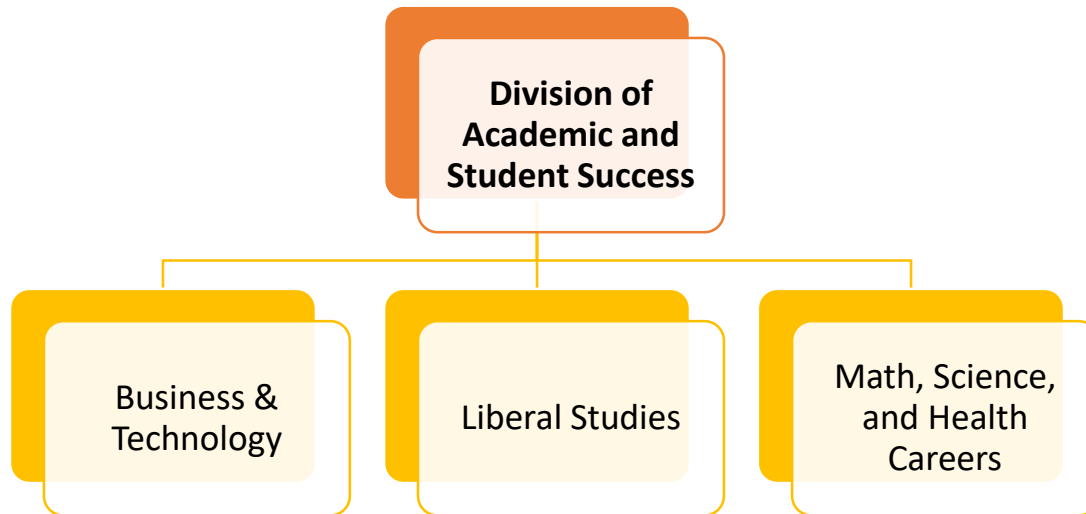- 9.4% Multi-Racial
- 0.3% American Indian/Alaskan Native

*Institutional Research, Spring 2024

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Basic Org Chart: Academic Divisions and Institutional Effectiveness

What Does the Office of Assessment and Evaluation (OAE) Do?

- ✓ Academic Program Review (**APR**)
- ✓ Support for Learning Outcomes Assessment
- ✓ General Education Assessment
- ✓ Workforce Assessment
- ✓ Administrative and Educational Student Support Service (**AES**) Assessment
- ✓ Professional Development
- ✓ Assessment Technology
- ✓ Support for Program Accreditation
- ✓ Support for Regional Accreditation Support

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History, Reorgs, and the Great Assessment Divide

- **2009-2011:** Frenzy! Early course and program learning outcome creation
- **2014:** On warning with our accreditor, MSCHE
- **2015:** Institutional reorganization & assessment database dysfunction
- **2016:** Site visit, assessment-related panic, & the reaccreditation shuffle

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Reaccreditation and Then What?

- **2015-2016:** The Curriculum Assessment Team (**CAT**)
- **2016-2021: The Assessment Management Platform Blues**
- **2018:** Program audit process revamp to **APR**
- **2019:** Contractual assessment and the faculty union
- **2017-2021:**
  - "Data Issues," Faculty Concerns, and Waning Enthusiasm
  - The Rise of the **DCAF** (Divisional Curriculum Assessment Facilitators)

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The DCAF

Divisional Curriculum Assessment Facilitators

- Who they are

- Why they were created

- What they do

- Compensation, etc.

- Burnout, turnover, support

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And then there was one

Staffing the OAE

Turnover in the OAE, 2010-2023

- Director #1: 2010-2012
- Director #2: 2012-2015
- Director #3: 2015-2016
- Coordinator #1: 2014-2018
- **Coordinator #2: 2019-2024**
- PT Specialist #1: 2018-2019
- PT Consultant #1: 2020-2023

Mx. Lizzie Gordon, the One Who Remained

- Background in Psychology and Higher Education Leadership
- 13 years' experience in assessment and accreditation
- Started at CCP in February 2019
  - Hired as Academic Assessment Coordinator
  - Staffed OAE solo from 2020-2022
  - Became Assessment & Evaluation Manager in April 2024
- Developed and fully implemented AES Administrative Assessment process
- Service at the college:
  - Middle States Standard V working group
  - Curriculum Committee
  - Institutional Effectiveness Committee since 2019; co-chair from 2020-2022

Other Big Changes at the College, 2020-2022

- New Vice Presidents
- New AVPs
- New Academic Division Deans
- New Office of Institutional Effectiveness
- Merger of the Division of Academic and Student Success and Workforce Development

New Director, New Direction

- More than thirty years' experience in higher education.
- **Joined CCP in 2003** as full-time faculty in the English Department
  - Taught courses in African American Literature, Composition, American Literature, and British Literature
- **Faculty Federation** (Union) from 2003-2022.
- **Curriculum Facilitation Team** (CFT) from 2007-2014.
- **Coordinator of Curriculum Development** from 2014-2022
  - Worked on **more than 1,100 projects**
  - Spearheaded the **general education** revision (2017-2021)
  - Worked on the Guided Pathways initiative
  - Co-Chaired the **MSCHE Self-Study Working Group** for Standard III: Design & Delivery of the Student Experience
  - Helped steer the Diversity Fellowship Program
- Became **Director of Assessment** in July 2022.

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The 2017-2021 General Education Revision

156 courses	went through a gen ed-specific course review/revision process
56 degree programs	were created or revised for the new gen ed requirements
200 faculty	participated in some aspect of the revision, including course review workgroups, course revisions, and the Gen Ed Task Force
720 students	
140+ faculty and staff	were surveyed about their knowledge of and attitudes toward gen ed
6 focus groups	were conducted with students, faculty, transfer partners, and employers
GEES Core Committee created	

New Direction: Collaboration!

- Regular meetings with the **DCAF**
- Quarterly debrief with the College Assessment Task Force (**CATF**)
- Quarterly meetings with the **GEES** Core Committee
- Faculty Center for Teaching and Learning (**FCTL**)
- **APR** process
- **AES** assessment
- Platform Review Team (**PRT**)
- Professional Development Committee
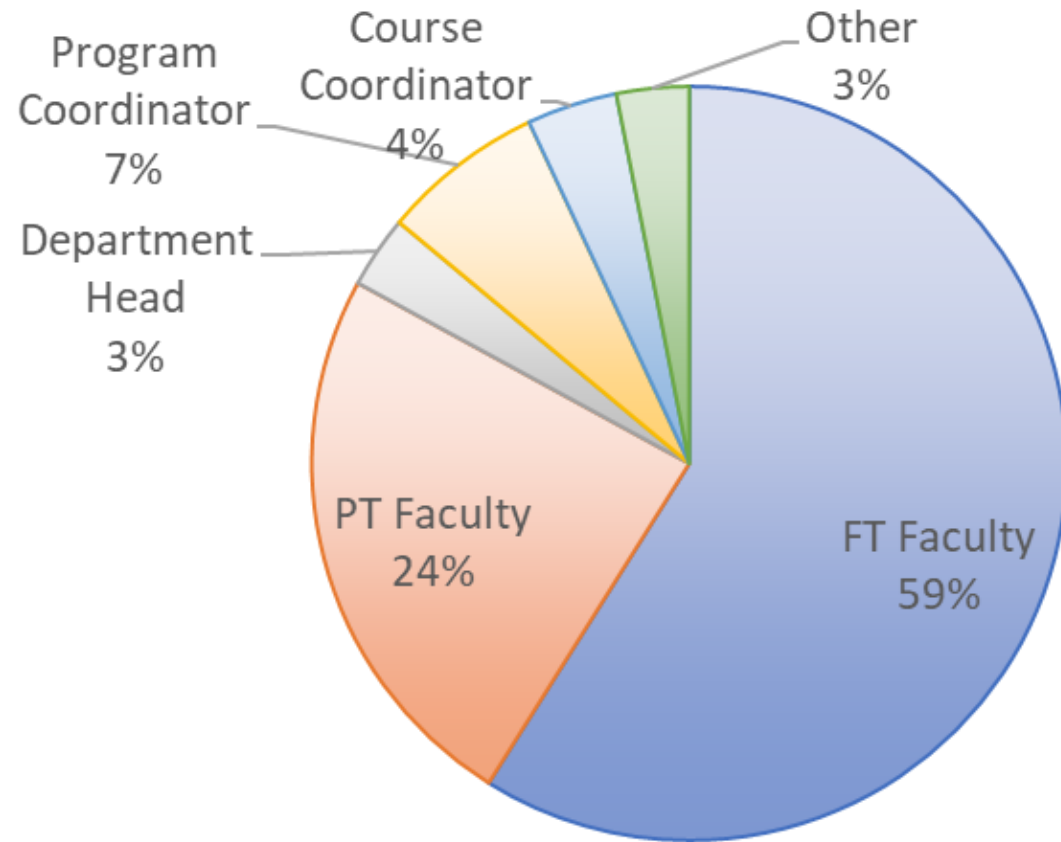- Academic and Student Success Council (**ASSC**)

