Monitoring Report to the
Middle States Commission on Higher Education
from
COMMUNITY COLLEGE OF PHILADELPHIA
Philadelphia, PA 19130

Donald Generals, President

October 31, 2017

Subject of the Monitoring Report:

Documentation that the College has taken further steps "to ensure (1) appropriate professional development opportunities to assist faculty in the use of assessment results to improve teaching and learning; (2) evidence that student learning assessment results are linked to institutional effectiveness, budgeting, and strategic planning; and (3) the periodic evaluation of the effectiveness of the institution's student learning assessment process (Standard 14)."

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Introduction

<u>Overview</u>

Founded in 1964, Community College of Philadelphia is the only public institution of higher education in the city of Philadelphia. Since its founding, the College has served over 685,000 individuals. In 2016-2017 the College had an enrollment of over 25,000 credit students. The College serves a diverse, non-traditional population: approximately 72% of credit students in 2016-2017 were persons of color, including 47% African-American, 13% Hispanic, and 9% Asian. A substantial portion of the College's students are low-income and first-generation students. Community College of Philadelphia offers more than 80 degree and certificate programs in Business, Humanities, Health, Science, Technology and Social/Behavioral Sciences at the Main Campus, three Regional Centers and at various neighborhood sites. The College also provides special programs and support services that are tailored to the needs of the student population and designed to help students overcome obstacles to success. Approximately 73% receive some form of state and/or federal financial aid.

Community College of Philadelphia is engaged in a major transformation with a focus on student success. The College is one of 30 community colleges selected to participate in the national Pathways Project. This competitive initiative, coordinated by the American Association of Community Colleges and funded in part by the Bill and Melinda Gates Foundation, has four components: (1) clarifying the path necessary for students to achieve their end goals; (2) helping students choose and enter the path: (3) helping students stay on the path; and (4) ensuring students are learning. The College is in the process of redesigning curricula and student services as part of the Pathways Project. During the redesign, the College

continues to gather and use assessment information but changes are being made to courses and curricula based on this initiative.

In January 2016, the College president, Dr. Donald Generals, issued a vision statement, *Impact 2025*, that included a call for "an uncompromising focus on student success." That vision statement became the focal point for the creation of the College's new Strategic Plan, *Impact 2025: An Uncompromising Focus on Student Success* approved by the Board of Trustees in May 2017. The plan identifies strategic directions based on internal and external information. Sub-plans from all College units must align with the strategic directions.

Also in fall 2016 the President created an Institutional Effectiveness Committee (Appendix A). The purpose of the committee was described in the following statements: "The Institutional Effectiveness Committee (IEC) reflects the College's commitment to continuous improvement informed by data. The Committee has broad College representation to encourage collaboration, communication and transparency. The IEC ensures that the College community is aware of and follows best practices in planning, assessment and resource allocation." The IEC is chaired by the Director of Institutional Research and includes diverse representation from the College based on position.

The most significant change in staffing at the College related to assessment was the resignation of the Director of Assessment and Evaluation effective the summer of 2017 to assume a position closer to her home. The College is currently in the process of searching for a new Director as well as for a part time Assessment Specialist, a position approved as part of the 2017-2018 College budget. In the meantime, the College's Coordinator for Assessment, who reported to the Director, has assumed some of the duties of the Director and continues to work in conjunction with the Office of Institutional Research as part of the College's

institutional effectiveness team. She also participates in a monthly assessment meeting that includes academic deans, the Vice President for Academic and Student Success and the Vice President for Strategic Initiatives/Chief of Staff.

The College has made significant progress since 2014, as noted in the January 2016 [Visiting Team report](). The College is committed to doing whatever is necessary to ensure that assessment of student learning is performed with quality and that the results are used for continuous improvement.

