

# **Community College of Philadelphia**

**Institutional Effectiveness Plan**

**Spring 2022**

**Office of Institutional Effectiveness**

## Table of Contents

<b>INTRODUCTION</b> .....	1
College Vision Statement and Mission Statement.....	1
College Strategic Plan Goals and Pillars.....	1
<i>Table 1. Alignment between College Strategic Goals and Strategic Plan Pillars</i> .....	3
<i>Table 2. Alignment between Mission Statement and Strategic Plan Pillars</i> .....	4
<b>THE INSTITUTIONAL EFFECTIVENESS FRAMEWORK</b> .....	5
<i>Figure 1. Institutional Effectiveness Flowchart</i> .....	7
Overview of Assessment at the College.....	8
Institutional Effectiveness Committee (IEC).....	8
Administrative Assessment Team (ADAT).....	8
Office of Assessment and Evaluation and Office of Institutional Research.....	9
<b>ACADEMIC ASSESSMENT</b> .....	10
Divisional Curriculum Assessment Facilitators (DCAF).....	10
Assessment Cycle for Academic Programs.....	11
<i>Table 3. Fall and Spring Semester Course and Program Assessment Cycle</i> .....	12
Outcome Assessment of Academic Programs.....	13
<i>Figure 2. Annual Program Assessment Report (APAR)</i> .....	14
Academic Program Reviews (APRs).....	16
<i>Table 4. APR Collaborative Process Summary</i> .....	17
Assessment of General Education.....	19
Assessment of Non-Credit Programs.....	20
<b>ASSESSMENT OF ADMINISTRATIVE AND EDUCATIONAL SUPPORT (AES) UNITS</b> .....	20
Assessment Cycle for AES Units.....	20
AES Unit Assessment Methods.....	21
<i>Table 5. Administrative and Educational Support Unit Assessment Timeline</i> .....	22
<i>Figure 3. AES Unit Assessment Report Template</i> .....	23
Budgeting and Resource Allocation.....	26
<i>Table 6. The Budgeting Cycle</i> .....	26
Financial and Operational Effectiveness Assessment.....	27
<b>ASSESSMENT OF ASSESSMENT PROCESSES</b> .....	27
College Assessment Repository.....	27
Academic Program Assessment Changes and Improvements.....	28
College Assessment Task Force (CATF).....	28
General Education Assessment Changes and Improvements.....	29
Assessment of Enrollment Management and Marketing Process.....	30
<b>APPENDIX</b> .....	31

## **INTRODUCTION**

Institutional Effectiveness at Community College of Philadelphia is a continuous process involving all key constituents in the pursuit of continuous improvement. Institutional Effectiveness brings together the College's mission, strategic plan, divisional master plans, and multiple assessment processes encompassing academic, administrative, and support units. Assessment is an important part of the planning and decision-making process, and the College has made increased investment and efforts in this endeavor.

The College's strategic plan consists of three broad goals and six strategic pillars. Annual reports tied to divisional master plans aligned with strategic plan pillars ensure continuous improvement and collectively demonstrate progress made in accomplishing the mission of the College. A recent assessment of the relevance and accomplishment of the institutional mission led to the addition of a sixth strategic plan pillar focused on diversity, equity and inclusion.

The Office of Institutional Effectiveness is concerned with the achievement of the College's mission, strategic goals, and pillars through the assessment of academic programs, course and program learning outcomes, administrative unit goals and outcomes, and general education measures, as well as periodic assessment of assessment processes. Over the years, the College has made use of assessment results to improve teaching, learning, and administrative and student support services.

### **College Vision Statement**

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

### **College 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.

### **College Strategic Plan Goals and Pillars**

The College's 2017-2025 Strategic Plan includes three broad goals, organized around six strategic pillars.

#### **Strategic Plan Goals:**

Goal 1: Increase credit and non-credit enrollment by 20%.

Goal 2: Double the graduation rate.

Goal 3: Double the number of opportunities for students to enroll in career programs resulting in the attainment of marketable skills leading to placement in the local and regional economy.

### Strategic Plan Pillars

The six strategic pillars of the College’s strategic plan are aligned with the College mission and provide a framework for action:

- Pillar 1: The Student Experience
- Pillar 2: Workforce Development, Readiness, and Economic Innovation
- Pillar 3: External and Internal Community Relations
- Pillar 4: World-Class Facilities
- Pillar 5: Fiscal Stability and Sustainability
- Pillar 6: Diversity, Equity and Inclusion

The College mission statement, strategic plan goals, and strategic plan pillars are aligned to facilitate planning and assessment of Institutional Effectiveness. Table 1 and Table 2 demonstrate this alignment.

Table 1. Alignment between College Strategic Goals and 2017-2025 Strategic Plan Pillars

Strategic Goals	Pillar 1: The Student Experience	Pillar 2: Workforce Development, Readiness, and Economic Innovation	Pillar 3: External and Internal Community Relations	Pillar 4: World-Class Facilities	Pillar 5: Fiscal Stability and Sustainability	Pillar 6: Diversity, Equity and Inclusion
<b>Goal 1:</b> Increase credit and non-credit enrollment by 20%.	X	X	X	X	X	X
<b>Goal 2:</b> Double the graduation rate.	X	X	X	X		X
<b>Goal 3:</b> Double the number of opportunities for students to enroll in career programs resulting in the attainment of marketable skills leading to placement in the local and regional economy.	X	X	X	X		X

Table 2. Alignment between Mission Statement and Strategic Plan Pillars

Key Phrases from College Mission Statement	2017-2025 Strategic Plan Pillars					
	Pillar 1: The Student Experience	Pillar 2: Workforce Development, Readiness, and Economic Innovation	Pillar 3: External and Internal Community Relations	Pillar 4: World-Class Facilities	Pillar 5: Fiscal Stability and Sustainability	Pillar 6: Diversity, Equity and Inclusion
Associate degree-granting institution	X			X	X	X
Career technologies, and basic academic skills	X	X	X	X		X
Foundation for college transfer	X					X
Informed and concerned citizens	X		X			X
Meet the changing needs of business, industry and the professions	X	X	X			X
Address broad economic, cultural and political concerns in the city	X	X	X		X	X

## THE INSTITUTIONAL EFFECTIVENESS FRAMEWORK

Institutional effectiveness planning and reporting has traditionally been coordinated by the Office of Institutional Research, which was combined with the Office of Assessment and Evaluation in 2015 to support the assessment of academic programs; general education/core competencies; and other student learning outcomes. To further strengthen and coordinate assessment efforts, the Office of Institutional Effectiveness (IE) was established in February 2021. The IE office currently oversees the Office of Institutional Research and the Office of Assessment and Evaluation, under the Associate Vice President for Institutional Effectiveness, who was hired in November 2021. Further, the College had developed prior iterations of Institutional Effectiveness Plans, with the most recent one developed in 2015.