Needs Assessment Activities

- Fall 2022 faculty assessment **survey**

- Spring 2023 department head **luncheon** and assessment technology discussion
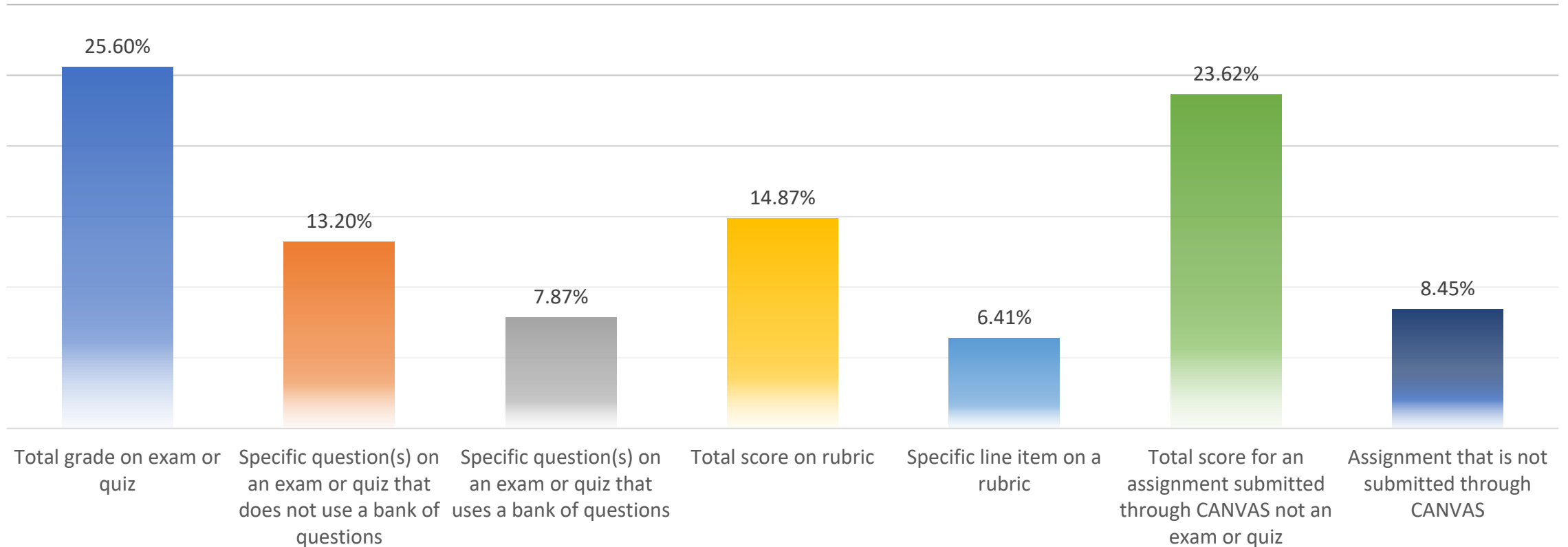
- Spring 2023 college-wide assessment **focus groups**

Which of the following do you use to assess CLOs?

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Dr. Eric Shannon, Director, Institutional Research

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None 4%
Dynamic Forms 1%
Other 5%
AMS 17%
Word 6%
Excel 5%
Canvas 62%
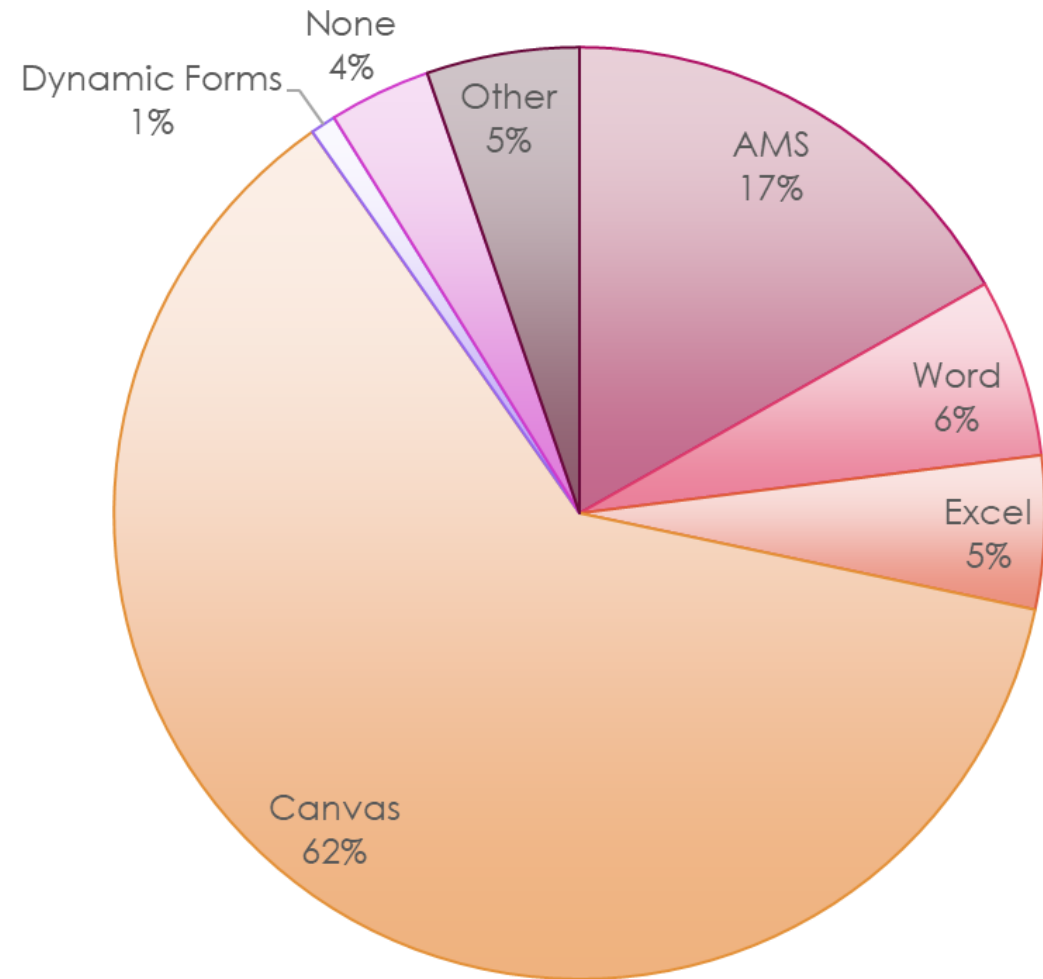
Rank the importance of…