Commission Action

In March 2016 the Middle States Commission on Higher Education (MSCHE) accepted the College's December 2015 monitoring report following a team visit, removed the warning because the institution was deemed to be in compliance with Standard 14, and reaffirmed the College's accreditation. The College was asked to submit a monitoring report by November 1, 2017 "documenting further steps taken to ensure (1) appropriate professional development opportunities to assist faculty in the use of assessment results to improve teaching and learning; (2) evidence that student learning assessment results are linked to institutional effectiveness, budgeting, and strategic planning; and (3) the periodic evaluation of the effectiveness of the institution's student learning assessment process (Standard 14)." The purpose of this monitoring report is to inform MSCHE of additional work the College has done to continue to nurture the culture of assessment that the visiting team mentioned in their report (p.5).

Steps to Respond to Commission Action

Professional Development Opportunities for Faculty

The College administration has continued to increase professional development

opportunities related to assessment for faculty inside and outside of the College. The College's Office of Professional Development continues to maintain assessment resources that are available to faculty on demand. Current resources include Magna Webinars, Rubistar (a tool that assists with creating rubrics), and books on assessment. The site also has a series of 10 short videos on assessment, including one on using assessment to improve teaching and learning. Books and other resources are also available to faculty in the Faculty Center for Teaching and Learning.

The College has a professional development week at the start of the fall and spring semesters (August/September and January). Since 2015 the College has designated one day of the week specifically for professional development on assessment. The spring 2016 sessions included a presentation by the (then) new Director of Assessment and Evaluation. This presentation was one that she had presented at the 2015 Drexel University Assessment Conference. Her presentation was followed by selected faculty presentations illustrating assessment practices.

The fall 2016 day (Appendix B) focused on sustainability of assessment. The Director worked to ensure that the structure was in place to help faculty engage in substantive conversations and to reduce duplication in reporting. Seventy nine faculty attended sessions. Most of the morning sessions were repeated in the afternoon to make sure faculty could participate.

The spring 2017 day (Appendix C) included a mini summit on student learning of the College's responsible citizenship general education/core competency. The spring 2017 day also included an outside speaker, Dr. Phyllis Blumberg. Twenty six (26) faculty and 10 administrators attended the presentation. Dr. Blumberg's book, *Assessing and Improving Your*

Teaching, is currently the subject of a fall 2017 learning community in the College's Faculty Center for Teaching and Learning. This learning community conversation is being facilitated by a member of the College's Curriculum Assessment Team.

Sixty (60) faculty attended morning sessions for the fall 2017 assessment day (Appendix D). The program included a review of the student learning data on the general education/core competencies of scientific reasoning and communication as well as other college student outcomes data. As a result of concerns about student citation results from the assessment of student learning, library faculty are creating citation modules for use by classroom faculty. In the afternoon, the College's three academic divisions met separately with division faculty to discuss assessment of student learning at the course and program levels.

The Office of Assessment and Evaluation offers workshops to support faculty and administrators in their assessment work (Appendix E). This makes it possible to meet with faculty individually, in small groups or as an entire department. The Director of Assessment and Evaluation also provided updates at Department Head meetings on assessment activities, outcomes and opportunities. Since the Director left during summer 2017, the Coordinator has been meeting one on one with faculty and with deans and department heads. She is also scheduled to do an assessment workshop as part of the year-long New Faculty Orientation program.

To provide exposure for faculty outside of the College, the College supported 10 faculty and 2 administrators' attendance at West Chester University's Scholarship of Teaching, Learning & Assessment Conference in January 2017 and has budgeted funds to send faculty to the January 2018 conference. The College has also supported the attendance of a faculty member and three administrators at the Drexel University Assessment Conference. The

College supports faculty attendance at other conferences (e.g. Bucks County Community College's Faculty of the Future Conference) that include assessment presentations.

In summary, the College increased professional development opportunities for faculty and administrators through faculty presentations, use of outside experts, workshops and sessions by the Office of Assessment and Evaluation, the Office of Professional Development and the Faculty Center for Teaching and Learning, and by funding faculty participation in assessment conferences. The College continues to budget for symposia and workshops for faculty and administrators involved in assessment of student learning.

