

An aerial photograph of Philadelphia, Pennsylvania, showing a mix of modern glass skyscrapers and older brick buildings. In the foreground, a city street with cars, trees, and pedestrian crossings is visible. The sky is clear and blue.

Community College *of* Philadelphia

COMMUNITY COLLEGE OF PHILADELPHIA
MIDDLE STATES SELF-STUDY DESIGN
APRIL 2021

Community College of Philadelphia Middle States Self-Study Design

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I. Institutional Overview

Community College of Philadelphia (the College) is located in Philadelphia, Pennsylvania, the sixth largest city in the United States. A diverse urban center, Philadelphia is most famously known as the “Birthplace of Independence.” Philadelphia is rich in history and culture, with notable museums such as: Philadelphia Museum of Art with its iconic front entrance; the Franklin Institute named for scientist and Founding Father Benjamin Franklin; and the National Constitution Center, as well as many other attractions connected to the establishment of the United States as an independent nation.

The College opened in 1965. It is one of the largest public institutions of higher education in Philadelphia, and the seventh largest in Pennsylvania. It is comprised of the Main Campus, as well as the West, Northwest, and Northeast Regional Centers. The College is a Minority Serving Institution and serves as the largest single point of entry for minorities in Pennsylvania seeking higher education. With a 2019-2020 student enrollment of 24,828, 72 percent of the students are persons of color; 66 percent identify as women; the median age is 23; 69 percent are enrolled in transfer or liberal arts programs; 20 percent are enrolled in career programs; and 11 percent are enrolled in noncredit continuing education courses. The College employs approximately 400 administrators and support staff, 400 full-time faculty, and at times up to 600 part-time faculty.

The College grants associate degrees in Arts, Science, and Applied Science. Academic offerings include more than 70 degree and certificate programs that are grouped into seven academic pathways: Business, Entrepreneurship and Law; Creative Arts; Design, Construction and Transportation; Education and Human Services; Health Care; Liberal Arts and Communications; and Science and Technology. Day, evening, and weekend classes are offered to meet the needs of full-time and part-time students. Credit and noncredit courses are offered at all locations. The College also offers online and hybrid courses, as well as customized training for business and industry. Also available is a comprehensive network of educational and student support services, including academic advising, counseling, learning labs and student academic computer centers, the Center for Male Engagement, the Woman’s Advocacy and Outreach Center, Center on Disability, Veterans Resource Center, the Marc David LGBTQ Center, Single Stop, and Career Connections, among others.

Since the last Self-Study, the College has undergone an array of innovative transformations that directly affect student engagement, education, and campus experience on a variety of fronts. These changes were implemented under the leadership of Dr. Donald Guy General, who became the College’s sixth President in July 2014. The need for change was clear. Major key performance indicators, such as persistence and graduation, had remained steady for several years at levels below the national average. As was common, the College offered a “cafeteria” style education in which students were able to choose from a variety of programs and courses without always receiving appropriate guidance. As a result, too many students were not completing their degrees and were not reaching their academic goals. While the College did undertake activities to address these issues, these were not always done at scale and consequently were not directly impacting enough students.

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Under Dr. General's leadership, the College undertook a thorough review as part of developing a new strategic plan. This review placed prominence on evidence-based decision making and a thorough analysis of practices, policies, and resulting outcomes. Based on such analysis, it was clearly imperative that major reforms were needed for the College to more effectively support its students and to serve the city. The 2017-2025 Strategic Plan laid out a bold program centered on "an uncompromising focus on student success" spanning the plan's five pillars. The first pillar is "The Student Experience" and is considered the keystone to the 2017-2025 Strategic Plan and therefore the College's efforts. The current strategic plan demonstrates the College's commitment to becoming a "student-ready" institution and helping students on their path to success. The College's divisions provide annual updates to the plan, describing accomplishments of the past year and goals for the next.

Leading up to the development of the 2017-2025 Strategic Plan, the College had begun to implement Guided Pathways reforms. Guided Pathways is subsequently threaded throughout the 2017-2025 Strategic Plan. The College was a member of the first cohort of the Pathway Project, which began in 2015 under the American Association of Community Colleges (AACC), with support from multiple organizations. Guided Pathways is built around four dimensions meant to increase student success: clarify paths for students; help students choose and enter a path; help student stay on their path; and ensure that students are learning. Guided Pathways is designed to focus on guiding students with a highly structured experience at the College. This experience is driven by providing students with academic pathways and clear program maps, an intake process that clarifies student goals and career direction, access into a program of study for students with developmental education needs, and intentional advising coupled with progress tracking and individually-designed support. All of the College's Guided Pathway initiatives support the "uncompromising focus on student success," and several of these Guided Pathways reforms coincided with areas that Middle States had noted during the last Self-Study as areas for improvement.

In general, colleges implement Guided Pathways reforms to increase student success. Several examples of this work are provided below, but an overarching goal of Guided Pathways is to achieve equity in student success outcomes. The College has been successful in increasing student achievement of several key performance indicators, such as placement in developmental education, course completion, credit accumulation, completion of key gateway courses, and retention. However, while the overall results have been positive, achievement gaps persist, especially for Black and Hispanic students. As noted above, 72 percent of the College's students are persons of color. These achievement gaps are thus affecting a significant number of students. Recent events including the Black Lives Matter Movement and anti-Asian violence have shone a light on how important diversity, equity, and inclusion are. Higher education institutions should be leaders in this, preparing students to be global citizens who value both the similarities and the differences that exist between groups. Such efforts are supported by the College leadership and the President's Diversity Council. Founded in 2000, the President's Diversity Council is comprised of students, faculty, and staff and is charged with leading efforts in the area of diversity, equity, and inclusion throughout the College Community.

Under the auspices of the President's Diversity Council, the College developed its Diversity Plan 2017-2021, which provides a blueprint for the institution to infuse diversity into the recruiting, admissions, and hiring processes, into its curriculum and co-curricular activities, and into administrative structures and practices. The Diversity Plan supports the goals of the 2017-2025

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Strategic Plan; as with the Strategic Plan, all divisions provide annual updates detailing how they have supported diversity, equity, and inclusion at the College. College faculty have recently created the Diversity Certificate Program, open to all College employees. Sessions and workshops provided as part of the Diversity Certificate Program encourage discussions in safe spaces, support faculty and staff as they reflect on and improve their cultural competencies, and aim to create a culture of awareness and acceptance for everyone. Another recent effort is the Diversity Fellowship Program, which is jointly sponsored by the College administration, the Office of Diversity and Equity, and the Faculty and Staff Federation. With the goal of increasing the diversity of the College's faculty, the Diversity Fellowship is available to individuals from historically underrepresented groups who are part-time or aspiring faculty. Fellows teach within their discipline and complete a special project under the supervision of a mentor. Faculty who successfully complete the Fellowship receive assistance with dossier preparation and are then considered for an adjunct faculty position. Additionally, the faculty promotion process has added new elements that relate to including diversity, equity, and inclusion in the classroom. In addition to these sample efforts, the College's commitment to equity includes in-depth and widespread data collection and analysis as part of improvement efforts. The College consistently disaggregates data by race/ethnicity, in addition to gender, age, Pell status, and full-/part-time status, to track student success and achievement. Examining data with an equity lens can then lead to intentional strategies aimed at increasing student achievement among students of color and other underrepresented and underserved groups.

The College's commitment to equity encompasses all aspects of the institution both inside and outside the classroom. An integral component of Guided Pathways is developing wrap-around services, including intentional advising. Such services help students choose and stay on their path. In 2016, the College created the Academic Advising Department. Starting with seven full-time assigned academic advisors in 2016, the number has increased to 14. Approximately 75 percent of all new students have been assigned an advisor and as of Fall 2021, all entering students will have an assigned advisor when they enter the College. Academic Advising using a caseload management model. Utilizing both individual and group formats via in-person and virtual delivery systems (including before COVID-19), academic advisors provide extensive and proactive academic advising to students. They document all student contacts in Starfish (an early alert, student monitoring platform) to provide students with on-going wrap-around support, including referrals to tutoring and other academic supports. Academic advisors work with students from their initial enrollment at the College, through New Student Orientation, and then continue after they begin their studies. Since the College created this new department, programs with assigned academic advisors saw increases in student success, including GPAs and retention.

In addition to expanding wrap-around services, the College recognized that developmental education has proven to be a barrier for many students in achieving their educational goals. Students who require developmental education are retained and graduate at much lower rates than students who enter at college-level English and math. To mitigate these hurdles, the English Department developed an Accelerated Learning Program (ALP) based on the Community College of Baltimore County model that provides a pathway for students to take a developmental English course concurrently with college-level English Composition. ALP was first piloted in Fall 2017 with a subsection of courses at the highest developmental level for English in a linked college-level English course (ENGL 101). Based on successful outcomes, ALP was expanded first to all sections of the highest level of developmental English and then to

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lower levels of developmental English. Similar actions have been undertaken for developmental math. Accelerated courses allow students to complete the developmental math course(s) and then their first college-level math course more quickly. These math courses are regularly offered in 7-week sessions so that students can complete two courses in one semester. Additionally, a new course was implemented in Fall 2020. This course combines elements of the two established developmental math courses and prepares students for college-level math in one semester. With the revamping of developmental English and math, the College has been able to impact a substantial number of its students.