**Characteristics of Assessment (General)**

1. Relevance to students (1.98)
2. Clear expectations (2.02)
3. Flexibility (3.28)
4. A predictable schedule (3.75)
5. Autonomy (3.97)

Characteristics of Assessment Software

1. Ease of use (3.24)
2. Accuracy (3.70)
3. Integration with Canvas (3.75)
4. Automatic data collection (4.25)
5. Flexibility (4.37)
6. Reporting (4.88)
7. Calculations (5.90)

Dr. Eric Shannon, Director, Institutional Research
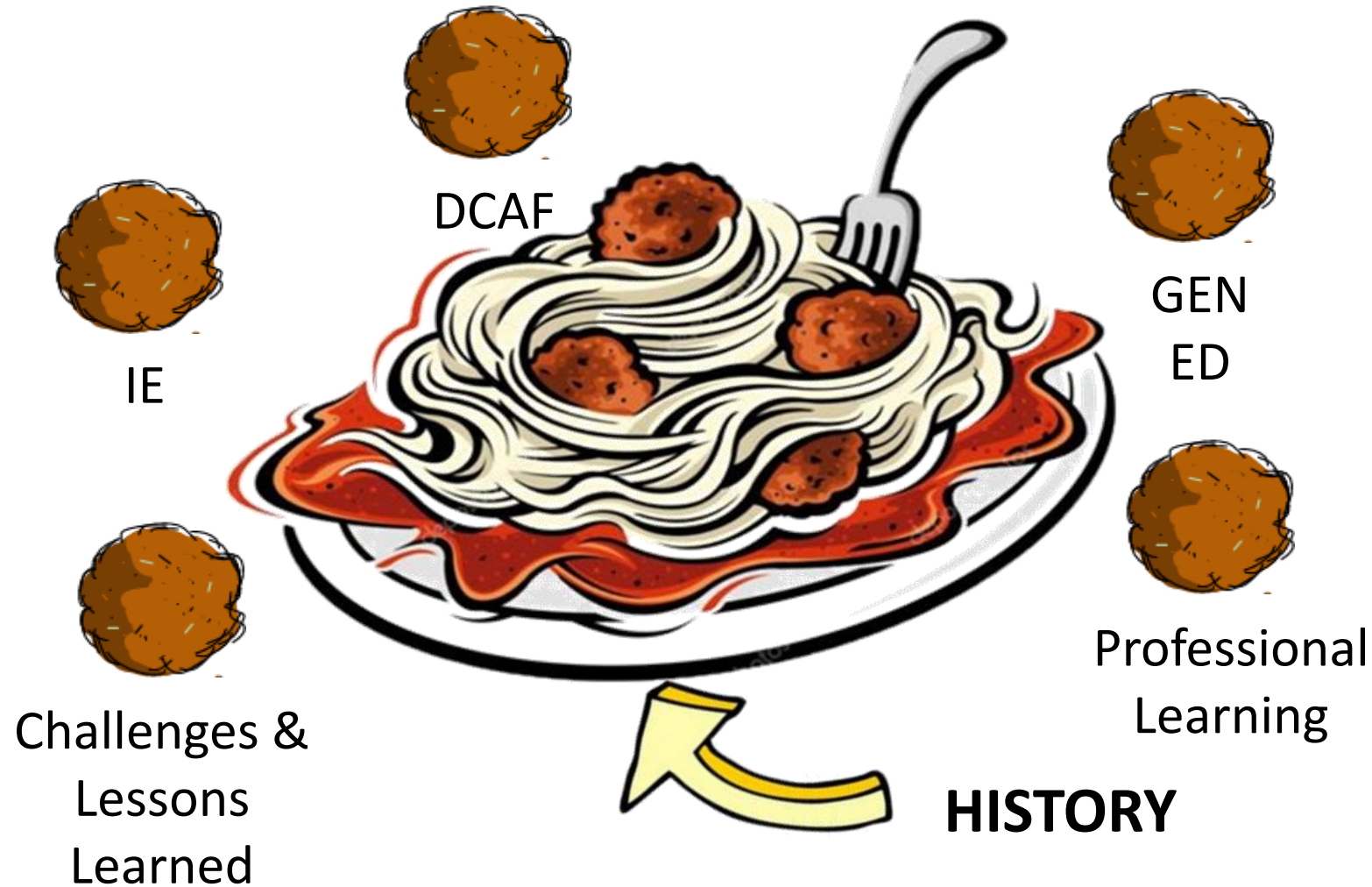
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Spring 2023 Lunch & Open Forum on Assessment Technology