Student Learning Assessment Linked to Institutional Effectiveness, Budgeting, Planning

The Visiting Team report from 2014 confirmed that the College uses assessment data to set goals and inform planning. The College has worked to continue to enhance the integration of assessment, budgeting and planning, particularly as it relates to the use of student learning outcomes. To prepare for that work members of the College administration, including the Director of Institutional Research and the Director of Assessment and Evaluation, attended three MSCHE workshops: "Planning, Assessing, and Budgeting: A Hands-on Workshop" in March 2016; "Creating an Efficient Assessment Structure that Drives Impactful Change" in October 2016; and "Enhancing Institutional Effectiveness and Assessment of Administrative, Educational, and Student Support (AES) Areas: You Can Do It" in March 2017. In addition, the Vice President for Strategic Planning/Chief of Staff and the Director of Assessment and Evaluation went to sessions on integrated planning at the December 2016 MSCHE Annual Conference.

In January 2016, the College President, Dr. Donald Generals, issued a vision statement, *Impact 2025*, that included a call for "an uncompromising focus on student success." That

vision statement became the focal point for the creation of the College's new Strategic Plan, *Impact 2025: An Uncompromising Focus on Student Success* approved by the Board of Trustees in May 2017. The Strategic Planning Committee engaged all College constituencies, including students, faculty, staff, alumni, board members, and community members, in consideration of the College mission, data and aspirations. The College developed the plan as a set of strategic directions based on internal and external information. The Student Experience is one of the College's strategic priorities and, as such, the Strategic Plan states that the College will: "Ensure students are challenged by intellectually rigorous teaching and learning techniques inside and outside of the classroom leading to high academic standards through a culture focused on assessment of student learning outcomes and continuous professional development of faculty (p.3)."

In coordination with the development of the strategic directions, the major divisions of the College started working on sub-plans to align with the Strategic Plan. The Division of Academic and Student Success used an inclusive process and College data to identify goals, objectives and strategies for the 2017-2021 draft of the *Academic and Student Success Master Plan*. Examples of student learning assessment strategies in the plan include, "Create, or refine based on assessment results, the appropriate courses, course learning outcomes, and sequencing for Foundational Skills Education within each Academic Pathway to effectively move students through their Foundational Skills Education requirements (p. 5);" and, "Continually improve teaching, learning and academic support through ongoing assessment of student learning and support outcomes, including regular review of program learning outcomes to ensure they support student career or transfer success (p. 14)."

Their work was in coordination with the College's participation in the Pathways Project, a

national initiative funded by the Bill and Melinda Gates Foundation among others, and coordinated by the American Association of Community Colleges. Participation includes involvement in a series of Institutes. The fourth institute was on "Ensuring Students are Learning and Progressing along the Pathway."

Over an 18 month period, faculty have created pathways for academic programs and built new curriculum maps for associate degrees. During summer 2017 department heads held a five day workshop for cross curricular division planning (Appendix F). Fifty-seven (57) faculty participated. Faculty discussed the Pathways implementation, general education and general education reform. The work from the Pathways Project Institute on ensuring student learning helped inform the discussion. The core group of faculty continues to meet weekly.

In fall 2016 the President created an Institutional Effectiveness Committee (IEC) (Appendix A). The IEC charge includes that the Committee will: (1) provide recommendations for alignment of budget, planning, and assessment; (2) establish an annual assessment calendar and a cycle for planning; (3) align strategic planning with Middle States standards and inform the Cabinet of issues; (4) ensure assessment of planning processes; (5) provide ongoing evaluation of institutional effectiveness. A sub-committee of the IEC that includes the Associate Vice President for Budget and Finance, the Chief Information Officer, the Director of Institutional Research, a faculty member from the Library and the Vice President for Strategic Initiatives/Chief of Staff, is charged with reviewing the alignment of budget, planning and assessment. The President asked that all units of the College include either student learning outcomes or student experience outcomes in their unit goals and assessment plans. A template was created for reporting. The timeline for unit reporting was changed to align with the College budget cycle. Annual reports are now due in January to coincide with

the start of the budget planning cycle in February/March. In that way unit reports with assessment information will be submitted before units submit budget requests. The budget process requires evidence that requests are linked to budget priorities and based on outcomes data.