While the College has made significant strides in helping students in developmental English and math, student success is typically higher for students who place directly into college-level courses. The College examined its placement practices to determine if students were being placed at the appropriate levels and if fewer students actually needed developmental education without negatively impacting progress on their pathways. Beginning in 2018, the College began utilizing methods for placing students beyond standardized tests such as ACCUPLACER. Initial efforts to use high school transcripts and grade point averages placed a higher percentage of students in college-level courses. Moreover, results showed that students placed with high school transcripts and GPA did overall at least as well as students who were placed with the standardized test, indicating that students were placed at the appropriate level to be successful. With COVID-19, the use of these alternative methods significantly increased, and results have continued to be positive.

To help students choose the right path and to enter the College, the intake and onboarding processes were reconstructed to be more effective and to remove barriers so that students can move through the admissions and registration processes more quickly. A major innovation and an example of meeting students where they are was the development of an online orientation for new students. The New Student Online Orientation addresses topics such as academic pathways, financial aid, paying for college, and accessing other College resources. The College registration process now allows students to complete placement testing and get their results before attending the registration event, which saves busy students valuable time. Academic advisors lead the registration events, connecting students to an important point of contact before orientation and classes begin. New students are given an intake survey to complete before the semester begins and are then directed to the appropriate resources, whether it be related to housing, food insecurity, technology needs, study skills and time management, and many other areas of interest or concern for new students. As a result of these changes, students are entering the College more informed regarding majors, academic pathways, College resources, and financing their education.

First-year experience courses are an extension of the onboarding process. Beginning in Fall 2016 and Fall 2017, the College instituted first-year experience (FYE) courses to help students transition into college. FYE courses in the College's largest programs, Health Care Studies, Liberal Arts, and Business-General, share three common outcomes: students must develop an educational plan, a career plan, and a financial plan. To stress the importance of an FYE course on a student's academic career, programs require completion of the course within the first twelve credits. Students who complete these courses have, on average, higher GPAs and retention rates than those who do not enroll in an FYE course. Enrollments for these three courses have steadily increased since they were first offered, with additional programs requiring one of these courses. First-year experience offerings are being expanded to include free

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summer sections for new incoming students, helping them get on their path and start accumulating credits sooner.

In addition to making significant advances in how it provides supports to students, the College has also made major curriculum-related changes. The College had not made meaningful changes to its general education curriculum since 2009. The system introduced then was multi-layered and structured around major areas of learning, major academic approaches, and core competencies. Similarly, the assessment of general education had also not been significantly updated in recent years. As a result, the College has undertaken a major revision of general education that included the creation of the Cross Divisional Curricular Planning Group. Concurrent with the College's implementation of Guided Pathways, the Cross-Divisional Curriculum Planning Group (CDCP), a faculty-driven, multidisciplinary collaborative community of faculty practice, began having focused discussions about general education from its inception in June 2017. The General Education Task Force (GETF), an extension of the CDCP, took on the task of revising the general education requirements, using transfer requirements, data related to employer expectations, surveys, and the results of focus groups as a basis for the work. The collaborative process used to develop the revised general education curriculum is the result of almost three years of regular meetings and conversations and has included the participation of more than 150 faculty from across the disciplines as well as other members of the College community. This work by faculty culminated in the restructuring of the general education curriculum, which was approved in 2021 and encompasses the following Essential Skills: Oral Communication/Creative Expression, Quantitative Reasoning, Scientific Reasoning, Technological Competency, Cultural Analysis and Interpretation, and Writing, Research, and Information Literacy. With the changes made to the general education framework, the College is also transforming its assessment of these essential skills, incorporating best practices such as AAC&U's VALUE rubrics.

The above provides an overview of how the College has increased its efforts to help students pursue their academic careers. But it has also recognized the equally important need to increase access opportunities to potential students who may consider higher education out of their reach. In response to Mayor Jim Kenney's anti-poverty initiative, the Octavius Catto Scholarship is Philadelphia's hallmark move to make a community college education free to its residents and combines last-dollar funding with special wrap-around support services to increase access, retention and completion for students. Launched in Spring 2021 under the Division of Strategic Initiatives & Community Engagement and modeled after national models of success such as those in Tennessee and New York, the Catto Scholarship is available to eligible Philadelphia residents who are first-time, full-time students and provides last-dollar tuition support, along with academic resources and services, such as: support toward the cost of books, food, and transportation; access to technology; dedicated Success Coaches, Navigators, Career Pathways Specialists and Academic Advisors; and connection to existing resources such as affordable housing programs, childcare, and other services to help students successfully mitigate the barriers to retention and completion.

The Catto Scholarship is the most recent example of initiatives undertaken at the College to address students' financial needs, but today's students face multiple challenges outside the classroom that can impact their academic pursuits. In Philadelphia, many students face, for example, food and home insecurity, unfulfilled childcare needs, lack of internet connections, to name a few. The College is committed to removing these non-academic barriers and helping students manage the challenges they face on a daily basis. To better support students and help

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meet their basic needs, it has instituted several programs. For example, the College has partnered with Single Stop USA, a national non-profit organization dedicated to helping low-income families and individuals build economic security. Single Stop has served over 14,000 students since 2013 with services such as public benefits screening, application, and advocacy, including food stamps, healthcare, utilities, childcare, and cash assistance. Single Stop also provides financial counseling and other personal finance-related supports, such as tax preparation and filings. Single Stop connects students to emergency funds, cash grants, and scholarships. Data analysis shows that students who use Single Stop services have higher outcomes related to GPA, course completion rates, and retention than the College average.

For many students in Philadelphia, food insecurity is a reality. The College's Food Collaborative is a combined effort of various support services, faculty, and administrators. A part of this collaborative, the Snack Rack Program, sponsored by the Student Government Association, provides packaged snacks and meals to students in need. There are multiple Snack Rack locations on the Main Campus and at the Regional Centers. The College has also built a community greenhouse that provides an opportunity for students to learn how to grow and supply healthy food alternatives for themselves. These fruits and vegetables also supplement supplies provided by Snack Racks.

The above accomplishments are directly tied to the first pillar of the 2017-2025 Strategic Plan, the Student Experience. Additional recent changes at the College support the remaining four pillars. The second pillar, Workforce Development, Readiness, and Economic Innovation, builds on the reorganization efforts in 2015, when the College created the Division of Workforce and Economic Innovation (WEI). This division links the College's academic assets and the business community, providing a vigorous entrepreneurial culture to generate small business development and entrepreneurship which in turn helps to strengthen businesses while fostering strong relationships for our students and the College. Under WEI, Corporate Solutions serves as a single point of contact for a comprehensive selection of educational programs and training services to businesses, governmental agencies, and nonprofit organizations. The Goldman Sachs 10,000 Small Businesses Program is the Philadelphia site for a national program funded by the Goldman Sachs Foundation for small businesses that links learning to action. Through the program, designed by Babson College, participants gain practical skills and receive tools and professional support to develop a strategic and customized growth plan to take their business to the next level. Since its implementation, the Goldman Sachs 10,000 Small Businesses program has served hundreds of businesses throughout the region. Career Connections offers comprehensive career services to all College students and alumni. The unit partners with employers to provide on-campus recruiting and interviewing, job fairs, and access to a free online system to post jobs and search student résumés. It also helps connect faculty to aligned employers to provide experiential learning opportunities for students.

The College's Division of Access and Community Engagement (DACE) is closely aligned with the third Strategic Plan pillar, External and Internal Community Relations. DACE focuses on community engagement, educational equity, and student success while closely aligning with the mission and vision of the College. It oversees the College's noncredit adult literacy and ESL programs, dual enrollment and early/middle programs, college and career readiness programs

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supporting the local K-12 community, and a vast array of community partnership programs. As part of its vision for community engagement, in 2016 DACE launched the Institute for Community Engagement and Civic Leadership. The Institute's mission is to foster a culture of engagement and collaboration that promotes experiential learning and capitalizes on the strengths of students, faculty, staff, and partners to make a positive difference on social justice issues. It is the home for volunteerism, service-learning, scholarship and research, and community partnerships. This mission is furthered through the establishment of these partnerships which unify the city around local and regional problems. The Institute connects students, faculty, staff, and administrators to civic engagement opportunities throughout the city through initiatives such as CCPVotes, MLK Day of Service, Adopt-A-School initiative, First Book annual book drive, Fostering Caring Connections, and Civics Education Workshops Series. The College believes that students are the catalyst in fostering and advancing an institutional "culture of return" by positively impacting and influencing the communities in which they live, learn, work, and serve.