The current Institutional Effectiveness framework (Figure 1) was developed based on the need to connect, organize and streamline the assessment processes of the College, and it demonstrates the relationship between the mission, strategic plan goals and pillars, related divisional/unit strategic plans, and the assessment of academic programs and courses as well as of administrative and educational support services. Academic assessment is tied to course learning outcomes, program learning outcomes, academic program reviews, and general education outcomes. Administrative unit assessments include all major Administrative and Educational Support (AES) units (non-academic) and are based on unit goals and outcomes aligned with the strategic plan pillars.

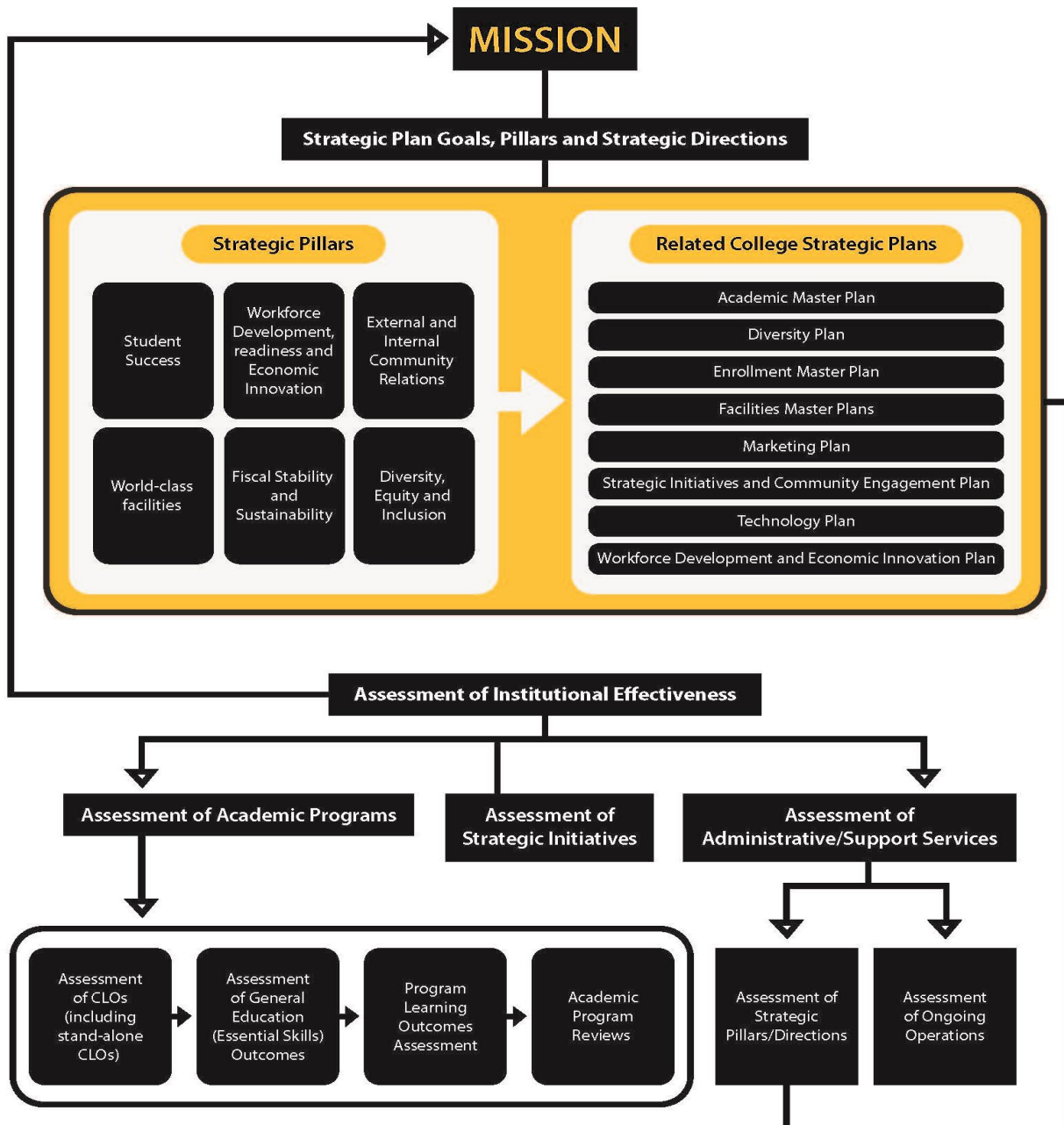
The College's Institutional Effectiveness framework has evolved over the years as a result of the assessment of our assessment processes for continuous improvement. An earlier iteration, the College-Wide Assessment Framework, was developed in 2017 (see **Appendix**); however, the 2017 framework was established prior to two significant developments in assessment: 1) the College's acquisition of AEFIS, the Assessment, Evaluation, Feedback & Intervention System, used by many academic units to store and visualize assessment data, and 2) the formation of the Divisional Curriculum Assessment Facilitators (DCAF), who work peer-to-peer with faculty on assessment planning, implementation, data analysis and continuous improvement, with direction from the Deans. Evaluation of the 2017 model revealed missing elements such as the strategic plans of other support structures of the College, e.g., Facilities Master Plan, Marketing Plan, Technology Plan, and its use was further complicated by the inclusion of elements that proved challenging for the AEFIS system. This led to the revision of the framework in spring 2022. Thus, the revised institutional effectiveness framework (Figure 1) incorporates not only the other plans listed below, but also ensures planning, decision making and the use of resources for continuous improvement. The following plans are aligned with the mission and goals of the College strategic plan:

- Academic and Student Success Master Plan
- Diversity Plan
- Enrollment Management Plan
- Facilities Master Plan
- Marketing Plan
- Strategic Initiatives and Community Engagement Plan
- Technology Plan
- Workforce Development and Economic Innovation Plan

Further aligned with planning is the assessment of academic and non-academic support components of the College. These include assessment of the following areas:

- Academic Program Learning Outcomes (PLOs)
- Academic Programs (Academic Program Reviews)
- Course Learning Outcomes (CLOs)
- General Education/Essential Skills
- Administrative/Support Units
- Financial and Operational Effectiveness
- Division Master Plan Reviews and Progress Reports on Strategic Goals

Figure 1. Institutional Effectiveness Framework Flowchart



## **OVERVIEW OF ASSESSMENT AT THE COLLEGE**

Community College of Philadelphia engages in assessment at all levels, from the mission to the micro-mapping of course learning outcomes. The responsibility for assessment lies with the vice presidents of their respective divisions. The president of the College, Dr. General, requires all vice presidents to submit annual goals tied to the six pillars, or strategic priorities, of the College's strategic plan. Progress reports on established goals tied to selected pillar(s) are provided by the divisions each year to help determine progress toward accomplishing the pillars. The Institutional Effectiveness Committee, the Office of Assessment and Evaluation (OAE), and the Office of Institutional Research (IR) support the practice of assessment at the College, which falls primarily into two categories: 1) academic assessment, consisting of the assessment of course and program learning outcomes, academic program reviews, and general education assessment measures, and 2) assessment of administrative and support units, which are based on unit goals and outcomes aligned with the strategic pillars.