In summary, the College is increasing alignment of assessment, planning and budget. All units have been asked to include outcomes based on student learning and/or the student experience. Work on the Pathways Project is reinforcing the emphasis on use of student learning. Reports are due in January 2018 in preparation for the budget process.

Plan for Evaluation of the College's Student Learning Assessment Process

Faculty started evaluating the process for assessing student learning during the summer 2017 (Appendix F). This effort is in conjunction with the College's Pathways Project work. One of the major components of the Pathways Project is "ensuring students are learning." During the summer, 57 faculty participated in the initial discussions of curricular revision and general education reform and assessment. Faculty are interested in having a more integrated process for assessing student learning at the course, program and institutional levels. Recommendations will be made during the 2017-2018 academic year. The timeframe for assessing all aspects of student learning assessment will be based on completion of the Pathways reforms so programs will have a cycle of data based on the reforms.

In fall 2017 the Academic Deans and Coordinator for Assessment and Evaluation agreed to revise the Academic Program Review Process. The revised process will require faculty to engage in more intentional reflection of student learning outcomes at the course and program levels. Comments from the first draft of the revision were made in October 2017. A second draft is due in November based on the comments.

In summary, participation in the Pathways Project is fostering a major reform effort at the College that is impacting courses and curricula, including revisions of course learning outcomes and program learning outcomes. These changes will affect the cycle for evaluating assessment processes. Faculty have engaged in a review of general education assessment and are reviewing the integration of assessment at the course, program and institutional levels.

Conclusion

The College is making progress addressing the recommendations from the January 2016 Visiting Team as well as responding to the requests from the Commission. The College has sustained earlier efforts such as the day devoted to assessment during the twice a year professional development weeks. Professional development opportunities for assessment and assessment of student learning have increased with materials, presentations, speakers and support for attendance at conferences.

The College is also embarking on a clearer alignment of planning, assessment and budget. An Institutional Effectiveness Committee was created to guide this work. The College is building on an existing assessment, planning and budgeting process. The planning cycle was changed to make sure that reports were completed before the start of the budget cycle. A new template was created for annual reports. The template is being used by academic and administrative and service units. The President is requiring that all units use student learning or the student experience as part of their planning, assessment and request for resources.

A major transformation of curricula is underway as part of the College's participation in the national Pathways Project. Participation in the project has fostered reflection and review

of student learning. Faculty are now more experienced in developing student learning outcomes and planning for assessment. As part of the Pathways Project, faculty are engaging in a review of the system for assessment of student learning starting with general education.

In summary, the College continues to work to ensure progress in assessing student learning, and using assessment results for institutional effectiveness and improvement.

Appendix A: Institutional Effectiveness Committee

Community College of Philadelphia

The Path to Possibilities™

Institutional Effectiveness Committee

Purpose

The Institutional Effectiveness Committee (IEC) reflects the College's commitment to continuous improvement informed by data. The Committee has broad College representation to encourage collaboration, communication and transparency. The IEC ensures that the College community is aware of and follows best practices in planning, assessment and resource allocation.