26	Attendees
2	Business & Technology Faculty
12	Liberal Studies Faculty
9	Math, Science, Health Careers Faculty
3	Administrators
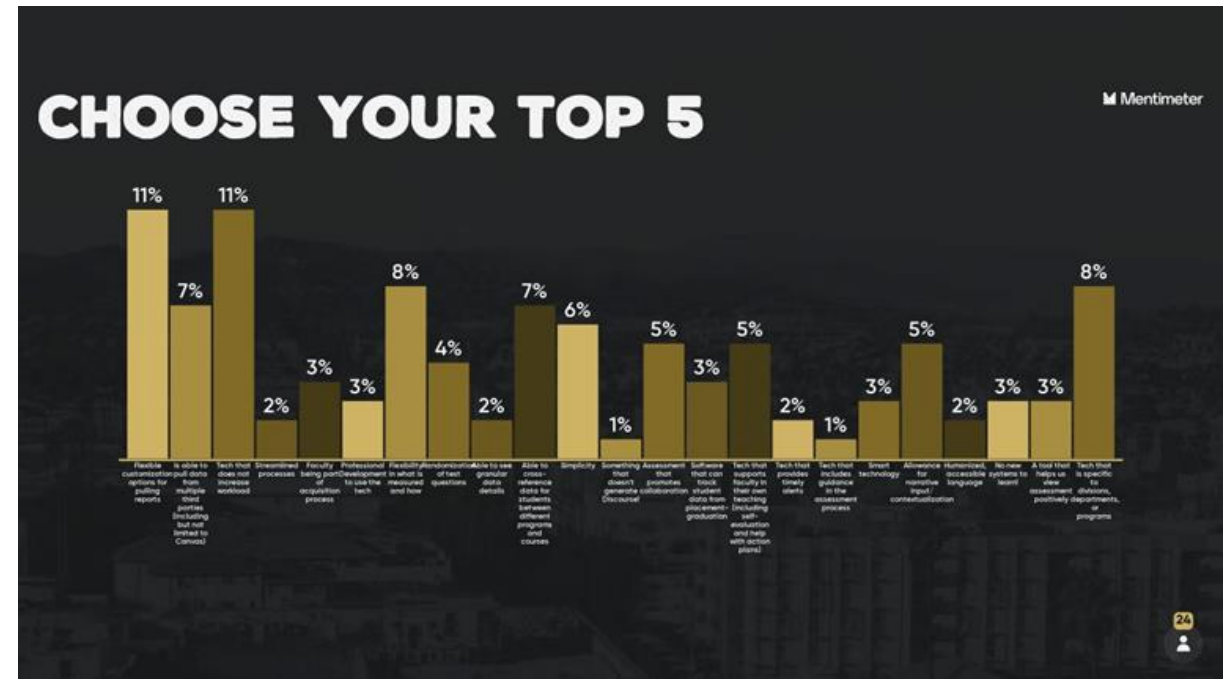
RISE FROM WITHIN
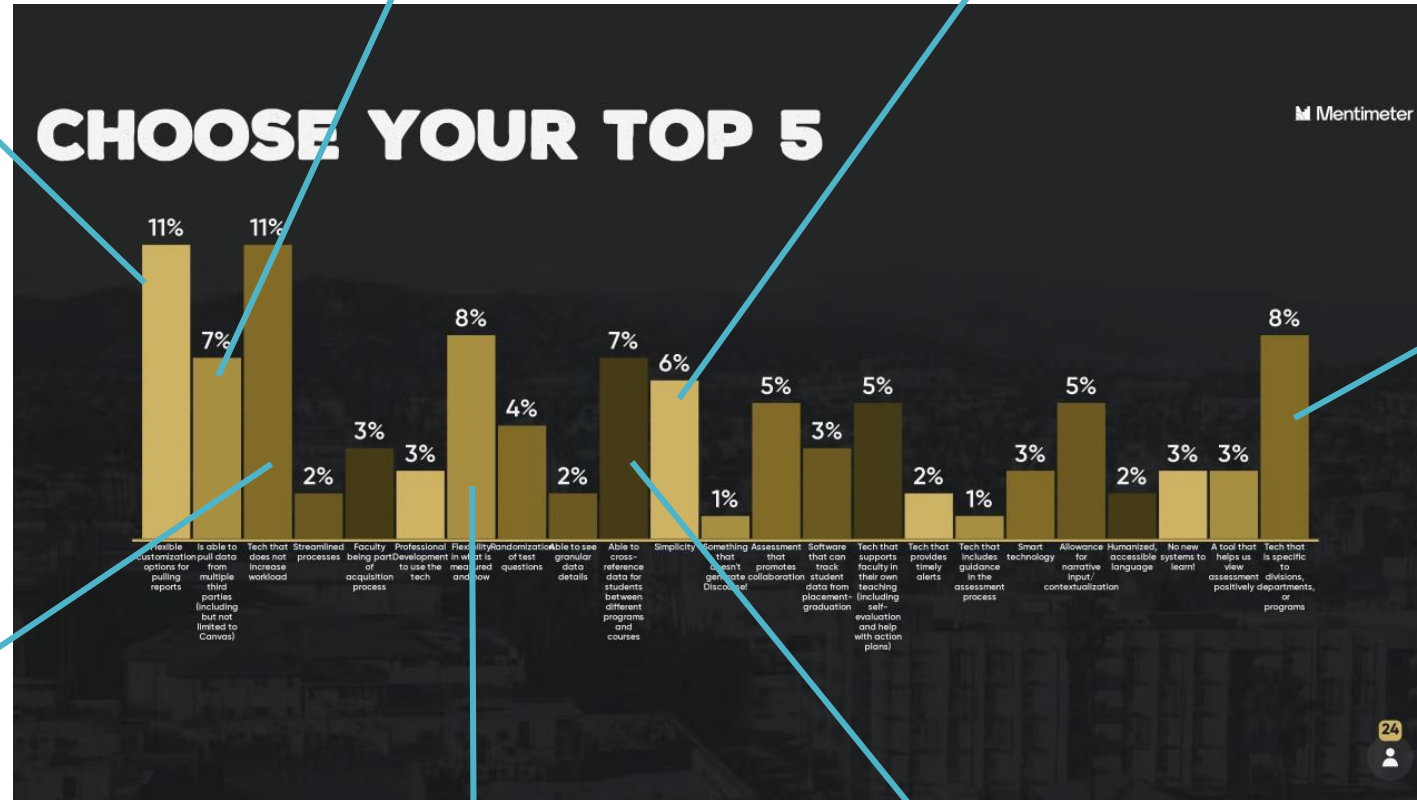
Spring 2023 College-Wide Assessment Focus Groups

- **11 focus groups** conducted by the Director of Assessment, Assessment and Evaluation Coordinator, and volunteer moderators from the CATF

- Invited **feedback** from the campus community about assessment

- **Research questions:**
  - How does the College ensure that assessment leads to improvements in teaching and learning or unit outcomes, i.e., how do we systematically ensure that loops are closed?
  - How can we ensure that assessment is relevant to students, faculty and staff?
  - What technology tool(s) will best serve the current and future assessment needs at the College?

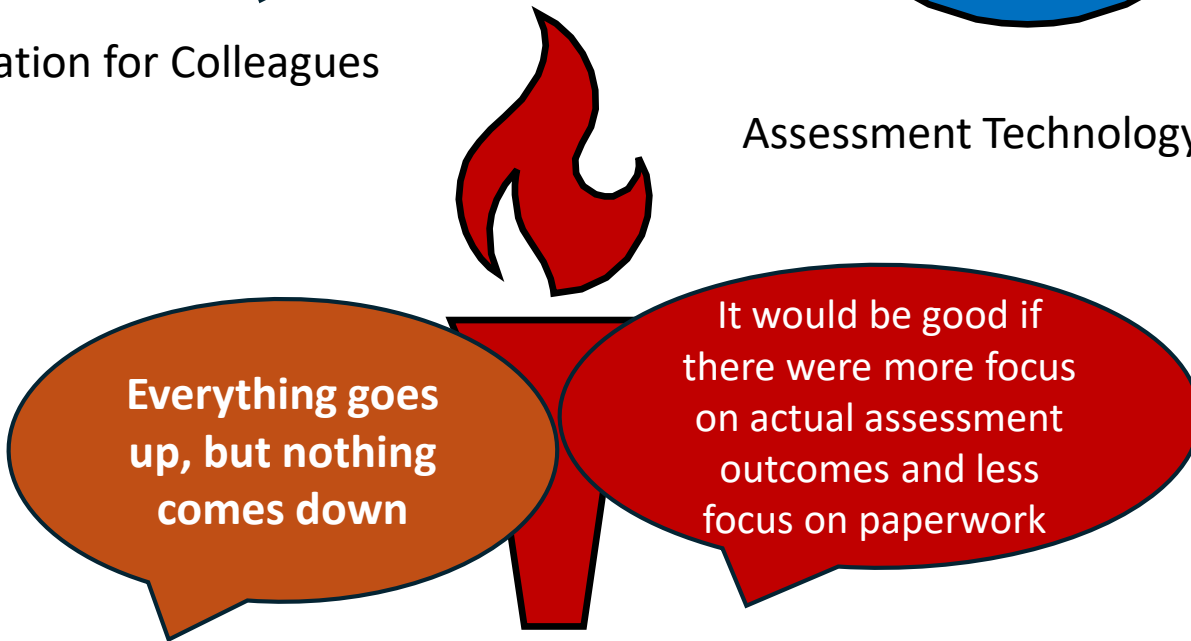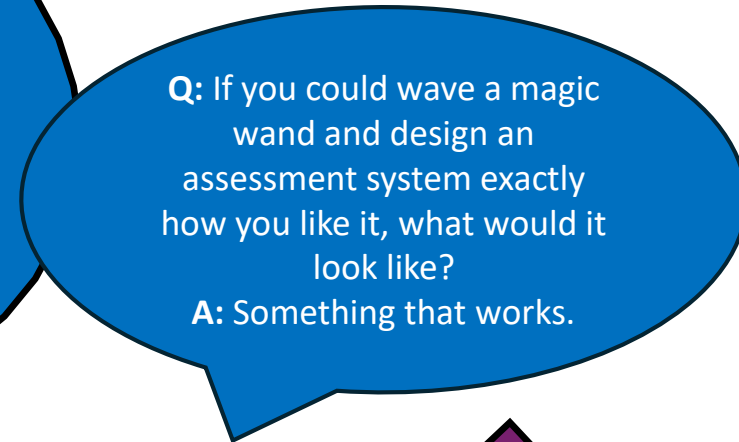| Segment	# of participants*
Administrative/Non-Teaching Faculty and Staff	14
Business and Technology Division Full-Time Faculty	2
Department Heads and Program Coordinators	11
Liberal Studies Division Full-Time Faculty	16
Math, Science, and Health Careers Division Full-Time Faculty	4
Part-Time Faculty	10
*Some participants hold more than one role at the College; they are recorded here based on the focus group segment they attended, i.e., this count is non-duplicative.	