### **Institutional Effectiveness Committee**

The College's Institutional Effectiveness Committee (IEC) is appointed by the president and includes representation from faculty and staff. Co-chaired by the Director of Institutional Research and the Director of Assessment, the IEC's responsibilities reflect the College's intention of engaging in continuous improvement informed by data. As opposed to many of the shared governance committees at the College, the IEC meets throughout the calendar year to ensure that engagement in continuous improvement is ongoing. The official charge of the IEC includes but is not limited to:

- Drafting policy and protocols for institutional data governance; including survey calendar and policies; data collection policy
- Establishing an annual assessment calendar and cycle for planning
- Providing recommendations for alignment of budget, planning, and assessment
- Aligning strategic planning with Middle States standards and inform Cabinet of issues
- Creating and supporting an Institutional Review Board (IRB) as a subcommittee (the IRB only reviews IRBs issued from other institutions and does not approve and issue IRBs internally)
- Reviewing progress in strategic planning KPIs; align to MSCHE annual reporting
- Ensure ongoing assessment of planning and assessment processes across the College
- Provide ongoing evaluation of Institutional Effectiveness

As of the writing of this plan, the IEC has established both the College's survey policy as well as the College's Institutional Review Board (IRB). Both are supported and enforced by the Office of Institutional Research within the Office of Institutional Effectiveness.

### **Administrative Assessment Team**

The Administrative Assessment Team (ADAT) is an IEC subcommittee that focuses on administrative unit assessment. This team includes representatives from each administrative division and serves as the forum through which assessment issues associated with administrative divisions are discussed. The ADAT also writes summary annual assessment reports that capture the state of assessment of administrative units at the College and advise on



resource allocation. The report is then presented to the IEC for review and feedback provided where needed, followed by presentation to the president's cabinet.

### **Office of Assessment and Evaluation**

Housed within the Office of Institutional Effectiveness, the Office of Assessment and Evaluation (OAE) is the College's hub for assessment activities at the institutional level. The Office's purview includes the scheduling, coordination, facilitation and production of Academic Program Reviews (APRs); the development, implementation and assessment of general education standards for the College; the ongoing development and administration of the Administrative, Educational and Support unit (AES) assessment cycle; and collaboration with the DCAF, academic Deans, Department Heads, and Office of Curriculum Development on outcomes assessment.

The OAE prioritizes transparency, consistency, and clear communication in all of its activities, endeavoring to not only complete specific assessment and documentation projects, but to also develop colleagues' assessment fluency and confidence and to promote colleagues' best practices collegewide. This multilayered approach helps to encourage a sustainable culture of assessment as more specific initiatives are developed. While faculty and staff ownership of assessment processes is essential to authentic and actionable assessment, the centralized facilitation and administration of those processes ensures a greater degree of consistency and knowledge transfer between many College constituents. The Director of Assessment also serves as a co-chair on the Institutional Effectiveness Committee and convenes both the ADAT and the College Assessment Task Force (CATF).

### **Office of Institutional Research**

The Office of Institutional Research has displayed an ongoing commitment to data transparency and reliability of measurement over time using several public facing dashboards. Included among these dashboards is the Office's "Academic Performance Measures" (APM) dashboard, which is representative of the data that is used in the Office of Assessment and Evaluation's Academic Program Reviews (APRs). Through maintaining a public facing APM dashboard, IR allows individual departments and other stakeholders to monitor the data relevant to their area even when the department is not engaged in the APR process.

In addition to the APM dashboard, Institutional Research maintains several other public facing dashboards that reflect the Office's commitment to ensuring a transparent assessment cycle. These include the Student Satisfaction dashboard – a dashboard asking for alumni's satisfaction on comprehensive aspects of the student experience at the College including general education as well as the services provided by Administrative Educational Support (AES) units. A complete listing of Institutional Research's publicly facing dashboards can be found here: <https://www.myccp.online/institutional-research/facts-stats>

The Office of Institutional Research is also the policyholder of the College's survey policy – a policy that requires that all surveys but those specifically exempted from the policy be approved and distributed by the Office. Through the enforcement of the policy, Institutional Research can consult and coordinate with units across the campus on ways to best collect data for assessment efforts. The Office of Institutional Research supports institutional effectiveness Collegewide through consultation and ad hoc requests to meet the College's data needs. The Director of IR also serves as a co-chair on the Institutional Effectiveness Committee

## **ACADEMIC ASSESSMENT**

Academic assessment at the College describes the assessment of student proficiency in defined learning outcomes at the course, program, and general education levels. All forms of academic assessment of learning outcomes occur in a continuous improvement cycle of design/selection, implementation, data collection, data analysis, reflection, identification of areas in need of improvement, action planning, change implementation, reassessment, and reporting/documentation. Outcome assessments are primarily focused on direct measures of student learning, such as capstone projects, course assignments and projects, papers, and lab reports. Where needed and applicable, indirect measures are used to supplement direct measures, such as job placement rates, certifications, and employers' perspectives on graduates (via surveys) among other considerations.

Academic Program Reviews (APRs) are another form of program assessment. APRs draw upon program outcome assessment data, the program's history and context, and factors such as enrollment and retention to demonstrate a program's efficacy and make recommendations for improvement.

Academic assessment is supported by Deans, Department Heads, program and course coordinators, and the work of the Divisional Curriculum Facilitators (DCAF), as well as other offices in the College.

### **Divisional Curriculum Assessment Facilitators (DCAF)**

In the period from 2015 to 2018, to create a more organized and systematic process of program and course learning outcome assessment and to address challenges associated with faculty use of assessment tools and software, the division Deans worked with department chairs and faculty to streamline the assessment process and inaugurated the Divisional Curriculum Assessment Facilitators (DCAF). The DCAF is composed of faculty members from each academic division who have documented experience in quality course and program assessment and who articulate the purpose, meaning, and practice of assessment to their colleagues through one-on-one facilitation, professional development activities, and work with accreditation.

Under the leadership of the Deans, in collaboration with department chairs, the DCAF for the respective academic divisions work with faculty to conduct program and course learning outcome assessment on a continuing basis. To ensure these assessments are valid, effective, and appropriate, the DCAF provides assessment-related training. Assessments results are communicated to internal and external stakeholders.

The DCAF report to the Deans of their respective academic divisions who provide them with guidance on their role and work. In 2018, in collaboration with the Deans, Office of Academic Assessment and Evaluation, and the Vice President of Academic and Student Success, options were explored on a suitable assessment software to assist in centralizing the assessment process at the College to ensure efficiency. This led to the procurement of the Assessment, Evaluation, Feedback and Intervention System (AEFIS) assessment software. The DCAF led efforts in collaboration with faculty on the use of the software with direction from the Deans. The DCAF have also collaborated with the Office of Institutional Effectiveness on issues associated with assessment and the use of the AEFIS software. The majority of faculty have used the AEFIS assessment software as the central repository for academic assessment efforts for the past three years. To further improve this process, the DCAF have met bimonthly to discuss any

problems with AEFIS and brainstorm solutions. This same group meets with the vendor to spot problems early, create solutions, and disseminate information as needed to faculty.