Another aim of this Strategic Plan pillar was to develop and communicate an enhanced College brand identity—CCP Pride—that all members of the College community, serving as College ambassadors, can clearly articulate and that focuses on achievement of student goals and respect and collaboration among faculty, staff and administrators. This also provided the College with an opportunity to put into practice the belief that diversity, equity, and inclusion must be evident in all aspects of college-life. As such, the rebranding of the College's mascot was an integral component in emphasizing this commitment. The College Community recognized that the former mascot, Colonial Phil, was insensitive to immigrants and other historically marginalized groups. In September 2019, after a College-wide vote, Roary the lion was introduced as the new mascot. Roary identifies as non-binary, which further reminds the College Community of the College's inclusivity both on and off campus. In Fall 2020, the Division of Student Development led the new mascot launch and subsequent year-long spirit boosting campaign as the College adopted the new identity as the Lions.

As part of efforts under the fourth pillar, World-Class Facilities, the College has enhanced its facilities through construction designed to support programming and the overall student experience. Recent major changes to support innovation and student learning include the new Career and Advanced Technology Center (CATC) at the West Regional Center. The CATC will increase the capacity of credit and non-credit programs, including Automotive Technology and Advanced Manufacturing. Extensive renovations have been carried out to develop a Library and Learning Commons. These renovations will offer thousands of students a multitude of educational and academically collaborative experiences, such as a variety of services in one space, technologies-equipped group study rooms, and quiet study spaces. Students will also be able to access the assistance of a librarian, tutors, and technology support in the Library and Learning Commons. Within the Division of Math, Science, and Health Careers, laboratories were significantly renovated for the Diagnostic Medical Imaging program and for the Biology and Chemistry disciplines. The latter renovations impact a significant number of students as most programs require at least one Biology or Chemistry course, in addition to supporting students in the Biology and Chemistry degree programs. Lastly, the College has made a significant commitment to adding and upgrading classroom technology, increasing the percentage of classrooms with innovative technology from 54 percent in 2014 to 100 percent by the end of

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2021. Success in supporting this pillar and the first three directly contributes to achievements in the fifth pillar, Fiscal Stability and Sustainability.

This overview of the College encompasses achievements that were part of planned processes, some of which took years to implement; however, the most recent and far-reaching changes at the College have been those made in response to COVID-19. As with institutions across the country and worldwide, the College had to make a major pivot in March 2020. During a two-week hiatus, faculty were able to transition courses to the new remote environment. For many faculty and students, online and remote courses were a new format to which they had to adjust. Beginning in Spring 2020 and continuing into the current semester, the College has provided an extensive array of faculty professional learning opportunities centered on utilizing the online learning management system while still prioritizing student engagement. Professional development sessions and online resources have been offered through the Division of Flexible Learning Options and Academic Technology, the Faculty Center for Teaching and Learning, and the Division of Academic and Student Success. While some students at the College had previously taken online courses, this format was new for the majority of students. The College developed a free online course (including videos) that provides students with information on how to successfully navigate online learning; live webinars have also been available to students. Some students did not have the appropriate technology to be able to take courses while at home. To address this, the College developed a loaner laptop program to serve its students in need. Students have also been granted free access to software on their home computers so their studies in courses with specific software requirements were not interrupted.

In addition to courses now being predominantly online, all educational and student support services were also moved online. Faculty and staff across units such as Counseling, Advising, Learning Labs, the Library, the Center on Disability, the Center for Male Engagement, Single Stop, Admissions, Records and Registration, Financial Aid, and Career Connections have been using Zoom, phone calls, text, and email to communicate with students. The College has contracted with companies to provide online tutoring during hours when the College's Learning Lab is not virtually open and to expand proctored exam-taking. The College surveyed students when the shift to virtual learning first happened to identify what supports they needed and then to refer them to appropriate resources, with follow-up communications to close the loop. Students have been connected to emergency funds to help with expenses such as food and housing, and CARES Act funds have been provided to students who have incurred expenses related to the disruption of campus operations due to COVID-19.

The College is excited about all of these, and many more, innovations put into place since the 2014 Self-Study. Implementing these changes required institution-wide support and collaboration, with students, faculty, staff, and administrators working together to develop ways to fulfill the College's mission, vision, and core values. These collective efforts make the College experience more accessible and relevant to students seeking post-secondary education in a continually evolving and increasingly complex world and reinforce the vital role Community College of Philadelphia plays in the landscape of higher education in the region.

Mission, Vision, and Core Values

The College's mission, vision, and core values reflect the important role the College plays within the city. They also provide the foundation on which the College's work is built.

Mission Statement: Community College of Philadelphia is an open-admission, associate-degree-granting institution which provides access to higher education for all who may benefit. Its programs of study in the liberal arts and sciences, career technologies, and basic academic skills provide a coherent foundation for college transfer, employment and lifelong 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.

The College seeks to create a caring environment which is intellectually and culturally dynamic and encourages all students to achieve:

- Greater insight into their strengths, needs and aspirations, and greater appreciation of their own cultural background and experience
- Increased awareness and appreciation of a diverse world where all are interdependent
- Heightened curiosity and active interest in intellectual questions and social issues
- Improved ability to pursue paths of inquiry, to interpret and evaluate what is discovered, and to express reactions effectively
- Self-fulfillment based on service to others, preparation for future work and study, and enjoyment of present challenges and accomplishments

Vision: To serve Philadelphia as a premier learning institution where student success exemplifies the strength of a diverse, urban community college.

Core Values: Integrity, Academic Excellence, Diversity, Commitment to Teaching and Learning, Communication, and Respect

II. Institutional Priorities to be Addressed in the Self-Study

The College's institutional priorities are based on the five pillars of the 2017-2025 Strategic Plan, which was a collaborative effort, characterized by inclusion of stakeholders across the College (faculty, staff, administrators, students, and Board of Trustee members), as well as external stakeholders. The planning process adhered to the guiding principles the College had defined: to be supportive of the College vision statement, centered on Guided Pathways, reflective of where the College Community wants to be, data-driven, agile, inclusive, rapid,

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transparent, and an opportunity to expand leadership. The strategic plan has three broad goals related to enrollment, the graduation rate, and career programs and is built around the following five pillars: The Student Experience; Workforce Development, Readiness and Economic Innovation; External and Internal Community Relations; World-Class Facilities; and Fiscal Stability and Sustainability. In order to determine what specific priorities the institution should address in its Self-Study, feedback was solicited from students, from faculty and staff, and from the Board of Trustees. The President and his Cabinet approved the following institutional priorities through which the Strategic Plan's pillars, and the strategic directions under each, are woven:

1. **Commitment to Teaching and Learning:** Ensure students are challenged by intellectually rigorous teaching and learning techniques inside and outside the classroom leading to high academic standards through a culture focused on assessment of student learning outcomes and continuous professional development of faculty.
2. **Diversity/Equity/Inclusion:** Ensure that policies and practices across the College promote diversity/equity/inclusion, by closing equity gaps in all areas of the College, including educational outcomes; increasing the percentage of historically underrepresented and other diverse faculty and staff; and infusing DEI throughout curricula.
3. **Student Experience:** Increase academic and student development opportunities by integrating student life offerings along with robust student and academic supports, including intentional advising coupled with progress tracking and individually-designed supports.
4. **Student Success:** Increase student success by continuing to apply and expand guided pathways reform across the College, per the Strategic Plan's pillar of "Student Experience."
5. **Workforce Development, Readiness, Economic Innovation:** Promote the College as a leading provider of workforce and economic development solutions and corporate training in the region by delivering high quality training and instruction that enables clients to grow, succeed and stay ahead of industry needs.

The chart on the next page provides an overview of how the final institutional priorities align to the Middle States Standards.

Standards	Institutional Priorities				
	Commitment to Teaching and Learning	Diversity/ Equity/ Inclusion	Student Experience	Student Success	Workforce Dev., Readiness, Economic Innovation
I. Mission & Goals	X	X	X	X	X
II. Ethics & Integrity		X	X		
III. Design & Delivery of the Student Learning Experience	X	X	X	X	
IV. Support of the Student Experience	X	X	X	X	
V. Educational Effectiveness Assessment	X	X		X	
VI. Planning, Resources, & Institutional Improvement			X	X	X
VII. Governance, Leadership, & Administration		X			

III. Intended Outcomes of the Self-Study

Through the Self-Study process, the College will achieve the following outcomes:

- Demonstrate how Community College of Philadelphia currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation
- Focus on continuous improvement in the attainment of the College’s mission and its institutional priorities
- Engage the College Community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the College Community
- Utilize the Self-Study process to support the review of the College’s strategic plan and inform evidence-based decision making to enhance continuous improvements across the College, including addressing achievement gaps

IV. Self-Study Approach

The Core Team proposed that a Standards-based approach would be the more effective approach; the Steering Committee approved this. The Standards-based approach will be beneficial as the Standards have been revised since the College’s last reaccreditation. This approach more readily supports a thorough examination of how the College complies with Commission expectations and requirements, while also allowing institutional priorities to be addressed as appropriate. Working Groups are organized around the Standards.

V. Organizational Structure of the Steering Committee and Working Groups

Steering Committee Charges

The Steering Committee provides leadership and guidance as the Working Groups undertake the task of the Self-Study process. The Steering Committee is comprised of the Self-Study Core Team, deans from across the institution, the Working Group co-chairs, the President and his Cabinet as ex-officio members, a member of the Board of Trustees, two student representatives, and one alumna.