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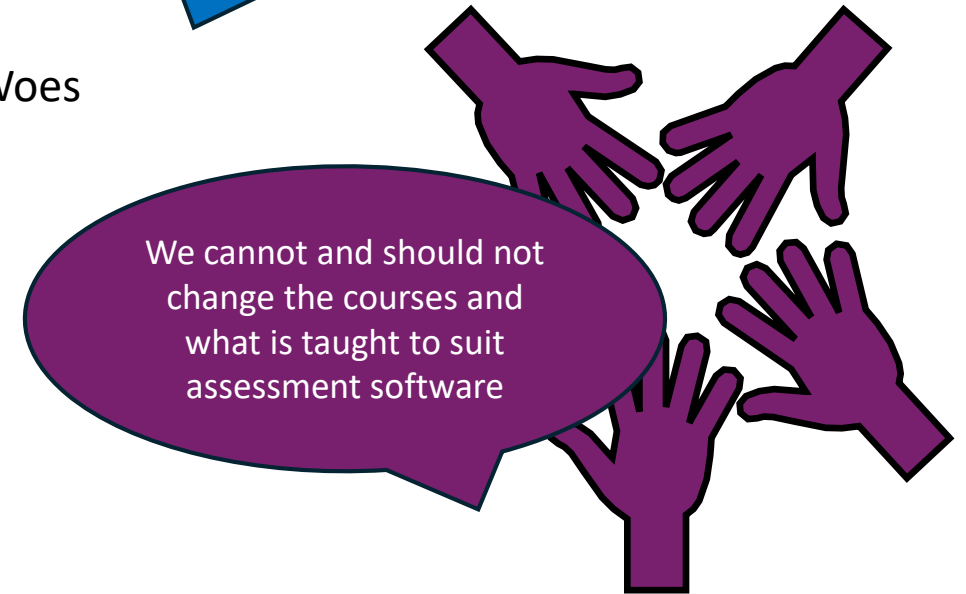
Emerging Themes

The DCAF team is AMAZING: accessible, kind, helpful, professional

Appreciation for Colleagues

Q: If you could wave a magic wand and design an assessment system exactly how you like it, what would it look like?
A: Something that works.

Assessment Technology Woes

Everything goes up, but nothing comes down

It would be good if there were more focus on actual assessment outcomes and less focus on paperwork

Desire for Meaning and Purpose

We cannot and should not change the courses and what is taught to suit assessment software

Discipline & Perspective Diversity
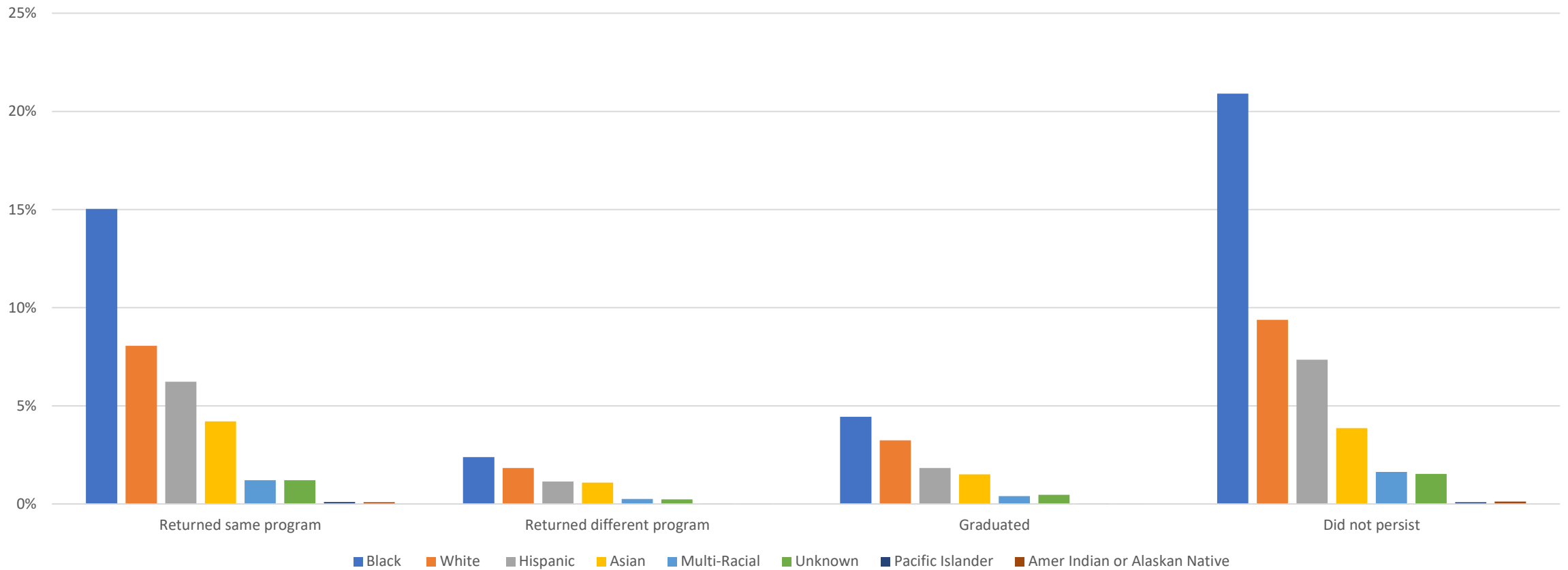
OAE Accomplishments

- Assessment & Equity Check-Ins for APRs

- Comprehensive [Assessment Handbook](#)