While the DCAF work with most faculty at the College, some departments prefer to coordinate their assessment efforts through Department Heads and Program or Course Coordinators.

### Assessment Cycle for Academic Programs

The academic program assessment cycle is based on the academic year and may be composed of several assessments from individual semesters. All academic programs' student learning outcomes (PLOs) must be assessed at least once every five years, although some programs may determine that more frequent assessment would yield more useful results. With assistance of the Office of Curriculum Development, academic programs design and periodically refine program learning outcomes that reflect the knowledge and skills that students must achieve for successful graduation, transfer, and/or entry into the workforce.

The cycle of program assessment begins prior to the beginning of the fall semester with the review of the curriculum map and micro-map that demonstrate the coherence of the program through the alignment of individual courses and course learning outcomes with the program learning outcome. Departments select the specific PLO(s) to be assessed in a particular cycle and may also consider action plans for improvement, assessment plans, and other feedback when making a PLO selection. Implementation occurs in the fall or spring semesters, followed by data gathering at the end of the semester and reflection, analysis, action planning, and change implementation completed at least before the beginning of the subsequent fall semester, with reassessment and reporting (closing the loop) occurring prior to the beginning of the next assessment cycle. Programs that assess PLOs with greater frequency may follow a more expedited cycle. In some cases, substantial changes may require a longer implementation period.

Table 3. Fall and Spring Semester Course and Program Assessment Cycle

Assessment Phase	What	Who	When
<b>SELECT /DESIGN</b>	Review micro-map and select CLOs/PLOs for assessment	Program Coordinators Course Coordinators Department Heads	Before new assessment cycle begins in September
	Update DCAF catalogue	DCAF	
<b>IMPLEMENT &amp; ASSESS (activities, measures)</b>	Identify assessment measures and benchmarks	Teaching faculty DCAF	Fall or spring semester
	Align artifacts with CLOs		
	Assess proficiency using selected artifacts/CLOs/PLOs		
<b>GATHER</b>	Data on CLOs in standalone courses	Teaching Faculty (standalone courses) Course Coordinators	End of semester: December and May

Assessment Phase	What	Who	When
<b>(evidence, data, reflections)</b>	Data on CLOs aligned with PLOs	Teaching Faculty (program courses)	
	Data on PLOs	Program Coordinators Department Heads	All PLOs should be assessed at least once every five years
<b>ANALYZE, EVALUATE &amp; IDENTIFY GAPS</b>	Review CLO data	Teaching Faculty Course Coordinators DCAF	Completed prior to the beginning of the fall semester
	Review PLO data	Program Coordinators Department Head DCAF	
	Compare data to benchmark	Course Coordinators Program Coordinators Department Heads	
	Identify areas for improvement	Course Coordinators Program Coordinators Department Heads DCAF	
	Mid-point data reflection	Course Coordinators Program Coordinators Department Heads DCAF	Completed at the beginning of the spring semester
<b>MAKE DECISIONS &amp; DEFINE/ REDEFINE</b>	Implement pedagogical, curricular, or programmatic changes to improve teaching and learning	Teaching Faculty	Completed prior to the beginning of the fall semester
	Reflect on assessment results	Teaching Faculty Course Coordinators Program Coordinators Department Heads DCAF	
	Create action plans		
	Plan for continuous improvement		
<b>REASSESS (closing the loop)</b>	Analyze the impact of continuous improvement after implementation	Teaching Faculty Course Coordinators Program Coordinators Department Heads DCAF	Completed by the end of the semester
<b>DOCUMENT &amp; REPORT</b>	Document changes made and whether implemented changes have been successful.	Teaching Faculty Course Coordinators Program Coordinators Department Heads	CLO Reports due
	Discuss results and next steps with key stakeholders		Annual Program Assessment Report (APAR) due 9/15

## **Outcome Assessment of Academic Programs**

In collaboration with the Vice President for Academic and Student Success, academic Deans of each division work with Department Heads, Program Coordinators, course coordinators, and the DCAF to ensure that academic program assessments are completed. Qualitative and quantitative approaches are used in the conduct of outcome assessment. If assessment results suggest the need for curricular change, such as a course revision, a change to PLOs, or a change to the curriculum map, faculty work with the Office of Curriculum Development and the Curriculum Facilitation Team (CFT), which is composed of faculty. The CFT assists faculty with the curriculum development process, including documentation, revision, and preparation for approval and implementation. The Office provides templates and feedback to ensure that program learning outcomes are authentic, clear, and measurable, standards also maintained during review by Department Heads and Deans and approval by the Academic and Student Success Council (for minor program changes) or the College Subcommittee on Curriculum and the Institution-Wide Committee (for new programs and major revisions). Program learning outcomes are posted in the College catalog, which is updated annually.

The College is working on a repository for curriculum maps and micro-maps, both of which provide guidance in the PLO assessment process. The Annual Program Assessment Report (APAR) has been developed to assist with yearly reporting of PLO assessment. Each division has tailored the APAR to its own needs, although they all contain the same basic elements. The APAR is completed yearly, should cover assessment results acquired from September 1 through August 31, and it is due to the Dean by September 15<sup>th</sup>. Once the Dean has reviewed the report, it is either returned to the Department Head for revisions/clarifications or sent to the Vice President of Academic and Student Success for approval. When possible, program assessment is timed to coincide with the Academic Program Review process.

Figure 2. Annual Program Assessment Report (APAR)

Program Name: \_\_\_\_\_  
 Year Data Collected: \_\_\_\_\_  
 Date of Assessment Analysis: \_\_\_\_\_

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## Part One - Assess

1. For each PLO assessed, please detail whether it was assessed by a direct or indirect measure:

Direct	Indirect	PLO
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

2. Please attach the following documents to the extent that they relate to and support your program assessment:

- Minutes from Department, Program or Unit Meetings
- Minutes from Advisory Committee Meetings
- Minutes from Faculty Assessment Meetings
- Additional Assessment Documents

Describe additional documents:

## Part Two - Outcomes

PLO Assessment Snapshot (from AEFIS or other source)



change in assignment, change in instruction, change in curriculum through the curriculum development process, etc.)

2. Academic Year the Action Plan is to be implemented:
3. Academic Year the PLO will be reassessed following implementation of the Action Plan:
4. List any resources that will be necessary to implement the Action Plan (e.g., technology needs, additional faculty and/or staff, increase in operating budget).

## Part Five - Approval

### 1. Feedback from Department Head

- Approved
- Approved with suggestions. See Comments.
- Not Approved. See Comments and resubmit.