The charges of the Steering Committee are as follows:

1. Provide institutional leadership on the importance of study participation across the College and support faculty, staff, and administrators serving in the Working Groups.
2. Conduct a detailed review of the recommendations of the 2014 Self-Study Report and ensure that they are addressed as part of this Self-Study.
3. Along with the Core Team, identify the 3-5 Institutional Priorities that will be assessed in the Self-Study.
4. Ensure that the Institutional Priorities are in alignment with the Mission and Strategic Initiatives of the College, as well as the seven Standards and Criteria as set forth by the Middle States Commission on Higher Education (MSCHE).
5. Along with the Core Team, review and approve the Self-Study Design.
6. Provide leadership and guidance to the seven Working Groups and monitor their progress to ensure that all deadlines are met.
7. Approve a schedule and communication methods to be used by and between the seven Working Groups.
8. Approve the lines of inquiry for each of the seven Standards and Requirements of Affiliation.
9. Ensure that the six Standards Working Groups coordinate evidence collection efforts and the creation of an evidence repository with the Evidence Inventory Working Group.
10. Ensure that the evidence collected supports the specific Standard being assessed.
11. Review periodic reports regarding the progress of the seven Working Groups.
12. Review and approve the final reports of the Working Groups to be included in the Self-Study Final Report.
13. Along with the Core Team, prepare for the MSCHE Team Visit to take place in 2023.
14. Develop and execute a method to disseminate the final MSCHE Self-Study Report findings to the various partners, to include: the College President, Board of Trustees, Cabinet, administrators, faculty, staff, students, and other stakeholders.

Steering Committee Membership

Name	Role/Title
Self-Study Co-Chairs (Core Team)	
Leila Lawrence	Diversity Compliance Officer/Title IX Coordinator
Jennifer Roberts	Associate Vice President, Academic and Student Success
Stephanie Scordia	Faculty/English
Membership	
David Asencio	Dean of Students
Joan Bush	Dean, Educational Support Services
Pam Carter	Dean, Division of Business and Technology
Susan Hauck	Dean of Flexible Learning Options and Academic Technology
Chae Sweet	Dean, Division of Liberal Studies
TBD	Dean, Division of Math, Science, and Health Careers
Ramon Gonzalez-Charlestream	Student representative, PTK Honor Society officer
Iletou Ehinnou	Student representative, PTK Honor Society officer
Kendall Stephens	Alumna representative (Class of 2020)
Sharon Jean-Baptiste	Board of Trustees representative
Working Group Co-Chairs	
Amy Birge-Caracappa	Faculty/English and Curriculum Development
Michael Hackett	Faculty/Computer Technologies
DeAndre Jones	Assistant Dean, Division of Access and Community Engagement
Michael Krasulski	Faculty/Library & Learning Resources
Dr. Jocelyn Lewis	Faculty/Allied Health Instruction and Department Head
Calion Lockridge	Faculty/Behavioral Science
Arielle Norment	Assistant Dean, Business and Technology Division
Dr. Molly O'Connor	Faculty/Chemistry
Jeanna Perlman	Acting Director, Northeast Regional Center
Charletha Porter	Associate Director, Academic Records
Courtney Raeford	Director, Institutional Research
Megan Rizzo	Faculty/Counseling
Derrick Sawyer	Budget Director, Business and Finance
Ayanna Washington	Director, Career Connections
Ex-Officio Members	
Donald Guy Generals	President
Carol de Fries	Vice President, Workforce and Economic Innovation
Jacob Eapen	Vice President, Business and Finance and Treasurer
Samuel Hirsch	Vice President, Academic and Student Success
Shannon McLaughlin Rooney	Vice President, Enrollment Management & Strategic Communications
David Thomas	Vice President, Strategic Initiatives & Community Engagement
Mikecia Witherspoon	Government Relations Officer
Mellissia Zanjani	Vice President, Institutional Advancement and Executive Director, Community College of Philadelphia Foundation
Victoria Zellers	General Counsel

Working Group Charges

In the spirit of the Self-Study process, which aims to promote innovation and continuous improvement, the Working Groups will engage in a methodical examination of each Standard to identify where Community College of Philadelphia is meeting or exceeding the Standards for Accreditation and Requirements for Affiliation, as well as any areas for improvement. This process relies on the development of lines of inquiry, the collection of evidence, and critical analysis and reflection. This task is undertaken with a dedication to integrity and transparency. Each of the Working Groups are, therefore, charged with the following tasks:

- Develop an understanding of the seven Standards for Accreditation and their connection to the Requirements of Affiliation, institutional priorities, and the College's mission and strategic plan
- Adhere to the Self-Study timeline and meet deadlines for deliverables
- Hold regular meetings and offer input and feedback to other Working Groups, when appropriate
- Meet with the Core Team regularly throughout the Self-Study process
- Communicate with the Core Team and Evidence Inventory Working Group to identify overlap of research questions and evidence
- Develop research questions based on the criteria of their respective Standard(s) and a plan for data collection (e.g., document review, interviews, focus groups, surveys...)
- Demonstrate the College's compliance with the Standard(s) by assessing strengths and weaknesses
- Collect and analyze data related to the Standard
- Identify and document evidence that demonstrates compliance with the Standard, addressing the criteria under the Standard.
- Determine possible areas for improvement and innovation and recommend action items
- Produce outlines, preliminary drafts, and final drafts of Working Group's report by deadlines established utilizing established template and editorial style

Working Group Co-Chair Charges

In addition to the responsibilities listed above, Working Group co-chairs will also:

- Determine Working Group meeting schedule and facilitate meetings
- Develop agendas for meetings, in consultation with members
- Orient the Working Group members to the group's charge
- Ensure notes/minutes from meetings are documented
- Write, revise, and edit (in collaboration with other Working Group members) documents produced by the Working Group and ensure submission to Core Team
- Serve on the Steering Committee, which provides leadership to the Self-Study process, including approval of:
 - a. Charges to Working Groups developed by Core Team
 - b. Self-Study questions

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- c. Self-Study Design
- d. Final Self-Study report and other relevant documents for Self-Study process and team visit

Lines of Inquiry

STANDARD I: Mission and Goals

The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Working Group 1 Standard I: Mission and Goals Standard VII: Governance, Leadership, and Administration *	
Name	Role/Title
Molly O’Connor, Co-chair	Faculty, Chemistry
Jeanna Perlman, Co-chair	Acting Director, Northeast Regional Center
Melissa Altman-Traub	Faculty, Dietetics and Allied Health
Nicole Duncan-Kinard	Faculty, Library
Rogers Glispy	Director, Athletics
Sandra Gonzalez-Torres	Director, Articulation and Transfer
Stephanie Graves	Faculty, Academic Advising
Chris Hess	Coordinator, Power Up Your Business & Center for Small Business Education, Growth and Training
Randy Merced	Director, Public Safety
Natalie Price	Administrative Specialist, Institutional Advancement
Jocelyn Sirkis	Faculty, Business Leadership
Kelvin Veale	Academic Technology Specialist, Flexible Learning Options and Academic Technology

Lines of Inquiry for Standard I:

1. What are the processes for the development, approval, implementation, and assessment of the College’s mission and goals? To what extent are the processes regular, inclusive, and collaborative?
2. How do the College’s mission and goals guide the institution’s decision-making and governing process related to planning, resource allocation, program and curriculum development, excellence in teaching, learning outcomes and institutional improvement?
3. How are the College’s mission and goals publicized, and are they widely known by the institution’s internal stakeholders?
4. How does the College’s strategic plan support, reinforce, and align with the institution’s mission, vision ideals, and core values (Integrity, Academic Excellence, Diversity, Commitment to Teaching and Learning, Communication, and Respect)?
5. Is the College’s strategic plan realistic, appropriate for higher education, and consistent with its mission?

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6. How do the College’s mission and goals align with and support student learning, scholarly activity, and community engagement?
7. How are the administrative, educational, and student support programs consistent with the institutional mission?
8. What is the process for assessing the mission and goals? Are the results of these assessments readily available to stakeholders?

*Working Group 1 is responsible for Standards I and VII. Lines of Inquiry for Standard VII follow Standard VI.

STANDARD II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Working Group 2 Standard II: Ethics and Integrity	
Name	Role/Title
DeAndre Jones, Co-chair	Assistant Dean, Division of Access and Community Engagement
Calion Lockridge, Co-chair	Faculty, Psychology
Jessica Hurst	Assistant General Counsel
Allan Kobernick	Director, Multimedia Services
Lynette Luckers	Faculty, Counseling
Qurana Moody	Marketing Specialist, Media and Public Relations
David Prejsnar	Faculty, Religious Studies
Patrick Robinson	Lead Support Coach, Center for Male Engagement
Vincent Scarfo	Coordinator, Marc David LGBTQ Center
Christine Veal	Faculty, Nursing
Stephanie Zeppenfelt	Administrator, Financial Aid Systems

Lines of Inquiry for Standard II:

1. How does the College promote academic integrity, inquiry, intellectual freedom, diverse points of view, protection of intellectual property, and avoidance of conflicts of interest? How are these processes applied to various groups such as the board, the administration, full and part-time faculty, students, and confidential employees?
2. How does the College assess, evaluate, and continually improve its commitment to fostering diversity, equity, and inclusion and a climate of respect among diverse constituents, including students, full and part time faculty and staff, confidential

employees, board, administration, and the most marginalized members of the College community?