Charge

- Draft policy and protocols for institutional data governance: including survey calendar and policies; data collection policy
- Provide recommendations for alignment of budget, planning, and assessment
- Establish an annual assessment calendar and a cycle for planning
- Align strategic planning with Middle States standards and inform Cabinet of issues
- Create and support an Institutional Review Board as a subcommittee
- Review progress in strategic planning KPIs; align to MSCHE Annual reporting
- Ensure a transparent process of communication
- Ensure assessment of planning processes
- Provide ongoing evaluation of Institutional Effectiveness

Membership

Director, Institutional Research (Chair)

Vice President for Strategic Initiatives and Chief of Staff

Vice President for Academic and Student Success

Vice President for Business and Finance

Chief Information Officer

Academic Dean on an annual rotating basis

        Dean, Math, Science and Health Careers

        Dean, Business and Technology

        Dean, Liberal Studies

Dean of Students

Dean, Educational Support Services

Dean, Access and Community Engagement

Dean, Flexible Learning Options/Academic Technology

Dean of Enrollment Management

Director, Regional Center on an annual rotating basis

        Northwest Regional Center

        West Regional Center

        Northeast Regional Center

Director, Assessment and Evaluation

Director of Marketing

Five Faculty Representatives

Appendix B: Fall 2016 Professional Development Assessment Day Program

TUESDAY, AUGUST 30, 2016
Assessment Tuesday for Faculty!

Tuesday 9:00 AM to 10:00 AM
The Big Picture: Building Structure and Sustainability into CCP's Assessment
Audience: Academic Staff and Faculty Location: Large Auditorium BG-20
CCP made great strides in its assessment practices leading up to last spring's Middle States visit. To continue these efforts, those practices need to be sustainable. Structured alignment will allow contributions of day-to-day teaching and learning practices to serve as evidence of larger programmatic and college efforts, without repetitive or duplicative reporting.
This fall's assessment workshops provide an opportunity for conversation and hands-on activities to bring course, program, and institutional efforts into alignment.

Tuesday 10:15 AM to 11:30 AM
(*offered at 10:15 ONLY*)
Getting Focused: Aligning Assignments on Your Syllabus
Audience: Faculty Location: Large Auditorium BG-20

Tuesday 10:15 AM to 11:30 AM
(repeat at 1:15 PM – 2:30 PM)
Puzzle Pieces: Aligning Course and Program Outcomes
Audience: Academic Faculty and Staff Location: Rotunda

Tuesday 10:15 AM to 11:30 AM
(repeat at 1:15 PM – 2:30 PM)
Contributing to Gen-Ed Competency Assessments
Audience: Faculty, By Invitation Location: B2-26, B2-08, B2-09

Tuesday 10:15 AM to 11:30 AM
(repeat at 1:15 PM – 2:30 PM)
Program Leaders Roundtable
Audience: Program Leaders, By Invitation Location: Coffeehouse, S1-22

Tuesday 11:45 AM to 1:00 PM
Lunch and Trivia in the Great Hall

Tuesday 1:15 PM to 2:30 PM
Morning Programs Repeat (see above)

Tuesday 2:45 PM to 4:00 PM
Special Projects TBA
Audience: By Invitation Location: Coffeehouse, S1-22

Appendix C: Spring 2017 Professional Development Assessment Day Program

TUESDAY, JANUARY 10, 2017
ASSESSMENT TUESDAY EVENTS!

Tuesday 8:30 AM to 9:00 AM
Mini-Muffins for the Mini-Summit
Audience: Faculty, Administrators, Staff, Support Professionals
Location: Pavilion Cube
Please join your colleagues for coffee and mini-muffins.