- Transparent, Inclusive, Successful **AMS** Search and Adoption

- Maintaining the Bridges
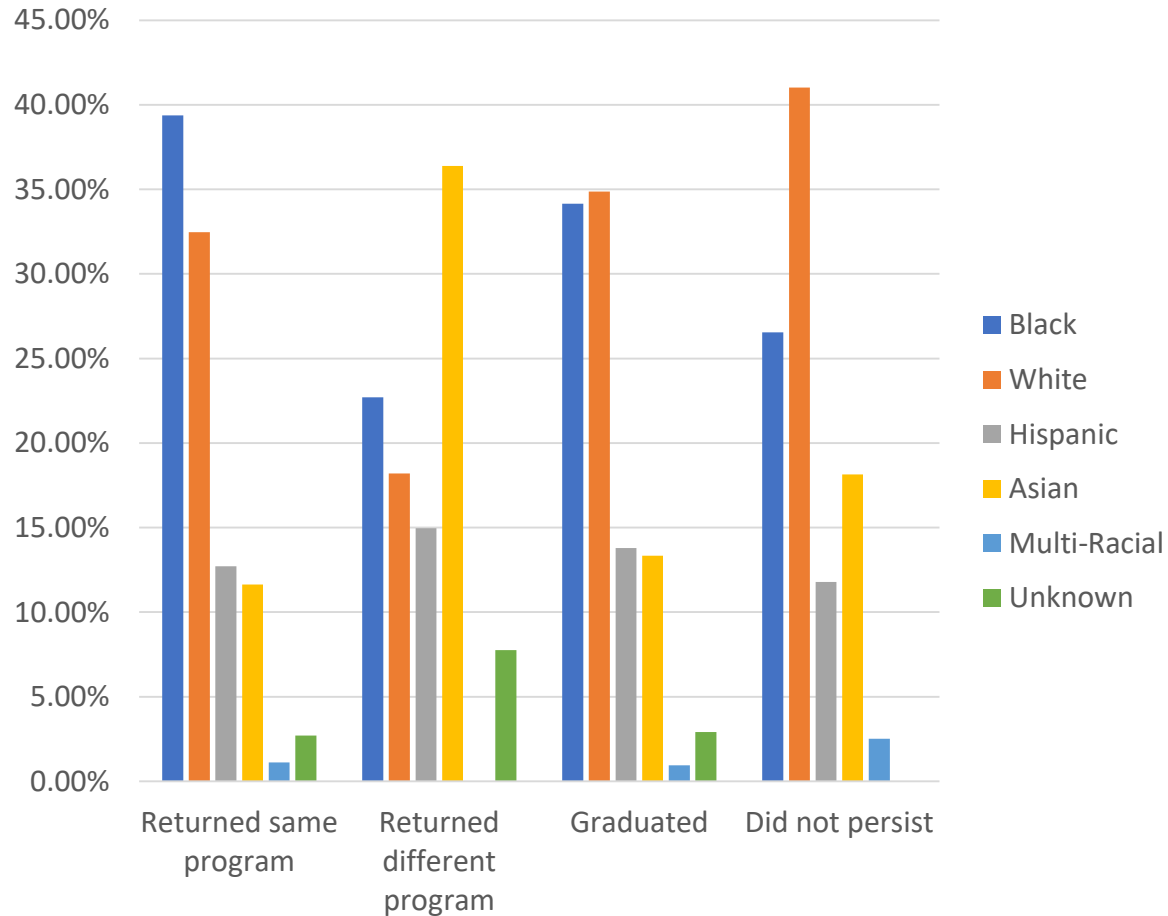
Assessment & Equity Check-Ins

Comprehensive Assessment Handbook

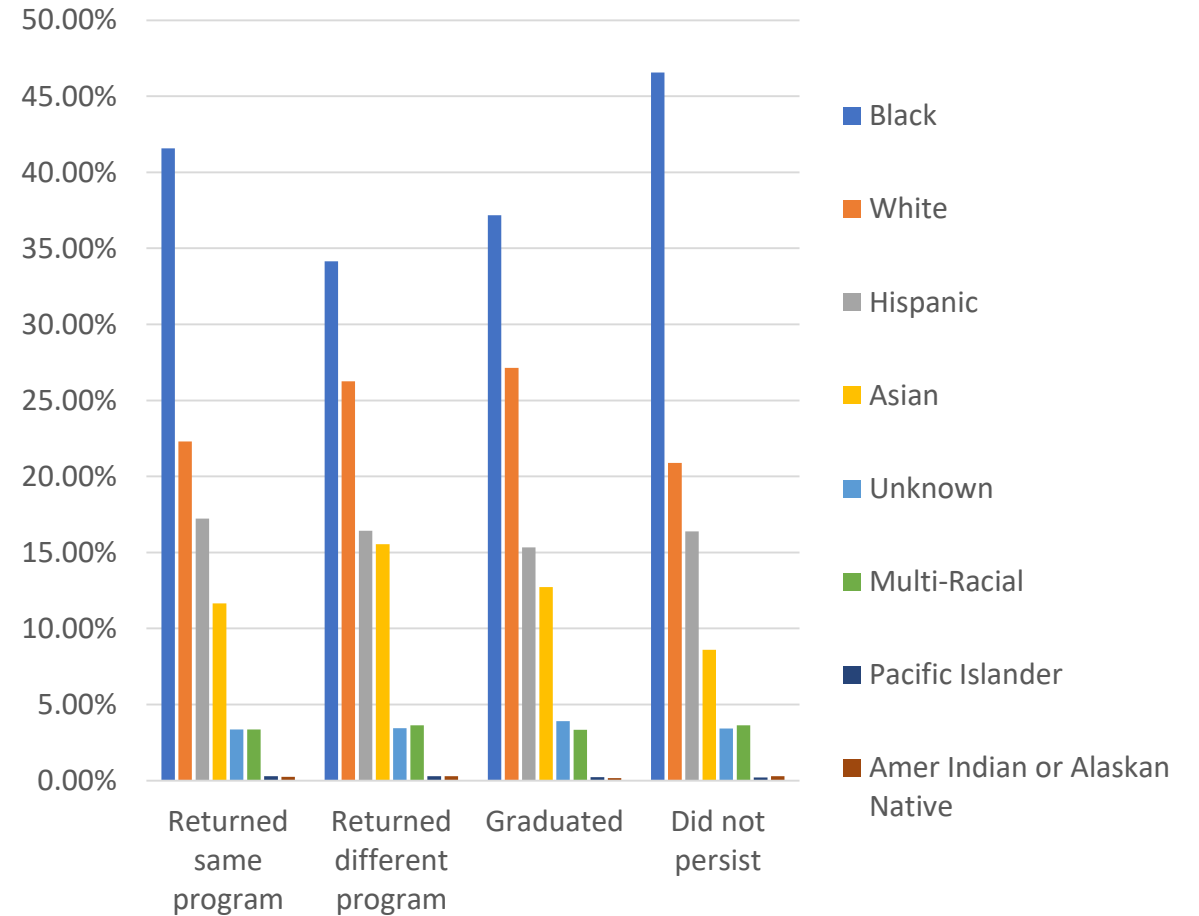

- Micro to macro: course, program, project, institution

- Shared language
  - Data Collection, data analysis, data driving
  - Glossary, acronyms, terms crosswalk,

- Spotlights on the student experience and on equity

- Templates and timelines

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▶ **Assessment Handbook**

Assessment: An Introduction

College Assessment Directory

Shared Definitions

Direct vs. Indirect Measures

Reporting and Documentation: Updating the Assessment Repositories

Course Assessment

Academic Program Assessment

Academic Division and Project Assessment

Administrative, Educational and Student Support Services (AES) Assessment

Institutional Assessment

Data Sampling for Assessment

2023-2031 College Assessment Timeline

Assessment Report Templates

ASSESSMENT HANDBOOK

This handbook was developed by people at the College who work on different kinds of assessment every day. Although we strove to be clear, concise, and cohesive, it was important to us that this document not be too dry or too flowery—that it accurately reflects the diversity of styles, disciplines, areas, projects, and scope of Community College of Philadelphia. Please let us know how we did assessment@ccp.edu.