3. How does the College ensure that the institution’s complaint policies are fair and impartial, and complaints are addressed promptly, appropriately, and equitably? What is the evidence that the College’s current complaint policies and procedures are published widely to the entire college community? How does the College assess the ongoing outcomes of the complaint policies and procedures on How does the College avoid conflicts of interest or the appearance of conflicts of interest in all activities and transactions that impact students, faculty, staff, and administration?
4. What is the evidence that the current policies and procedures for hiring, compensation, evaluation, promotion, and separation of employees are consistent, impartial, and transparent, and how does the College demonstrate its ongoing commitment to their consistency, impartiality, and transparency? How does the College review its budget and mission when making personnel changes to faculty and staff?
5. How does the College demonstrate honesty and integrity in its internal and external communications, relative to marketing, admissions materials, and recruitment of students?
6. How does the College promote and ensure that students understand that the College offers an affordable and accessible quality education to the residents of the city of Philadelphia, relative to funding sources, the enrollment process, and return on investment (ROI)?
7. In what ways does the College demonstrate compliance with applicable federal, state, and Commission policies, regulations, and requirements?
8. With what method(s) and frequency does the College assess the ethics of its policies, processes, and practices? How are these policies, processes, and practices implemented in an ethical manner?

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Working Group 3 Standard III: Design and Delivery of the Student Learning Experience	
Name	Role/Title
Amy Birge-Caracappa, Co-chair	Faculty, English and Coordinator, Curriculum Development
Charletha Porter, Co-chair	Associate Director, Academic Records
Linda Gerz	Faculty, Chemistry
Sandy Harrill	Director, Academic Connections
Michelle Lopez	Manager, Institute for Community Engagement and Civic Leadership

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Girija Nagaswami	Faculty, English and Co-facilitator, Faculty Center for Teaching and Learning
Beena Patel	Faculty, Biology
Colin Ruggero	Faculty, Sociology; Faculty Federation
Eric Shannon	Research and Data Analyst, Academic Quality and Student Success
Jenavia Weaver	Director, Student Engagement

Lines of Inquiry for Standard III:

1. What degrees, programs, and other credentials does the College offer, and are course offerings sufficient for students' timely completion?
2. Are degrees, programs and other credentials designed to accommodate a diverse and inclusive population and aligned with competitive job market skills?
3. In what ways does the College ensure that degrees, programs, and other credentials are structured and coherent and provide the opportunity for students to develop knowledge and skills over time?
4. How does the College ensure that full- and part-time faculty design effective programs, certificates, and other credentials consistent with the College's mission and goals?
5. How do full- and part-time faculty provide balanced and rigorous learning experiences at the program or certificate level, and how do they assess student success?
6. In what ways does the College ensure that full and part-time faculty have the necessary qualifications and exist in adequate number to deliver quality instruction in a timely manner?
7. What opportunities, resources, and support for professional growth and innovation does the College provide for faculty, and in what ways and how often does the faculty utilize these opportunities, etc.?
8. Does the College have clear and fair criteria for reviewing and evaluating faculty performance, including criteria for tenure and promotion, and are those criteria and related policies and procedures clearly disseminated to faculty?
9. Are the College's academic programs accurately described in our official publications? Are degree program requirements, including time to completion guidelines, written so that students may easily understand and use them?
10. Does the College provide sufficient learning opportunities and resources to support students' academic progress, including support for teaching and learning, within and outside of the traditional classroom and/or credit-bearing coursework?
11. What resources are available to track and improve the efficacy of opportunities and resources that support students' academic progress?
12. How does the College's general education program offer students an experience that expands their intellectual, cultural, and global awareness and their cultural sensitivity and prepare students to make well-reasoned judgments both within and outside their academic field?
13. How are the College's six Essential Skills of general education designed to allow students to acquire and demonstrate at least oral and written communication, scientific

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and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy?

14. In what ways does the College's general education promote the study of values, ethics, and diverse perspectives?
15. To what extent does the College utilize third-party providers for student learning opportunities, and what does the evaluation process for those providers – acquisition, implementation, and assessment – entail?
16. What procedures and schedules are in place for the periodic assessment of student learning at the program, certificate, and degree level?
17. How does the College provide faculty and staff with the necessary resources to achieve the College's assessment goals, including resources for both assessment and improving the student learning experience based on assessment outcomes?

STANDARD IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Working Group 4 Standard IV: Support of the Student Experience	
Name	Role/Title
Megan Rizzo, Co-chair	Faculty, Counseling
Ayanna Washington, Co-chair	Director, Career Connections
Eva Blackwell	Faculty, Communication and Mass Media Studies and Faculty Advisor, <i>Vanguard</i> student newspaper
Jennifer Chiamonti	Faculty, Counseling
Bianca Cummings	Manager, Enrollment Management Support
Lynsey Grace	Coordinator, Athletics
Jeff Haines	Coordinator, Financial Aid Services
Lisa Johnson	Faculty, Nursing
Nikki Karam	Faculty, Library and Learning Resources
Wendy Kohler	Director, Center on Disability
Derrick Perkins	Director, Student Transition Success
Richard Kopp	Assistant Dean of Students
Brenda Torres	Faculty, Academic Advising

Lines of Inquiry for Standard IV:

1. How does the College utilize the Guided Pathways model and institutional policies and procedures to enhance student success and satisfaction from their initial intake through graduation?

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2. How has Guided Pathways enhanced college policies and procedures for orientation, advisement, and counseling had on the achievement of student retention, transfer to university for further education, and workforce preparation and development?
3. What is the College's process for creating awareness of acceptance of credit based on transfer and prior learning experience that supports student success, workforce development, and the community at large?
4. Where is student data located at the College, and who in the internal community is responsible for ensuring that this data is used and maintained in a secure and accurate manner?
5. How does the College demonstrate a holistic approach to enhancing the student's experience in the areas of student development such as athletics, student life, and other extracurricular activities?
6. How does the College assess the effectiveness of third-party platforms and the impact they have on student success?
7. How does the College use assessment data to consistently strengthen student support services and enhance the student experience?

STANDARD V: Educational Effectiveness Assessment

Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Working Group 5 Standard V: Educational Effectiveness Assessment	
Name	Role/Title
Jocelyn Lewis, Co-chair	Department Head and faculty, Allied Health
Courtney Raeford, Co-chair	Director, Institutional Research
Elizabeth Canapary	Faculty, Criminal Justice
Laura Davidson	Faculty, Dietetics and Allied Health
Natalie Fein	Faculty, Counseling
Elizabeth Gordon	Coordinator, Academic Assessment
Dawn Janich	Faculty, Biology
Lynsey Madison	Department Head and faculty, Business Leadership, Fashion and Hospitality
Hannah McGarry	Director, Corporate Solutions
Sean Morris	Data Reporting and Query Analyst, Institutional Research
Lisa Sanders	Assistant Dean, Liberal Studies
Vaishali Sharma	Manager, Online Learning, Flexible Learning Options and Academic Technology
Chris Wieman	Faculty, Library and Learning Resources

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Lines of Inquiry for Standard V:

1. How does the College ensure that assessment is systematically and consistently occurring across all courses and programs, supporting the College’s mission, and addressing issues of equity?
2. How does the College make certain that student learning outcomes at all levels are measurable and meaningful and that outcomes align across levels (course, program, pathway, and institution)?
3. To what extent does the College utilize assessment results for continuous improvement related to student learning and achievement of outcomes (such as retention, graduation, and transfer rates), including improvements to pedagogy, curricula, support services, etc.?
4. How does the College promote a culture of assessment for continuous improvement? In what ways does the College provide appropriate supports for faculty and staff in their efforts to assess student learning?
5. How does the College review assessment practices to determine how effective they are and possible areas for improvement?

STANDARD VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Working Group 6 Standard VI: Planning, Resources, and Institutional Improvement	
Name	Role/Title
Michael Hackett, Co-chair	Faculty, Computer Technologies
Derrick Sawyer, Co-chair	Budget Director, Business and Finance
Anthony Driggers	Director, Northwest Regional Center
Paul Geissinger	Department Head and faculty, Music
Anela Kruse	Assistant Controller
Wataru Nishida	Faculty, Counseling
Lynne Sutherland	Director, Student Success Initiatives
Jennifer Tront	Faculty, Biology

Lines of Inquiry for Standard VI:

1. Describe how the College assesses institutional objectives to ensure both institution-wide and individual unit objectives are mission/goal linked, reflect assessment results and are used for planning/resource allocation.
2. How does the College use assessment data and constitute feedback to continuously provide a documented improvement plan that is communicated to the College Community and external stakeholders?