Tuesday 9:00 AM to 11:30 AM
Mini-Summit on Responsible Citizenship as a Core Competency
Audience: Faculty, Administrators, Staff, Support Professionals
Location: Pavilion Cube
The entire CCP community is invited to participate in a college-wide dialogue on Responsible Citizenship. Fundamentally, we will seek to answer the question: Can we reaffirm or re-define *Responsible Citizenship* as a core competency at Community College of Philadelphia?
This mini-summit will allow participants the opportunity to learn, discuss, draft and make recommendations to the General Education Review Committee, the faculty group charged with the periodic review of the core competencies.
The latest assessment of student learning within the curriculum (2015) found little difference between the rubric scores of students with <15 credits, and those with >45 credits. However, Responsible Citizenship was initially established as a core competency in 2009. Since that time, Study Abroad, Student Life, and the Office of Diversity and Equity have greatly increased participation and programing around diverse perspectives and cultural awareness. Academic programs have revised or added learning outcomes related to discipline ethics. Faculty have developed models and teaching techniques in mindfulness and service learning. Just this past year the college has seen the introduction of a new First Year Experience course and the Institute for Community Engagement and Civic Leadership. This offers an alternative theory: that CCP is indeed having a tremendously positive impact on values related *to Responsible Citizenship* – but that our definition is too narrowly defined and/or that we do not assess our most impactful activities.
Current assessment best practice asks that we look not only to our curricula - but to partners in student life, libraries, and even student-lead clubs and activities for evidence of student success. Professional Development week provides an excellent opportunity to engage in a cross-college, cross-discipline discussion. This will allow for dialogue on the definition of this competency, informed by the entire community and reflecting our shared goals for student success. To that end, a variety of co-curricular 10

and student participants have been invited to share their outlook through mini speed presentations focused on how their area meets, or expands, the definition of Responsible Citizenship. Immediately following, participants will break out into small groups to further reflect on and expand the competency. The discussion is intended to be of service to those faculty charged with reviewing the General Education competencies, and to provide teaching faculty an opportunity to share course strategies and learn about co-curricular supports to, and innovations in, student learning in this area.
Themes: Assessment, Core Competencies, Classroom Strategies

11:45 AM to 1:00 PM
LUNCHEON AND TALENT SHOW
Great Hall – Room S2-19

ASSESSMENT TUESDAY
1:15 PM to 2:30 PM
Assessment Keynote: Faculty Growth and Student Learning by Dr. Phyllis Blumberg
Audience: Faculty and Academic Administrators
Location: Pavilion Cube
Dr. Blumberg's interests in education are curriculum development, how to use learner-centered teaching approaches, educational leadership, faculty development, innovation in education and problem-based learning. She is the author of Assessing and Improving Your Teaching: Strategies and Rubrics for Growth and Student Learning. This practical guide was developed from the philosophical view that in order for faculty to make improvements to student learning, faculty first need to confidently self-assess their own teaching. Dr. Blumberg is an advocate for empowered teaching strategies which include self-reflection, utilization of broad sources of evidence, and use of data collected as part of a sustained practice of teaching.
Themes: Assessment, Faculty Development, Self-Assessment

ASSESSMENT TUESDAY
2:30 PM to 3:45 PM
Middle States Standards: Recognizing Your Individual Contribution
to the College's Institutional Accreditation
Presenters: Krishna Dunston, Dawn Sinnott
Audience: Faculty, Administrators, Staff
Location: W2-47
The Community College of Philadelphia is accredited by the Middle States Commission for Higher Education (MSCHE), which requires that each member institution meets all standards of accreditation. These standards were revised and approved by the member institutions during Fall 2014. This presentation will provide an overview of the new standards and offer strategies for recognizing how your day-to-day work fits into MSCHEs requirements.
Themes: Assessment, Middle States, Mission and Goals

Assessment Tuesday!
8:30 AM to 9:00 AM
Where Do They Go? Using the CCP Transfer Dashboard
Presenter: Sean Morris
Audience: All Employees
Location: Pavilion Cube
Transfer is an important goal for many CCP students, and is thus an important student outcome to faculty and administrators. In this workshop, attendees will learn how to use the CCP Transfer Dashboard, an Excel-based tool that provides clear program- and college-level student transfer information. Faculty and department heads can use the tool to determine how many students from their programs transfer after leaving CCP, and where they go when they do.
Themes: Student Success, Assessment, Student Outcomes
Assessment Tuesday!