Contents:

- Assessment: An Introduction
  - Assessment Is Data Collection, Data Analysis, and Data Driving
  - Three Categories of Assessment @ CCP
    - Academic Assessment
      - Assessment and Equity
    - Administrative, Educational and Student Support Services Assessment
      - Equity in AES assessment
    - Institutional Assessment
      - Equity in Institutional Assessment
  - Assessment @ CCP
- College Assessment Directory
- Shared Definitions
  - Assessment Acronyms
  - Terms Crosswalk
- Direct vs. Indirect Measures
  - Reporting and Documentation: Updating the Assessment Repositories
- Course Assessment
  - Course Assessment Planning and Curriculum Development
  - Equity in Course Assessment

https://www.myccp.online/assessment-handbook

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🌐 CCP.edu   ⚙ Canvas   ▤ Students   👤 Login

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ASSESSMENT: AN INTRODUCTION

Assessment Is Data Collection, Data Analysis, and Data Driving

Regardless of discipline, division, goal, or area of the College, the assessment process consists of three broad elements:

- **DATA COLLECTION** means gathering evidence -- of proficiency in learning outcomes, progress toward goals, or other performance indicators. In learning outcomes assessment, data collection usually means evaluating and documenting students' achievement of the learning outcome via assessment measures, such as lab reports, capstone projects, speeches, or clinical evaluations. In the Academic Program Review process, data collection refers to academic performance measures, such as retention and completion. In AES and other types of non-academic assessment, data collection can take the form of survey responses, pass rates, retention rates, graduation rates, etc. Data collection is only one part of assessment. Assessment also involves the collection of data/information about the assessment process so it can be used to improve the process.
- **DATA ANALYSIS:** Collected data needs well-informed people to make meaning from that data. Collected data can't do much all by itself. With the goal of improving outcomes for our students, people analyze the data by identifying areas where we are exceeding, meeting, or falling short of benchmarks and goals and taking note of trends. Reviews of collected data could occur anywhere that concerned people gather: in a department meeting, with an advisory board, as part of a unit meeting, or as part of collecting reflections or feedback on a process or event. Recording how and when data analysis occurs (documentation) is important for consistency and reporting.
- **DATA DRIVING:** You've heard of "data-driven decision making"? That is what we're talking about. Once data is collected and analyzed, departments, divisions, or units should decide how to "drive" the data into actions that can close gaps, sustain successes, or try innovative practices. Examples of data driving might include trying a new teaching method, updating a rubric, revising learning outcomes, engaging in professional development focused on a particular issue, buying new software, revising a course or program, aligning artifacts and outcomes, or improvements in the assessment process.

Three Categories of Assessment @ CCP

https://www.myccp.online/assessment-handbook/assessment-introduction

Assessment Handbook

SHARED DEFINITIONS

Although assessment involves the work we do every day, such as designing assignments, developing goals, evaluating progress toward those goals, asking for feedback, etc., the materials associated with assessing the work we do at the College may seem unfamiliar, or like familiar words in an unfamiliar context. This section is meant to demonstrate how we use these words and terms in the context of the assessment of learning outcomes, AES support outcomes, general education measures, projects, and assessment of the assessment process.

Glossary

335 or Chapter 335:
Pennsylvania regulation (22 Pa. Code § 335 – Community College Courses) ensures the accuracy and appropriateness of certain aspects of community college course offerings, including the catalog description, the course learning outcomes (CLOs), the number of credits, and alignment with programs, where applicable. Chapter 335 mandates that every course offered is evaluated at least once every five years. At given points in time, we are required to show evidence that our courses are in compliance (meaning that they had been evaluated within the allotted timeframe). Sometimes called "Act 335."

Artifact:
A piece of student work (e.g., lab report, research paper, photograph) that faculty assess using established rubrics which demonstrates how well the student has learned course or program content.

Assessment:
Assessment is a recurring process of inquiry and improvement in which clearly articulated outcomes are measured against pre-established performance criteria. Results may meet or exceed or fall short of expectations. These disparities lead to analysis, evaluation, and proposed action to continuously improve student outcomes.

Benchmark:
An agreed-upon standard of performance, e.g., "80% of research papers will show proficiency CLO #1" or "100 people will attend a professional development session." Benchmarks should be aligned directly with the relevant measure and should be ambitious but achievable. Benchmarks are foundational to assessment, but assessment goes beyond benchmarking to analyze success and gaps in achievement or feedback regarding how well the event met its goals.

https://www.myccp.online/assessment-handbook/shared-definitions

Part 6: Data Driving

"Data driving" means that after you have collected data and analyzed it to discover gaps (and successes), you determine what action(s) to take to close the gaps or sustain your successes. Here are a few examples:

You might drive your data into **new teaching strategies**, such as
- Creating more opportunities for hands-on learning
- Updating or reordering course topics
- Creating a capstone project
- Including more guided collaborative work
- Providing more scaffolding of assignments
- Improving the transparency course materials, e.g., rubrics and criteria for success
- Demonstrating real-world applications of the course material and tying them to students' career aspirations
- Providing more opportunities for students to connect course material with their lived experiences

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Course Assessment Report Template

You might drive your data into **curriculum changes**, such as
- Updating or realigning course learning outcomes
- Changing the order in which the course appears in a program sequence
- Developing a new course
- Updating the curriculum map or micro-map

You might drive your data into **professional development**:
- FCTL teaching and learning workshops and institutes
- Anti-racist and anti-oppression training
- Attending professional conferences and sharing new ideas and techniques
- Actively hiring for greater diversity in proportion to the student population

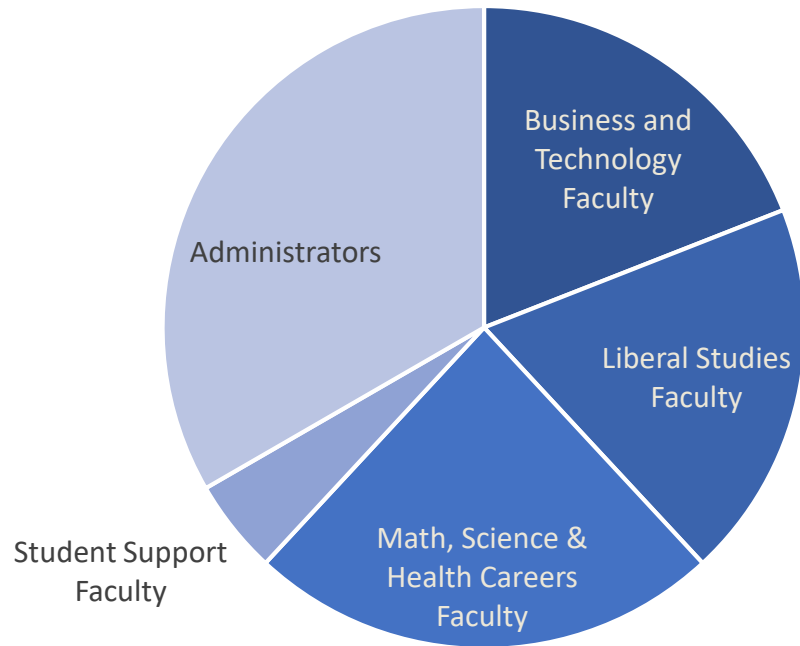You may drive your data into more **collaboration** with other areas of the College, such as
- Working with Educational Support Services (Academic Advising, Center on Disability, Learning Lab, etc.)
- Learning more about and connect students with Student Support at the College (Single Stop, Center for Male Engagement, English Language Learners Student Services, I AM MORE Reentry Program, Office of Collegiate Recovery, etc.)
- Working with another department or unit that helps students with foundational learning and general education skills related to this CLO, e.g., Foundational Mathematics, English, Social Sciences, Chemistry