Comments:

### 2. Feedback from Dean

- Approved
- Approved with suggestions. See Comments.
- Not Approved. See Comments and resubmit.

Comments:

Dean's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Academic Program Reviews (APRs)

Every degree program and certificate undergoes an Academic Program Review (APR) which is developed through the collaboration of program faculty and the Office of Assessment and Evaluation (OAE). The APR provides a snapshot of the current state of each program at time of the review, along with a summary of program data and changes over the previous five years. Based on program's outcome assessment data, history, educational philosophy, context, and economic forecasting, staff from the Office of Assessment and Evaluation work with academic Deans, program faculty, department chairs, and other related constituents to develop recommendations for program improvement.

In the APR process, program faculty are provided with a template, a written guide, and the guidance of staff from the OAE in completing sections of the APR. This leads to greater



consistency in assessing programs, addressing quality and viability indicators, and analyzing program learning outcomes assessment findings. Staff from the OAE begin each APR process by meeting with program faculty to review program-level data regarding enrollment, retention, graduation, and transfer trends and patterns, as well as any previous APRs. Program faculty provide OAE with assessment reports, curriculum documents, and any other relevant documents (e.g., annual reports, accreditation self-studies), which OAE staff analyze and summarize to populate the APR template. Program faculty and OAE staff collaborate to produce written narratives describing program philosophies, initiatives, relationships, and plans. Based on the data and document analyses, OAE staff, program faculty, and the division Dean articulate specific recommendations targeting areas for improvement. These constitute action plans, which the Program will be required to respond to during its next APR. For programs at the College that are subject to specialized accreditation processes, an abbreviated template is available to reduce redundancy, and efforts are made to schedule those programs' APRs to coincide with their accreditation review cycles. Feedback from external reviewers of accredited programs constitute an important component for program improvement.

The completed APR is presented to the Academic and Student Success Council (ASSC), and ASSC members follow with questions, comments, and other feedback to both OAE and the program. After the ASSC members' recommended changes and edits are integrated into the APR, the Vice President of Academic and Student Success identifies when the APR will be presented to the Student Outcomes Committee of the Board of Trustees. The executive summary of the APR is sent to the Student Outcomes Committee (SOC) and the president in advance, and on the day of presentation, OAE and the program faculty discuss the APR, supported by relevant commentary from the respective Department Head and Dean. SOC members bring questions, comments, and other feedback to the program. In a closed session, SOC members vote on a recommendation to the full Board of Trustees. The AVP for Academic and Student Success tracks the Board's decisions and follows up on recommended actions.

Table 4. APR Collaborative Process Summary

<b>Community College of Philadelphia Academic Performance Review Collaborative Process Summary</b>		
	<b>Parties Responsible</b>	<b>Tasks &amp; Considerations</b>
<b>Template populated and sent with schedule to Program Coordinator and Department Head</b> (4-6 months prior to SOC presentation)	Office of Assessment and Evaluation (OAE) Institutional Research (IR) Office of Curriculum Development Program Coordinator Department Head	<ul style="list-style-type: none"> <li>• OAE populates blank template program data</li> <li>• OAE requests curriculum revision documents from curriculum office.</li> </ul>
<b>Initial Program Meeting</b>	OAE Program Coordinator Department Head	<ul style="list-style-type: none"> <li>• OAE meets with Program to review data and timeline, and answer questions from the Program. OAE details what documentation is needed from Program.</li> <li>• OAE follows up with written timeline and documentation requests.</li> </ul>

<b>Community College of Philadelphia Academic Performance Review Collaborative Process Summary</b>		
	<b>Parties Responsible</b>	<b>Tasks &amp; Considerations</b>
		<ul style="list-style-type: none"> <li>Program sends assessment documents, common career paths for graduates, and any other documents requested to OAE for review and summary inclusion in APR.</li> </ul>
<b>Draft Development</b>	OAE Program Coordinator	<ul style="list-style-type: none"> <li>OAE and Program Coordinator collaborate to complete all areas of the APR template, including narrative portions, analysis, and summaries</li> </ul>
<b>Draft Circulated for Feedback</b>	OAE Director of Assessment Program Coordinator Department Head Dean	<ul style="list-style-type: none"> <li>OAE sends Version 1 of APR document to Department Head, Dean, and Director of Assessment for review and feedback.</li> </ul>
<b>Dean Meeting</b>	OAE Program Coordinator Department Head Dean	<ul style="list-style-type: none"> <li>OAE, Program, and Dean meet and review draft APR document in detail.</li> <li>Program and OAE make revisions.</li> <li>OAE sends Version 2 of document to VP of AASS at least 1 week in advance</li> </ul>
<b>AASSC Meeting</b>	OAE Program Coordinator Department Head Dean VP of Academic and Student Success (AASS) Academic and Student Success Council (ASSC)	<ul style="list-style-type: none"> <li>OAE and Program present brief summaries of APR document to AASSC members.</li> <li>AASSC members bring questions, comments, and other feedback to both OAE and Program.</li> </ul>
<b>SOC Prep Meeting</b>	OAE IR Program Coordinator Department Head Dean VP of Academic and Student Success (AASS) AVP of Enrollment Management	<ul style="list-style-type: none"> <li>APR document is reviewed for accuracy and completeness, with special attention paid to the executive summary and areas expected to be addressed by the Student Outcomes Committee</li> </ul>
<b>Response Addendum</b>	OAE Program Coordinator Dean	<ul style="list-style-type: none"> <li>OAE and Program revise APR document based on ASSC &amp; SOC Prep feedback. If extensive revisions are necessary, a second ASSC</li> </ul>

<b>Community College of Philadelphia Academic Performance Review Collaborative Process Summary</b>		
	<b>Parties Responsible</b>	<b>Tasks &amp; Considerations</b>
		<p>presentation may be scheduled to review addendum.</p> <ul style="list-style-type: none"> <li>• Executive Summary of Version 3 sent to SOC at least one week in advance of presentation</li> </ul>
<b>Date of Student Outcomes Committee Presentation</b>	OAE Program Coordinator Department Head Dean Student Outcomes Committee	<ul style="list-style-type: none"> <li>• OAE and Program present brief summaries of APR and Program activities to Student Outcomes Committee.</li> <li>• SOC members bring questions, comments, and other feedback to Program.</li> <li>• SOC members vote on a recommendation to the Board.</li> </ul>
<b>Tracking Recommendations</b>	OAE VP, ASSC	<ul style="list-style-type: none"> <li>• OAE and the VP of ASSC track Board decisions and follow up</li> </ul>

**Assessment of General Education**

In fall 2021, after a four-year faculty-driven process, the College phased out its three-tiered, discipline-based system of general education and implemented a new system based on six essential skills. The essential skills are designed so that every student at Community College of Philadelphia, regardless of degree program, may build interdisciplinary skills and gain a breadth of knowledge and experience outside as well as within their academic fields. As this set of knowledge and skills is multi-disciplinary in nature, the organizational structure of general education at the College includes the leadership of the General Education Essential Skills (GEES) Core Committee, which is made up of faculty from across the academic divisions and departments and chaired by the Coordinator of General Education. The GEES Core Committee reviews assessment data, discusses global assessment issues, directs professional development around GEES, and proposes action items and continuing improvement needs for GEES. The Core Committee meets at least twice a semester to review, plan, and consider GEES action items, assessment rubrics, assessment plans, and progress toward continuous improvement. This committee is responsible for developing a report on the GEES assessment to the responsible areas, who are then required to respond to the GEES assessment report within a specified time period. Items reviewed and recommended for further action go to the Academic and Student Success Council for approval.