9:10 AM to 10:00 AM
Engagement in Active Learning Classrooms
Presenters: Sue Hauck, Dawn Sinnott, Courtney Raeford
Audience: Faculty and Administrators
Location: Pavilion Cube
In this session, we will describe the Active Learning Classrooms at CCP and share a study that evaluates student perception of engagement in parallel ALC and traditional classrooms. Significant findings include increased classroom problem solving, student collaboration and student cooperation.
Themes: Instructional Technology, Assessment, Student Engagement, Student Success 12

Appendix D: Fall 2017 Professional Development Week Assessment Day

Assessment Tuesday!

10:10 to 10:50 AM
Gen-Ed Assessment
Presenter: Judith Gay
Audience: All Employees
Location: Pavilion Cube
In 2009, the College implemented new General Education/Core Competency requirements. At this point, all of the General Education requirements have been assessed at least once. In this session we will review the outcomes of the most recent assessments, Scientific Reasoning and Communication.
Themes: General Education, Assessment, Closing the Loop
Assessment Tuesday!

Tuesday 11:00 AM to 11:45 AM
Administrative, Educational, and Student Support (AES) Assessment
Presenter: Dawn Sinnott
Audience: All Employees
Location: Pavilion Cube
All areas of a college, directly or indirectly, impact student learning and the environment for student learning. Administrative, educational, and student support (AES) units provide fundamental elements for institutional effectiveness. To ensure continuous improvement, we must have a strong assessment model. The College is implementing an approach to AES assessment that builds on our past efforts reviewing the effectiveness of AES units. This session will provide an overview of AES assessment and alignment with institutional planning at Community College of Philadelphia.
Themes: Assessment, Institutional Effectiveness

11:45 AM to 1:00 PM
TRIVIA LUNCH
S2-19 – The Great Hall
Assessment Tuesday Attendees will break for lunch and "Everyone's Playing Trivia" in the Great Hall

Assessment Tuesday!
1:15 PM to 4:00 PM
Division Assessment Activities
Division Deans will hold meetings (as listed below) to address assessment work in their divisions:
Dean Pamela Carter, Business and Technology
Attendees: All division employees
Location: Pavilion Cube
As a Division, Business and Technology has defined the desired levels and standards of excellence for our programs, administrative support, and most importantly, students. This will be a working session where faculty, grouped by programs, and administrative support, grouped together, assess where we stand currently in terms of definitions of excellence, where there may be gaps, and data needs (e.g., program enrollment/graduation reports, member 13

identification for current or future program advisory committees, program changes, administrative/software tools, professional development, etc.) to move to the next level. Towards the end of the session, groups will report out to identify common needs across the division, as well as best practices and ideas. This is big picture assessment, which should stand at the core of our assessment efforts. Bring your best ideas and be ready to share.

Dean Mary Anne Celenza, Math Science and Health Careers
Attendees: Department Heads Only
Location: W2-7H
In a continued effort to enhance program and course assessment designed to increase student success, the Division of Mathematics, Science and Health Careers will focus on reviewing the quality of assessment of program and course learning outcomes. Conversations between the Dean and Department Heads will result in the revision of departmental program and course assessment plans.

Dean Chae Sweet, Liberal Studies
Attendees: Department Heads Only
Location: BR-21
As the programmatic leaders of their departments, department heads carry a weighty load. Program and course assessment are critical to maintaining high quality programs and ensuring students receive timely, accurate, and creative instruction in the classroom. One-on-one conversations with the department heads about past year's assessment and this coming year's plans are being offered to support and strengthen their role in this critical process. Department Heads should be ready to use this dedicated time to express and discuss the opportunities and challenges they anticipate for their department.

Appendix E: Workshops for Faculty

TO: Department Heads

FROM: OAE, Office of Assessment and Evaluation

As we near the end of the Fall term, Office of Assessment is offering a variety of workshops and assessment facilitation. As always, you should feel free to call and discuss your individual needs and plans. An individual meeting with department heads and/or program coordinators is encouraged, so that I can make you aware of additional customization and functionality of the Assessment Notebook.