For **each CLO**, please describe **1)** any data-driven improvement **actions you have already** taken, **2)** the outcome

https://www.myccp.online/sites/default/files/documents/Assessment-Handbook/Templates/CourseAssessmentReportTemplate.pdf

Transparent, Inclusive, Successful AMS Search and Adoption

Platform Review Team
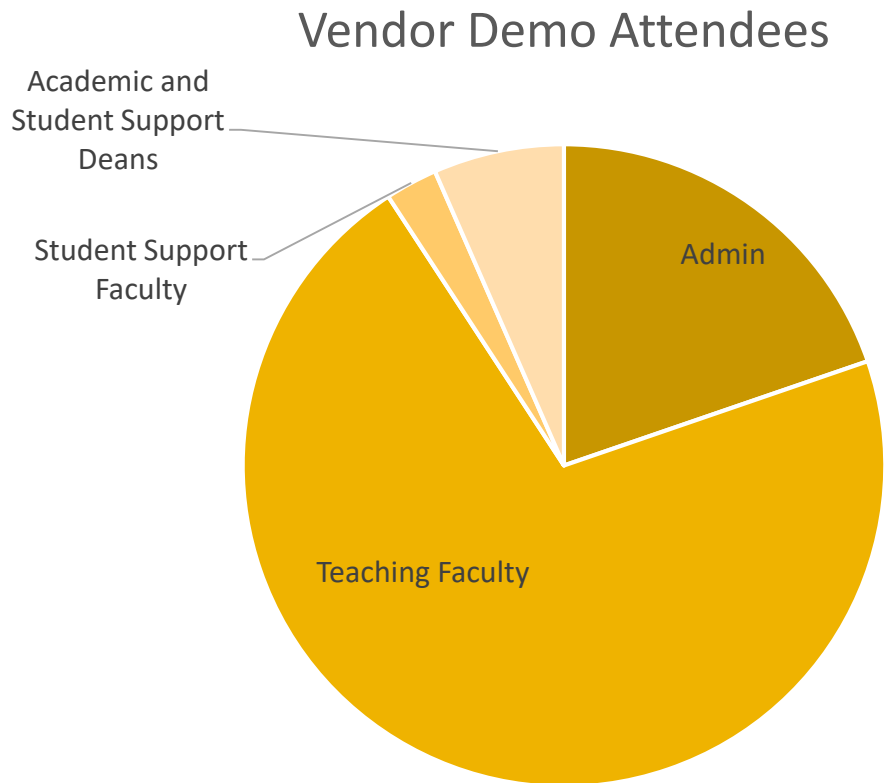
21	**Members**
13	Teaching Faculty (5 DCAF)
1	Student Support Faculty
7	Administrators from Online Learning, IT, CATC, and Institutional Effectiveness

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Transparent, Inclusive, Successful AMS Search and Adoption

Proposal vs. Demo Feedback Comparison
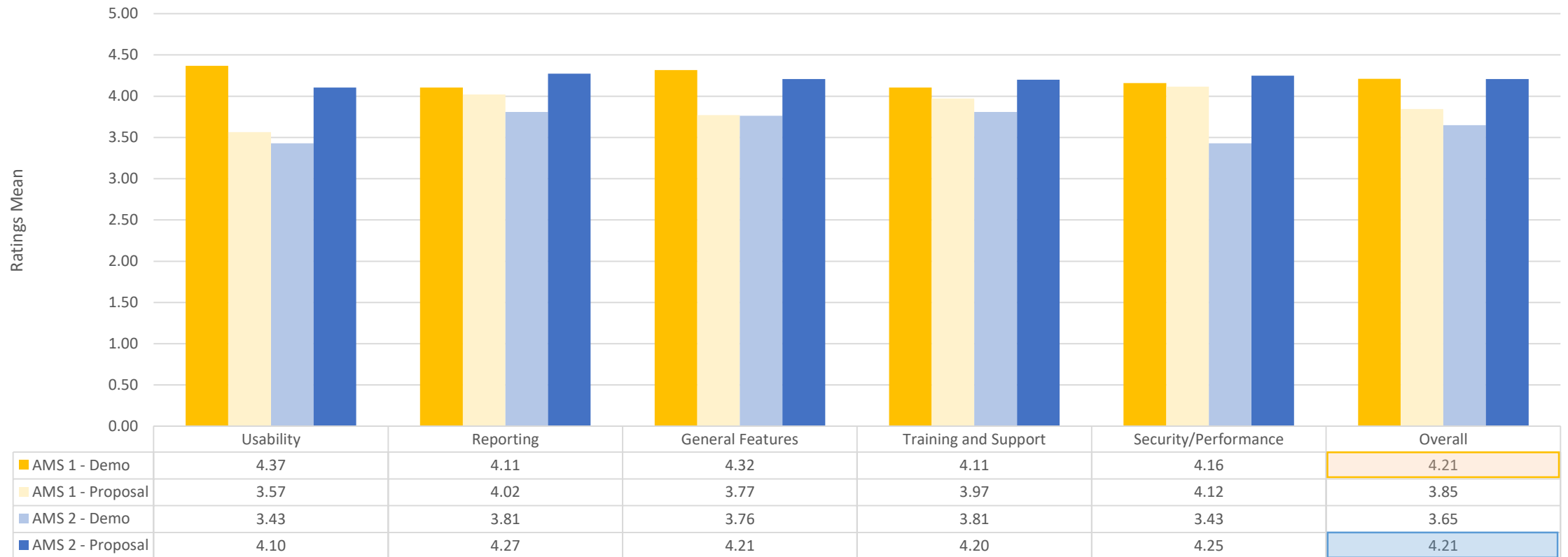
	Usability	Reporting	General Features	Training and Support	Security/Performance	Overall
AMS 1 - Demo	4.37	4.11	4.32	4.11	4.16	4.21
AMS 1 - Proposal	3.57	4.02	3.77	3.97	4.12	3.85
AMS 2 - Demo	3.43	3.81	3.76	3.81	3.43	3.65
AMS 2 - Proposal	4.10	4.27	4.21	4.20	4.25	4.21

Ratings Mean

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Maintaining the Bridges

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What we learned

Some OAE Themes

- Transparency
- Collaboration
- Tenacity
- Audacity
- Bribery
- Documentation
- Sometimes your meeting should be at the bar

Among other things...

- **Assessment Specialist** Diael Thomas hired in May 2024!

- Faculty Gen Ed Coordinator brought on in June 2024

- **AMS Pilot** for Academic Assessment begun in Fall 2024

- Preparing for a second AMS launch for Non-Academic Assessment, APRs, Accreditation, etc.

- Working with the Professional Development Committee to focus on data-driven decision-making

- Keeping regional accreditation on everybody's radar

- FCTL Assessment Academy and resource hub

RISE FROM WITHIN

- [Assessment Handbook](#)
- [OAE Resources](#)
  - Focus Group Report
  - College AMS Report
  - General Education Reports
  - Assessment Tuesday Presentations
- [Public Dashboards](#)

Contact Us:

- **Dr. Amy Birge-Caracappa**, Director of Assessment
  abirge@ccp.edu

- **Mx. Lizzie Gordon**, Assessment & Evaluation Manager
  egordon@ccp.edu

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