General education assessment is the result of collaboration between the OAE, the DCAF, the Deans, and the academic departments and faculty teaching general education courses. The assessment of the six essential skills of general education occurs in a continuous cycle of development and design, training, implementation, data collection, analysis and reporting, targeted improvement planning, and improvement implementation. The general education assessment cycle features built-in structures for faculty feedback on the assessment tools and process and allows for collaborative creation of rubrics and other assessment tools, training, calibration, and AEFIS implementation planning. Direct assessment of student work involves the

use of Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics, developed by the Association of American Colleges and Universities (AAC&U) and adapted for use at the College.

Assessment of the essential skills of general education occurs annually in the fall and spring semesters. While this system of general education is novel, the assessment process consists of a pilot in the fall that is scaled up in the spring. Data analysis and reporting occurs in the following semester, when it is shared with the faculty, GEES, and other stakeholders. Departments and programs involved then decide which achievement gaps and other assessment results require attention and target them for continuous improvement.

Assessment of student work includes artifacts from identified courses. Each of the six essential skills is further broken down into general education measures (GEMs), and student work is assessed for competency in each GEM, with changes made to the assessment process as needed. The GEMs also simplify the use of the AEFIS software to collect general education assessment data. For an illustration of how the College's general education assessment efforts are consistent with the accreditation requirements of the Middle States Commission on Higher Education and a depiction of the general education assessment cycle, please see the **Appendix**.

### **Assessment of Non-Credit Programs**

Non-credit programs associated with Workforce and Economic Innovation are not assessed on a comprehensive basis as is the case with credit bearing degree programs. This is mostly attributed to the varied nature of program scheduling, duration of programs, and times of the academic year in which non-credit programs are offered. However, students who enroll in non-credit programs are administered a survey regarding program quality. Instructors teaching in the programs are administered electronic evaluation forms for input tied to enrolled students, offered courses, and facilities.

## **ASSESSMENT OF ADMINISTRATIVE AND EDUCATIONAL SUPPORT (AES) UNITS**

The AES assessment cycle was developed to mirror the assessment of learning outcomes done by academic programs, but with additional flexibility to accommodate the breadth of activities encompassed therein. While the OAE administers AES assessment and conducts extensive training and professional development, it is important that the staff of each AES unit lead the development of its assessment plan so that the documents authentically reflect the priorities and activities of the unit. OAE's role in the process is to provide training sessions and materials in a variety of formats, guidance to maintain a focus on actionable assessment and continuous improvement, and feedback throughout all stages of the process.

### **Assessment Cycle for Administrative and Educational Support (AES) Units**

Administrative, Educational and Student Support units (AES) are assessed on an annual basis. Units complete their AES cycle in two stages: planning, and reporting.

The AES plan consists of a mission statement, goal statements that are explicitly aligned to pillars of the College Strategic Plan, support outcomes that operationalize the goal statements, and specific, concrete measures aligned to each support outcome. Many units, such as

Educational Support Services and Student Development, also align their assessment to divisional goals. In the planning stage of the cycle, staff and supervisors for each unit review its existing AES plan in order to update it or to reaffirm that it adequately reflects the current year's plans and priorities. OAE staff also assists new units or units that have not yet developed plans in doing so. Staff from the OAE provide feedback on AES plans to help units with documentation, with developing assessment methods, or with any other aspect the unit requests.

The second stage, reporting, is when the unit enters its assessment data, analyzes the data, and develops action plans for the coming year. In this second stage, units are also asked to note any budgetary implications that its assessment findings may have, and to provide updates on progress made on prior years' action plans. The second stage of the AES cycle may be completed either during the summer session from May-September or in an ongoing way as units collect their assessment data. Again, during this stage, staff from OAE meet with units as needed to assist with development and documentation. AES reports are due to OAE at the end of September, at which point final reviews are conducted to prepare for the following years' AES planning.

### **AES Unit Assessment Methods**

The assessment of administrative and educational support services units takes varied forms. Methods can be either qualitative or quantitative, and either direct or indirect. Units are encouraged to prioritize instruments that they organically use outside of the AES process, but OAE and IR staff are available to units to develop any additional instruments or processes found to be necessary as a result of AES plan development. Units may assess processes in terms of whichever aspects of those processes are most relevant and actionable to them; i.e., they may choose to focus on timeliness, cost-effectiveness, quality, demand, effectiveness, or the impacts of their activities on student success. All units are required to employ or develop at least one direct measure for their AES plan. Units may also choose to extract relevant data from external and college-wide data sources, like the Student Satisfaction dashboard maintained by Institutional Research, the Community College Survey of Student Engagement (CCSSE) and Ruffalo Noel-Levitz survey.

Table 5. Administrative and Educational Support (AES) Unit Assessment Timeline

Item	Timeline	Explanation	Responsibility
AES data collection	August-July	<ul style="list-style-type: none"> <li>• AES data collection activities are completed in the normal course of unit business during the academic year.</li> <li>• The AES reporting cycle is typically fall-spring-Summer of an academic year, but this varies for some units that operate according to the fiscal calendar.</li> </ul>	Unit leaders and staff
AES cycle notification	November-December	<ul style="list-style-type: none"> <li>• AES units are notified that the planning stage will begin in January and are provided with copies of their prior AES assessment plans.</li> </ul>	OAE Unit leaders
AES planning stage	January-April	<ul style="list-style-type: none"> <li>• AES units review their previous AES plans and either reaffirm or update them. OAE staff meet with all units to provide feedback and advice on improving either assessment activities or documentation practices, and to provide AES training to new staff or those unfamiliar with the AES cycle.</li> <li>• Unit supervisors are provided with copies of completed AES plans for feedback and approval.</li> </ul>	OAE Unit leaders and staff Unit supervisors
AES reporting	Typically, July-September (but may occur at any time as assessment activities are completed)	<ul style="list-style-type: none"> <li>• The results of AES assessment activities are documented. Data are contextualized and analyzed, specifically highlighting any pertinent budget implications, and action plans are developed for the following year. Updates are documented on action plans from prior years.</li> <li>• AES reports are submitted to unit supervisors for review and approval, and then to OAE.</li> </ul>	Unit leaders and staff Unit supervisors OAE
AES review	October-November	<ul style="list-style-type: none"> <li>• AES reports are reviewed and feedback noted in preparation for the coming planning cycle. Overall trends are analyzed to make improvements to the process for all units each cycle.</li> </ul>	OAE