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3. How does the College ensure the financial planning and budgeting processes at the College are aligned with both the institution's missions/goals and to the College's strategic plan/objectives?
4. How does the College link its financial planning and budgeting process to College's strategic plan and divisional objectives?
5. How does the College define and communicate its decision-making processes to ensure the clear understanding of responsibility and accountability within the College Community?
6. How do facilities, infrastructure and technology updates, upgrades and maintenance schedules take into consideration both the financial costs associated with the activity as well as the College's strategic plan?
7. How does the College establish, implement and maintain effective internal controls to prepare for a successful annual independent audit and what measures does the College take to follow up with evidence on any concerns cited in the audit's accompanying management letter?
8. What strategies does the College use to assess the appropriateness and efficiency of institutional resource utilization to support the College's mission and goals?
9. Describe and provide supporting evidence of the tools and timing of the college's assessment processes that determine the effectiveness of the following business functions as it relates to planning, resource allocation, institutional renewal processes, and availability of resources.

STANDARD VII – Governance, Leadership, and Administration:

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Working Group 1 (for membership, see above)

Lines of Inquiry for Standard VII:

1. Does the College have a clear and transparent governance structure that outlines roles, responsibilities, and accountability for decision making for each constituency [i.e., governing body, administration, faculty, staff, and students]?
2. How do current governance structures collectively support the College's mission, vision, values, and goals?
3. How does the College's governing body exercise appropriate authority and decision-making as it relates to the operations, fiscal management, and academic excellence of the institution?
4. How and by whom is the President evaluated to lead the institution and effectively work with the administration?

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5. How does the College maintain an effective organizational structure with qualified individuals responsible for their areas and an administration that interacts and engages with the college community?
6. How effective are current administrative structures in maximizing resources and effectively distributing available resources in a manner aligned with the college mission and goals?
7. What are the systematic procedures in place for ongoing assessment of the effectiveness of the leadership, shared governance, and administrative units, and how is this information used to inform future changes?
8. How are potential conflict of interest issues that could affect institutional decision-making processes addressed and minimized for the leadership, shared governance, and administrative units?
9. What mechanisms are in place to provide opportunities for communication and feedback among and between the governing bodies and various institutional groups?

Evidence Inventory

Working Group 7 Evidence Inventory	
Name	Role/Title
Michael Krasulski, Co-chair	Department Head and faculty, Library and Learning Resources
Arielle Norment, Co-chair	Assistant Dean, Business and Technology
Jean Byrd	Faculty, Nursing
Megan Lello	Director, Communications
Ilze Nix	Faculty, Psychology
Jimmy Salfiti	Research Associate II, Institutional Research
Tanya Stewart-Austin	Budget and Financial Analyst, Office of Business and Finance
Nichole Webster	Faculty, English

This Working Group is responsible for coordinating the evidence demonstrating compliance with the Commission’s Standards and Requirements. More information is provided in the section about the Evidence Inventory.

VI. Guidelines for Reporting

To guide the efforts of the Working Groups, the Steering Committee, which includes the Core Team and the 14 Working Group co-chairs, will meet twice per semester to receive updates on progress and offer feedback on reports. In addition to these two scheduled Steering Committee meetings, the Working Group co-chairs will meet with the Core Team three times per semester, as well as hold regular meetings with their group throughout the semester.

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Working Groups 1-6 are responsible for drafting lines of inquiry for their respective Standard/s, while Working Group 7 is responsible for developing the Evidence Inventory. In addition to scheduled meetings, the Steering Committee and the Working Groups are utilizing Microsoft Teams to communicate, keep track of deadlines, and upload files. As this process is beginning with a majority of faculty and staff working from home due to the pandemic, virtual meetings are recorded and uploaded to the appropriate Microsoft Team for future viewing capability. The deadlines for submissions of reports/deliverables are as follows:

YEAR 1	
Jan. - Feb. 2021	Working Group co-chairs submit names of possible individuals to serve in their respective groups to the Core Team.
Feb. - March 2021	Steering Committee offers feedback on SC and WG charges, major changes at the College since the last Self-Study, and ideas for Evaluation Team characteristics.
March 2021	Working Groups draft lines of inquiry for respective Standard(s) and Evidence Inventory and submit to Core Team.
March 30, 2021	Draft Self-Study Design sent to Steering Committee.
April 6, 2021	Steering Committee sends feedback to Core Team.
May-June 2021	Feedback from Dr. Starkey is shared with the Steering Committee. Revisions are made based on feedback from Dr. Starkey; Updated Self-Study design is approved.
YEAR 2	
Fall 2021	Working Groups submit outlines and evidence needed for Standards.
Fall 2021	Working Groups continue to gather evidence and determine strategies to address gaps.
Dec. 2021	Working Groups submit first drafts of chapters to Core Team.
Feb. 2022	Steering Committee provides feedback on chapter drafts and gap analysis.
Spring 2022	Steering Committee receives second drafts texts from Working Groups and develops a draft Self-Study report.
YEAR 3	
Fall 2022	Campus community and Board of Trustees review draft Self-Study report.
Fall 2022	College prepares final version of the Self-Study report with edits based on team chair's feedback and final feedback from college community.
Spring 2023	College submits the final report.

Editorial Style

Self-Study reports will be drafted in adherence with APA guidelines for headings, tables, and citations and with the College's style guide for punctuation and capitalization.

Font: 11-point Arial

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Margins: Standard 1-inch margins

Justification: Left justified

Spacing: Single spacing

Paragraph indentation: none

Page numbers: bottom centered

Abbreviations: In order to abbreviate or use the letters of the name of an organization, office, etc., spell out on the first mention, followed by the abbreviation in parentheses. The abbreviation can be used throughout the rest of the piece.

Academic titles: Lowercase titles when they appear after a name or are separated by commas; capitalize when the title precedes a name. Words that describe an occupation, such as author, professor or architect, are never capitalized, unless they begin a sentence.

Acronyms: Abbreviate companies, organizations and institutions that are widely known by their abbreviations

Capitalization: College Community, College Family

Uppercase these terms when speaking about the students and employees of the College as a whole. Never use the abbreviation CCP. Capitalize “College” when referring to our institution. Do not use article “the” with Community College of Philadelphia. Other terms to capitalize: Core Team, Evaluation Team, Evidence Inventory, Self-Study Design, Self-Study Report, Self-Study, Steering Committee, Working Group

Course titles: Capitalize and do not put in quotations when the formal name of the course is written as it appears in the College catalog. When referring to course areas in general, lowercase.

Dates: Spell out months and days of the week. Abbreviate Jan., Feb., Aug., Sept., Oct., Nov. and Dec. when used in a date. When listing only the month and the year, do not separate with a comma. Use commas when the month, year, and date are used. Do not use th, st or nd superscripts with dates.

Degrees and majors: Capitalize full degree titles; lowercase the shorter form. Use periods in abbreviations of academic degrees. When referring to degrees in general, lowercase the first letter and use 's.

Departments and divisions: Capitalize names of departments, offices and divisions. Only capitalize the words department, office or division if it is an official title.

Full time/full-time: Hyphenate when used as an adjective.

Monetary figures: Do not use decimal places for monetary figures. For amounts over \$1 million, use up to two decimal places.

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Percentages: Use the word, not the symbol. Always use numerals with percentages; do not spell out.

Programs: Preferred term at College, not major.

Regional Centers: Capitalize the Northeast, Northwest, and West Regional Centers. Not referred to as campuses.

VII. Organization of the Final Self-Study Report

The following format will be used for the Self-Study report, including chapters and sections under each chapter.

- Executive Summary
- Introduction
- Standard I
- Standard II
- Standard III
- Standard IV
- Standard V
- Standard VI
- Standard VII
- Conclusion
 - Summary of major conclusions
 - Summary of opportunities/recommendations for ongoing institutional improvement and innovation
- Appendices

Each of the chapters addressing Standards will have the following format:

- Header for and description of Standard;
- Cross-references to relevant materials in other parts of the report and within the Evidence Inventory;
- Analytically-based inquiry and reflection;
- Conclusions, including strengths and challenges, with references to appropriate Criteria; and
- Opportunities/recommendations for ongoing institutional improvement and innovation.

VIII. Verification of Compliance Strategy

Each of the Working Groups has been assigned components of the Verification of Compliance that align with their respective Standard(s), per the table below. For Requirements of Affiliation to be addressed during the compliance review process, the Working Group working on Standard II will compile evidence of compliance. The Self-Study co-chairs will collaborate with the Standard II Working Group to complete the Institutional Federal Compliance Report, which will then be shared with the Steering Committee for review.