Assessment Notebook Tour (AN) – RSVP Link

Open workshops to any faculty wishing a guided tour of departmental assessment notebooks. Recommended for faculty who have been asked to submit course assessment documentation this semester.

Course Assessment Form Workshop (CAF) – RSVP Link

Open workshop for any faculty asked to submit course assessment documentation this term. Organizing course assessments, entering assessment data on the form, and drafting suggested actions in response to the data.

Outcomes Alignment – for Department Heads/Program Coordinators **(ALN) – RSVP Link**

One goal for this year is to make more explicit the alignment between course student learning outcome (SLOs) and program learning outcomes (PLOs). Explicit alignment allows authentic assessments of student learning at the course level to "roll-up" as evidence of program and institutional outcomes.

Building Multi-Year Calendar – for Department Heads/Program Coordinators **(Cal) – RSVP Link**

Open discussion on elements which should be included in a multi-year assessment calendar. Maintaining a calendar of course and PLO assessment cycle allows faculty to anticipate documentation requests and participate in program discussion.

Syllabi Review – For Department Heads **(SR) – RSVP Link**

Planning is an important part of the assessment cycle. A scheduled review of syllabi, a year prior to the scheduled course or PLO assessment, will ensure curricular alignment, ensure embedded assessments are clear, and assist with planning. This presentation will include a discussion of the new review form, recommendation for a sustainable schedule, and a framework for review.

Employment Trends for Your Program – For Department Heads and Administrators **(ET) – RSVP Link**

The College has access to an economic modeling software that provides the following information: job growth projections, historical annual job openings, demographics in the field, education level of current employees, skills gap, market saturation, concentration of a particular industry in a region compared to the industry nationwide, local competing education/ training programs, local program graduates, hourly earnings, top ten companies posting, etc. Join us for training to learn about the types of information that our office can obtain for you and how you can use it.

GenEd Competency Assessment: Scientific Reasoning and/or Quantitative Reasoning Planning Workgroup (CMP) – RSVP Link

At October 19th Department Heads meeting, OAE submitted a planning document including 'framing questions' and a suggestion for a workgroup. If the recommendation is endorsed by Dept. Heads, the workgroup would discuss questions, determine course/subjects to be assessed

Appendix F: Summary by Dr. Amy Birge (Associate Professor of English)

Cross-Divisional Curriculum Planning

In the summer of 2017, a group of faculty members formed the Cross-Divisional Curriculum Planning group (Osvil Acosta Morales, Amy Birge, JoeWana Freeman, Girija Nagaswami, Deb Rossi, Richard Saxton, and Brenton Webber). The group held a 5-day summer workshop in June 2017 open to faculty and staff from across the College. Fifty-seven people participated this workshop over five days, including people from academic advising, libraries, learning labs, and faculty from all three divisions. They discussed guided pathways implementation, general education and possible reform, and creating a formalized collaborative strategy for implementing guided pathways.

The core group has continued to meet weekly to discuss topics covered in the summer workshop and develop recommendations. Discussion among the core group have included:

- What is the purpose of General Education? What defines a well-educated citizen/student/person?

- How do students/faculty perceive General Education?

- How are the General Education requirements related to the Core Competencies? How do students in your program achieve the core competencies?

- When you choose courses to meet the General Education requirements for your program, what are your criteria?

- What can students in your program gain from courses in Social Sciences and Humanities? If your program is in the Social Sciences or Humanities, then how might courses in those disciplines enrich other programs?

- What is the value of the Major Academic Approaches (AMGD, WRIT, INTP), and what changes would you recommend?

- How do we navigate the current General Education requirements vs. what we think they may become as we work through GP implementation?

- What does Information Literacy mean for your programs?

- What does Technological Competence mean for your programs?

- What do Quantitative Reasoning and Scientific Reasoning mean for your programs?

- Representative curriculum maps from three academic divisions and Gen Ed electives