Figure 3. AES Unit Assessment Report Template

**AES Annual Outcomes Assessment  
2021-2022 Report  
Due September 30, 2022**

**Unit Name:** Click or tap here to enter text.

**AES Report Completed by:** Click or tap here to enter text.

**Date Submitted:** Click or tap to enter a date.

**Annual Outcomes Report Year:** Spring 2021-Spring 2022

**Mission Statement:** Click or tap here to enter text.

<b>Goal 1:</b> Click or tap here to enter text.			<b>Strategic Plan Alignment (choose 1 or more pillars):</b>					
			<u>SE</u> <input type="checkbox"/>	<u>WF</u> <input type="checkbox"/>	<u>CR</u> <input type="checkbox"/>	<u>FC</u> <input type="checkbox"/>	<u>FS</u> <input type="checkbox"/>	<u>DEI</u> <input type="checkbox"/>
			Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion
<b>Objective 1.1</b> Click or tap here to enter text.	<u>Measure</u>	<u>Benchmark/Target</u>	<u>Findings/Results</u>		<u>Action Plans/Next Steps</u>			
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.			
			<u>Discussion/Analysis</u>		<u>Budget/Resource Implications</u>			
			Click or tap here to enter text.		Click or tap here to enter text.			
<b>Objective 1.2:</b> Click or tap here to enter text.	<u>Measure</u>	<u>Benchmark/Target</u>	<u>Findings/Results</u>		<u>Action Plans/Next Steps</u>			
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.			
			<u>Discussion/Analysis</u>		<u>Budget/Resource Implications</u>			
			Click or tap here to enter text.		Click or tap here to enter text.			

<b>Goal 2:</b> Click or tap here to enter text.			<b>Strategic Plan Alignment (choose 1 or more pillars):</b>					
			<b>SE</b> <input type="checkbox"/>	<b>WF</b> <input type="checkbox"/>	<b>CR</b> <input type="checkbox"/>	<b>FC</b> <input type="checkbox"/>	<b>FS</b> <input type="checkbox"/>	<b>DEI</b> <input type="checkbox"/>
			Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion
<b>Objective 2.1:</b> Click or tap here to enter text.	<b>Measure</b>	<b>Benchmark/Target</b>	<b>Findings/Results</b>			<b>Action Plans/Next Steps</b>		
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.			Click or tap here to enter text.		
<b>Objective 2.2:</b> Click or tap here to enter text.	<b>Measure</b>	<b>Benchmark/Target</b>	<b>Findings/Results</b>			<b>Action Plans/Next Steps</b>		
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.			Click or tap here to enter text.		

<b>Goal 3:</b> Click or tap here to enter text.			<b>Strategic Plan Alignment (choose 1 or more pillars):</b>					
			<b>SE</b> <input type="checkbox"/>	<b>WF</b> <input type="checkbox"/>	<b>CR</b> <input type="checkbox"/>	<b>FC</b> <input type="checkbox"/>	<b>FS</b> <input type="checkbox"/>	<b>DEI</b> <input type="checkbox"/>
			Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion
<b>Objective 3.1:</b> Click or tap here to enter text.	<b>Measure</b>	<b>Benchmark/Target</b>	<b>Findings/Results</b>			<b>Action Plans/Next Steps</b>		
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.			Click or tap here to enter text.		
<b>Objective 3.2:</b> Click or tap here to enter text.	<b>Measure</b>	<b>Benchmark/Target</b>	<b>Findings/Results</b>			<b>Action Plans/Next Steps</b>		
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.			Click or tap here to enter text.		



tap here to enter text.	<a href="#">Discussion/Analysis</a> Click or tap here to enter text.	<a href="#">Budget/Resource Implications</a> Click or tap here to enter text.
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**2020-2021 Follow up**

Action plans from previous AES plan:

Click or tap here to enter text.

Please describe the results of the action plans and provide any additional follow-up plans. Make sure to address whether resources were reallocated and if additional resources were requested and obtained.

Click or tap here to enter text.

## Budgeting and Resource Allocation

Incorporated into the AES assessment process is budgeting and resource allocation. Based on prior assessment findings, academic programs and administrative units are asked to make resource requests tied to assessment findings that help address observed assessment gaps or make requests to address issues tied to the advancement of the strategic priorities of the College. Further, the annual budget request process requires of departments and divisions to identify strategic goals to which requests are linked to at the start of the academic year (Table 5). A sample template for budgetary resource request is provided in the **Appendix**.

Table 6. The Budgeting Cycle

<b>Community College of Philadelphia Budgeting Cycle</b>	
<b>Month</b>	<b>Activity</b>
October	Multi-Year Budget Planning begins. Historical data, revenue, expenses and enrollment projections are reviewed
October	Meetings with key stakeholders are held, which includes but is not limited to Enrollment Management and VP's
December	Cabinet identifies strategic priorities that will guide the budgeting process for next the next fiscal year
December	Content of the City Budget Request is determined
December	City Budget Request Letter submitted
January	Capital and Operating Budget process begins (including facility modification planning and updating multi-year equipment needs plans)
January	The budget office provides budget/expense information to org unit managers, Deans/directors, and Vice Presidents. (Includes three-year expenses history, approved budget, current budget, budget targets, and position control reports)
Mid-January through late February	Each VP provides leadership of division and department objectives for the coming year, which respond to the strategic plan and other current planning efforts
Late February	Operating and Capital Budgets due to Budget Office (new funds requested for division objectives are <u>not</u> included in the organization's budget request
Mid to late March	Budget briefing for the Business Affairs Committee
Mid-April	Final cabinet decision on objectives to be supported and required budget
Late April	Business Affairs Committee reviews staff recommendation for next year's preliminary budget documents
Early May	Budget Hearing with the City of Philadelphia
Mid-May	The budget presented to the Business Affairs Committee for review and recommendation to the Board
Early June	The budget is presented to the full Board for adoption
July	Approved Budgets are uploaded to Budget Office Webpage and the MyCCP Portal. In addition, approved budgets and position controls are sent to organization managers and Vice President's

<b>Community College of Philadelphia Budgeting Cycle</b>	
<b>Month</b>	<b>Activity</b>
September	Assessment of the Budget Process (via a survey) These results are used to inform you of the next fiscal year's budget process
Quarterly	Departmental Budget Summaries are sent to all VP's and Organization managers to evaluate financial performance, and updates are provided to the Board of Trustees Business Affairs Committee.