Requirement of Affiliation	Demonstrate Compliance in:
1. Authorized to operate	Compliance review process
2. Institution is operational	Compliance review process
3. Graduate one class before initial accreditation	Compliance review process
4. Communicate with Commission in English	Compliance review process
5. Complies with government policies, regulations, and requirements	Compliance review process
6. Complies with Commission policies	Compliance review process
7. Has mission and goals	Standard I
8. Systematically evaluates all programs	Standards III, IV, V, VI
9. Student learning programs	Standards III, V
10. Institutional planning	Standards I, III, IV, V, VI
11. Financial resources	Standard VI
12. Governance structure	Standard VII
13. Governing body conflict of interest policy	Standard VII
14. The governing body provides information	Compliance review process
15. Core of faculty	Standard III

IX. Self-Study Timetable

Month/Semester	Task
September 2020	Self-Study Core Team announced.
Oct.-Nov. 2020	Attend Self-Study Institute.
Nov.-Dec. 2020	Confirm Steering Committee members.
December 2020	Steering Committee members select Working Group co-chairs.

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December 2020	Expand Middle States Accreditation website for current Self-Study.
December 2020	Dr. Starkey schedules Self-Study preparation conference call with the institution.
Jan. 11-14, 2021	Self-Study Core Team provides information about Self-Study process to College community during Professional Development Week.
Jan. 25, 2021	Conference call with VP Liaison Dr. Starkey
Feb. 2021	Remaining members of Working Groups are confirmed.
Feb. 2021	Orientation for Steering Committee.
March 2021	Working Groups draft lines of inquiry for respective Standard(s).
April 2021	Draft Self-Study Design finalized, including Working Group charges and lines of inquiry.
April 12-14, 2021	Self-Study Design sent to Dr. Starkey (at least two weeks prior to visit/conference call).
April 28, 2021	Dr. Starkey conducts Self-Study preparation virtual visit.
May-June 2021	Revisions are made based on feedback from Dr. Starkey; Updated Self-Study Design is approved.
Fall 2021	Steering Committee oversees research and reporting by Working Groups.
Fall 2021	Working Groups submit outlines and evidence needed for Standards.
Fall 2021	Working Groups involve the College Community in gathering feedback.
Fall 2021	Working Groups continue to gather evidence and determine strategies to address gaps.
Dec. 2021	First drafts of chapters submitted.
Feb. 2022	Steering Committee provides feedback on chapter drafts and gap analysis.
Spring 2022	MSCHE selects the Evaluation Team chair, and the College approves the selection.
Spring 2022	Chair and the College select dates for the team chair's preliminary visit and for team visit.
Spring 2022	College sends a copy of the Self-Study Design to the team chair.
Spring 2022	MSCHE selects Evaluation Team members and the institution reviews the selection.
Spring 2022	Steering Committee receives second drafts texts from Working Groups and develops a draft Self-Study Report.
Fall 2022	Campus community reviews draft Self-Study Report.

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Fall 2022	College's Board of Trustees reviews draft Self-Study Report.
Fall 2022	College sends draft Self-Study Report to Evaluation Team chair, two weeks prior to chair's preliminary visit.
Fall 2022	Team chair makes preliminary visit at least four months prior to team visit.
Fall 2022	College prepares final version of the Self-Study Report with edits based on team chair's feedback and final feedback from college community.
Spring 2023	College submits the final report, with Verification of Compliance, to MSCHE portal at least six weeks prior to the team visit and provides to the evaluation chair and team.
Spring 2023	Evaluation Team visits College.
Spring 2023	Evaluation Team submits report to the President.
Spring 2023	President provides College's response.
June/Nov. 2023	Committee on Evaluation meets and determines accreditation status.

X. Communications Plan

To keep the College Community and external stakeholders informed of the Self-Study process, the Self-Study Core Team has developed a Communications Plan in conjunction with personnel from the College's Division of Marketing and Communications. Aspects of the Communications Plan are as follows:

Objective	Audience	Method	Timing
Keep stakeholders informed about Self-Study progress	Internal and external stakeholders	Website	Fall 2020-Spring 2023
Announce the launch of the Self-Study and introduce co-chairs	Board of Trustees	Presentation	Fall 2020-Spring 2023
Announce the launch of the Self-Study and introduce co-chairs	Extended Cabinet	Presentation	Fall 2020-Spring 2023
Obtain input on Institutional Priorities	College employees	Survey via email	Fall 2020
Obtain input on Institutional Priorities	Current students	Survey via email	Fall 2020
Inform College community of Working Group co-chairs	College Community	Open fora	Jan. 11-14, 2021

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Keep College Community abreast of progress	Extended Cabinet	Presentation	Spring 2021-Spring 2023
Keep College Community abreast of progress	Board of Trustees	Presentation	Spring 2021-Spring 2023
Keep College Community abreast of progress	College employees	Bi-weekly email campaign: Middle States Updates	Spring 2021-Spring 2023
Inform students of the importance of accreditation/keep students abreast of progress	Current students	Social media campaigns/open fora	Spring 2021-Spring 2023
Keep College Community abreast of progress	College Community	Open fora, President Town Halls	Fall 2021-Spring 2023

XI. Evaluation Team Profile

The College requests that members of the evaluation have experience at a two-year, comprehensive institution. It is requested that the Evaluation Team chair be the president of a large, urban community college with a diverse student population.

The members should have experience at institutions with the following characteristics:

- Is a large, urban community college
- Is a minority-serving institution
- Has a high percentage of economically disadvantaged students
- Prioritizes diversity, equity, and inclusion
- Has implemented Guided Pathways reforms
- Is a member of Achieving the Dream
- Has collective bargaining agreements/is unionized for faculty and staff

Evaluation Team members would have representatives of the following roles/divisions:

- President
- Academic Affairs/Chief Academic Officer
- Student Affairs (at an institution with commuter students)
- Finance/Chief Finance Officer (with a division that includes a variety of areas, including Information Technology, Facilities, Human Resources, Public Safety, etc.)
- Workforce Development/Continuing Education
- Planning
- Assessment

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- Faculty from career-technical programs
- Faculty from transfer programs

The following are examples of peer institutions at which potential team members could work:

- Bergen Community College (NJ)
- Camden County College (NJ)
- CUNY Kingsborough Community College (NY)
- Monroe Community College (NY)
- Montgomery College (MD)
- Suffolk County Community College (NY)
- SUNY Westchester Community College (NY)
- Community College of Baltimore County (MD)

Community colleges with which there might be a conflict of interest may include the following:

- CUNY Borough of Manhattan Community College (NY)
- Howard Community College (MD)
- CUNY LaGuardia Community College (NY)
- Mercer County Community College (NJ)
- Nassau Community College (NY)
- Passaic County Community College (NJ)
- Rockland Community College (NY)
- Pennsylvania Community Colleges

XII. Evidence Inventory

Each of the Working Groups devoted to Standards will gather evidence of compliance as they address the criteria for their respective Standard/s. A seventh Working Group will focus on the Evidence Inventory; its members will work with the other six Working Groups devoted to the Standards. The co-chairs of the Evidence Inventory Working Group both sit on the College's Institutional Effectiveness Committee (IEC). Additionally, Working Groups 1-6 each have a member on the IEC. In addition to regular communications between the Evidence Inventory Working Group and the Standards-focused groups that will take place as Working Group members gather evidence of compliance, the IEC will also address the Evidence Inventory in their regular meetings. Having a Working Group devoted to the Evidence Inventory will result in an overview that encompasses all the Standards, will allow greater sharing of resources, and will efficiently address any gaps in documentation. Each Working Group will have a folder in the

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Self-Study shared drive and will maintain a spreadsheet to track their documents. The Evidence Inventory Working Group, the IEC, and the Self-Study Core Team will have access to all folders.

Standard I Criteria – Mission & Goals	Primary Documents, Processes, and Procedures
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a) are developed through appropriate b) collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; c) address external as well as internal contexts and constituencies; d) are approved and supported by the governing body; e) guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; f) include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; g) are publicized and widely known by the institution’s internal stakeholders; h) are periodically evaluated; <p>2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission;</p> <p>3. Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and</p> <p>4. Periodic assessment of mission and goals to ensure they are relevant and achievable.</p>	<ul style="list-style-type: none"> • Mission statement, vision, core values • 2017-2025 Strategic Plan • 2013–17 Strategic Plan • Strategic plan website • Academic and Student Success Master Plan and annual updates • Facilities Master Plan and annual updates • Workforce and Economic Innovation Strategic Plan • Diversity Plan • College Catalog • College website IR website • Collective bargaining agreements • Employee Handbook • Assessment Plan • Assessment Framework • Administrative, Educational, and Support unit assessment plans and reports • General education/Essential Skill outcomes • Guided Pathways website • Academic program reviews • Academic program reviews guidelines • Learning outcomes from selected academic programs • College Bylaws • Organization charts • Board of Trustees minutes (approval of new mission statement)
Standard II Criteria – Ethics & Integrity	Primary Documents, Processes, and Procedures
<p>1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;</p>	<ul style="list-style-type: none"> • College Policies: <ul style="list-style-type: none"> ○ Financial Policies (201, 202, 203, 204, 205, 212, 213, 217) ○ General Administration Policies (301, 302, 303, 304, 305, 306,

<p>2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;</p> <p>3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;</p> <p>4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;</p> <p>5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;</p> <p>6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;</p> <p>7. As appropriate to its mission, services or programs in place:</p> <ul style="list-style-type: none"> a) to promote affordability and accessibility; b) to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt; <p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ul style="list-style-type: none"> a) the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b) the institution's compliance with the Commission's Requirements of Affiliation; c) substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; 	<p>307, 308, 309, 310, 311, 312, 313, 314, 315, 316)</p> <ul style="list-style-type: none"> o Equal Employment Opportunity, Non-Discrimination and Harassment, and Title IX Policies (353, 354, 355, 356, 357, 358, 359, 360, and 361) <ul style="list-style-type: none"> • Mission statement • Inventory of student clubs • College Bylaws • Student Handbook • Security Report/Cleary reporting documents • New student orientation (online and in person) • Ethics Point System • Internal Audit • Office of Diversity & Equity website • HR website <ul style="list-style-type: none"> o Policies & procedures o Employee Handbook • Mandated Title IX training • Memorandum #4 - Student Appeals Procedure for Academic and Disciplinary Matters • Financial Aid website • Consumer Information • Diversity Plan • Affirmative Action Plan • President's Diversity Council • Institutional Research Facts & Stats dashboard • Verification of Compliance Report • Board of Trustees agendas/minutes • Business Affairs Committee agenda/minutes • Student Outcomes Committee agenda/minutes • Audit Committee agenda/minutes • Annual Audited Financial Statements • Uniform Guidance Report
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<p>d) the institution’s compliance with the Commission’s policies; and</p> <p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	
<p>Standard III Criteria – Design and Delivery of the Student Learning Experience</p>	<p>Primary Documents, Processes, and Procedures</p>
<p>1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;</p> <p>2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:</p> <ul style="list-style-type: none"> a) rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution’s mission, goals, and policies; b) qualified for the positions they hold and the work they do; c) sufficient in number; d) provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e) reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures; <p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;</p> <p>4. Sufficient learning opportunities and resources to support both the institution’s programs of study and students’ academic progress;</p> <p>5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:</p>	<ul style="list-style-type: none"> • College Catalog • General education/Essential Skills assessment • College Policies: <ul style="list-style-type: none"> ○ Student Records and Regulations and Academic Standards Policies (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17) • Selected departmental websites • Selected program websites • Selected syllabi • Faculty Center for Teaching and Learning website • Mission Statement • Selected documents regarding peer/faculty observation; faculty evaluation process • College Policies and Procedures Memorandum #117B - Policy Criteria for Promotion to Ranks of Assistant Professor and Full Professor • Procedures for Evaluation for Self-Improvement, Retention and Promotion • Administrative Criteria for Promotion • Collective bargaining agreements • IPEDS data/Human Resources Report • 2017-2025 Strategic Plan • 2013–17 Strategic Plan • Assessment Plan • Assessment Framework • Course and program assessment reports • Academic Program Reviews • Academic Program Review guidelines • Administrative, Educational, and Support unit assessment plans and reports • Guidelines, calendars, results, and reports of periodic and annual reviews for academic programs and Administrative, Educational, and Support units

<p>a) offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</p> <p>b) offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and</p> <p>c) in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;</p> <p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;</p> <p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and</p> <p>8. Periodic assessment of the effectiveness of programs providing student learning opportunities.</p>	<ul style="list-style-type: none"> • Sub-Committee on Academic Affairs agendas/minutes • Sub-Committee on Curriculum agendas/minutes • Student Affairs Committee agenda/minutes • Institution-Wide Committee agendas/minutes • Student Outcomes Committee of the Board of Trustees agendas/minutes • Board of Trustees agendas/minutes • Office of Curriculum website • Course schedules
<p>Standard IV Criteria – Support of the Student Experience</p>	<p>Primary Documents, Processes, and Procedures</p>
<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <p>a) accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</p>	<ul style="list-style-type: none"> • College Policies: <ul style="list-style-type: none"> ○ Student Records and Regulations and Academic Standards Policies (3, 5, 6, 8, 9, 11, 14, 17) ○ Student Services Policies (102, 103A, 104, and 105) • Tuition and fees documents • Selected financial aid information • College Catalog • Student Handbook • 2017-2025 Strategic Plan • 2013–17 Strategic Plan

<p>b) a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</p> <p>c) orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</p> <p>d) processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;</p> <p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;</p> <p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records;</p> <p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;</p> <p>5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and</p> <p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<ul style="list-style-type: none"> • New student orientation (online and in person) • Selected Administrative, Educational, and Support unit assessment plans and reports • Assessment Plan • Assessment Framework • Academic and Student Success Master Plan • Campus & Student Life website • Faculty training for advisement • Enrollment Guide • English and Math Placement information • Credit for What You Know/Prior Learning Assessment webpage • Student Rights and Responsibilities • FERPA information • Transfer Opportunities webpages • Sub-Committee on Academic Affairs agendas/minutes • Institution-Wide Committee agendas/minutes • Student Outcomes Committee of the Board of Trustees agendas/minutes • Board of Trustees agendas/minutes
<p>Standard V Criteria – Educational Effectiveness Assessment</p>	<p>Primary Documents, Processes, and Procedures</p>
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.</p>	<ul style="list-style-type: none"> • College Catalog • Assessment Plan • Assessment Framework • Program Learning Outcomes • Course Learning Outcomes • Assessment reports

<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ul style="list-style-type: none">a) define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;b) articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;c) support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders. <p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:</p> <ul style="list-style-type: none">a) assisting students in improving their learning;b) improving pedagogy and curriculum;c) reviewing and revising academic programs and support services;d) planning, conducting, and supporting a range of professional development activities;e) planning and budgeting for the provision of academic programs and services;f) informing appropriate constituents about the institution and its programs;g) improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and,h) implementing other processes and procedures designed to improve educational programs and services. <p>*required</p> <p>4. If applicable, adequate and appropriate institutional review and approval of assessment</p>	<ul style="list-style-type: none">• General education/Essential Skills assessment reports• Selected course syllabi• IPEDS data• Collective bargaining agreements• College Policy:<ul style="list-style-type: none">○ Financial Policy (217)• Office of Curriculum webpage• Office of Assessment and Evaluation webpage• Institutional Research Facts and Stats dashboards• Academic Program Reviews• Curriculum Development templates, including curriculum maps• Faculty Center for Teaching and Learning webpage• Professional Development Week schedules• Academic and Student Success Council agendas• Sub-committee on Curriculum agenda/minutes• Students Outcomes Committee of the Board of Trustees agendas/minutes• Board of Trustees agendas/minutes
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<p>services designed, delivered, or assessed by third party providers.</p> <p>5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	
<p>Standard VI Criteria – Planning, Resources, and Institutional Improvement</p>	<p>Primary Documents, Processes, and Procedures</p>
<p>1. Institutional objectives, both institution- wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;</p> <p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;</p> <p>3. A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives;</p> <p>4. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;</p> <p>5. Well-defined decision-making processes and clear assignment of responsibility and accountability;</p> <p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution’s strategic and financial planning processes;</p> <p>7. An annual independent audit confirming financial viability with evidence of follow- up on any concerns cited in the audit’s accompanying management letter;</p> <p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals; and</p>	<ul style="list-style-type: none"> • Mission Statement • 2017-2025 Strategic Plan • 2013–17 Strategic Plan • Academic and Student Success Master Plan and annual updates • Facilities Master Plan and annual updates • Assessment Plan • Assessment Framework • Assessment Guidelines • Assessment reports • IPEDS data • Organizational charts • Audit reports • Audited financial statements • Business Affairs Committee agendas/minutes • Technology Coordinating Committee agenda/minutes • Institution-Wide Committee agendas/minutes • Audit Committee of the Board of Trustees agendas/minutes • Business Affairs Committee of the Board of Trustees agendas/minutes • Board of Trustees agendas/minutes • IPEDS data/Human Resources Report

<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	
<p>Standard VII Criteria – Governance, Leadership, and Administration</p>	<p>Primary Documents, Processes, and Procedures</p>
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p> <p>2. A legally constituted governing body that:</p> <ol style="list-style-type: none"> a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. appoints and regularly evaluates the performance of the Chief Executive Officer; 	<ul style="list-style-type: none"> • Organization charts • Mission statement, vision, core values • Employee handbook • Board of Trustees committee guidelines/Bylaws • Audit Committee of the Board of Trustees agendas/minutes • Workforce Subcommittee charter/minutes • Business Affairs Committee of the Board of Trustees agendas/minutes • Student Outcomes Committee of the Board of Trustees agendas/minutes • Board of Trustees agendas/minutes • Foundation webpage • Select job descriptions

<p>g. is informed in all its operations by principles of good practice in board governance;</p> <p>h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</p> <p>i. supports the Chief Executive Officer in maintaining the autonomy of the institution.</p> <p>3. A Chief Executive Officer who:</p> <p>a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</p> <p>b. has appropriate credentials and professional experience consistent with the mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</p> <p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p>	
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<ul style="list-style-type: none">c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;d. skills, time, assistance, technology, and information systems expertise required to perform their duties;e. regular engagement with faculty and student in advancing the institution's goals and objectives;f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations. <p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	
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