**Financial and Operational Effectiveness Assessment**

Maintaining an affordable tuition and fee structure and making effective and efficient use of available resources are critical goals for the College. The College has assessed its financial and operational effectiveness using two key methodologies: tracking key internal resource usage measures over time, and benchmarking college performance to appropriate external standards, e.g. those in place at similarly sized two-year colleges. Examples of internal measures that are tracked range from average class size and faculty productivity measures to facility and resource use measures to program and discipline cost data. Many of these key indicators are reported in The Fact Book and annual financial reports. Others are reported in Institutional Research reports, are available in the College's facility and financial planning databases and/or are included in the College's planning reports.

The College has availed itself of a wide-range of informational opportunities that permit benchmarking with public two-year colleges and other representative organizations. The College annually participates in the National Community College Benchmark Project. The College has participated in the National Association of College and University Business Officers' (NACUBO's) comparative financial statistics project and for several years was a participant in NACUBO's benchmarking project. National standards developed by the Association of Higher Education Facility Officers as well as Building Owners and Managers Association International (BOMA) and local building owners are used to assess facility costs and operations. The College also uses KPMG's financial ratios and standards as a tool to assess its financial health. Key business partners such as Willis Towers Watson (insurance broker) provide helpful resources for assessing the College relative to industry and regional standards

**ASSESSMENT OF ASSESSMENT PROCESSES**

The College undertakes periodic assessment of its assessment processes, an important component of the assessment process. This practice has led to changes and improvements in varied areas, including general education, course and program outcome assessment, and the enrollment management process. The assessment of assessment processes has also resulted in the recent formation of the College Assessment Task Force, a team charged with addressing many of the challenges revealed. The College will continue to assess its assessment processes to ensure continuous improvement.

**College Assessment Repository**

One of the challenges that any institution faces is identifying and maintaining a centralized repository of assessment results, particularly when the repository must meet the needs of diverse academic programs and AES units. A pivotal example of the College's progress in

improving the effectiveness of assessment processes was the adoption of AEFIS in September 2018 to provide for standardized and consistent reporting across all courses and programs. Prior to AEFIS, faculty calculated data manually and the results needed to be uploaded to Microsoft SharePoint. Largely due to technological complications, faculty and staff found the use of SharePoint to be challenging, and the approach was unsustainable. The College then went through the process of identifying a repository to better meet College needs and selected AEFIS assessment software was deployed. Most, but not all, academic units have used AEFIS since fall 2019. With the goal of streamlining and centralizing the assessment process of the College, many academic-related assessment units have used the Canvas LMS in conjunction with AEFIS assessment software to support course and program learning outcome assessment, particularly in the aggregation of data to understand trends and inform decision making on course and program learning outcomes. Word documents and spreadsheets are currently being used in the submission of AES unit assessment plans and reports, which are stored on a shared drive in the Office of Institutional Effectiveness, and there is limited use of the AEFIS software for this purpose.

As part of our commitment to the assessment of assessment processes, members of the DCAF conducted data integrity checks on the assessment reports provided by AEFIS and discovered errors in the assessment data for 2021-2022 academic year. Several departments have developed alternatives to AEFIS that they deem better able to manage more complex assessment. The College is collaborating with the vendor to resolve the data integrity issues, assessing the College's growing assessment needs, and considering our options going forward.

### **Academic Program Assessment Changes and Improvements**

In response to the data integrity issues and challenges with more complex assessment mentioned above, the annual summary report for the year was manually generated for 2021-2022 program assessment and is being used to continue program level assessment. Each of the three academic divisions has adjusted the Annual Program Assessment Report (APAR) to meet its own needs, although all include the same relevant information (Figure 2). Another response to the challenges of our current assessment repository is the Office of Assessment and Evaluation's creation of a local assessment repository, organized by divisions, which uses the LMS and includes a broader range of assessment-related materials, such as curriculum documents, PA Chapter 335 compliance documentation, and APRs. In addition, the APRs' summary of a program's assessment process includes recommendations for improving the program's assessment process.

### **College Assessment Task Force (CATF)**

In order to grow our culture of assessment, the College is in the process of establishing the College Assessment Task Force (CATF). Members of the CATF include the staff of the OAE and IR, the DCAF, the Coordinator of Curriculum Development, the Assistant Deans of the three academic divisions, the Dean of Online Learning and Media Services (or designee) and AES unit and academic department/program representatives. The CATF also collaborates with areas of the College such as Information Technology Services, Online Learning, and the Curriculum Facilitation Team to support existing divisional assessment plans, identify and analyze issues associated with the current assessment platform, and provide targeted support to faculty and staff in the areas of follow-up, continuous improvement & documentation, curriculum alignment, instructional design, and equity in program and course-level assessment. The CATF's primary goal is to support faculty and staff in the present, during the transition, and beyond, as the

College creates a more cohesive and collaborative assessment framework. For more information about the College Assessment Task Force, please see the **Appendix**.

### **General Education Assessment Changes and Improvements**

The College has engaged in general education assessment since the initial implementation of the requirements in 2009. Previous general education assessment consisted of the evaluation of seven core competencies at varying intervals, including, most recently, the core competency of Critical Thinking in academic year 2019-2020. Lessons learned from general education assessment 2009-2021 that influenced the general education revision process include the following:

- 1) Clarify relationships between the general education measures and specific courses
- 2) Capture a greater diversity of courses and enlarging sample sizes where applicable and desirable
- 3) Foreground faculty collaboration, shared context, and terminology in rubrics and other tools
- 4) Make critical thinking more transparent in general education assessment tools
- 5) Differentiate information literacy and technological competency
- 6) Adopt strategies to achieve equity between groups

Also during the general education revision process, 2017-2021, the Concerns-Based Adoption Model (CBAM), surveys, and focus groups were used to gauge faculty awareness of and attitudes toward general education. Feedback from participating faculty indicated a desire for more representation across the disciplines in the process of general education development, greater clarity and coherence in the general education requirements, and more transparent alignment between the skills and knowledge that students gain from general education and how they apply them in their program courses and beyond. Student surveys and focus groups were also deployed, and students also indicated that they would like to see a more systematic approach toward acquiring essential skills, more clarity in learning goals and assessment expectations, and a more empathetic learning community in which students develop skills transferable to their lives beyond the College.

In response to these lessons and feedback, the general education system and assessment process has since improved with a design to ensure that students at Community College of Philadelphia, regardless of degree program, may build interdisciplinary skills and gain a breadth of knowledge and experience within and outside the confines of their academic fields, supported by a representative, multidisciplinary structure, the GEES Core Committee.

Further, the pilot/scale up structure of general education assessment inaugurated with the first essential skill, Writing, Research, and Information Literacy (WRI) in 2021-2022, enabled mid-year assessment of the general education assessment process and yielded key operational changes. One was the “norming tool” that was developed for use in training faculty for scaled-up WRI Assessment and implemented in spring 2022 in order to standardize the use of the zero. In addition, for better application in future essential skills assessment, the proficiency scale for general education assessment has been simplified, and GEES is exploring a collaboration with the Faculty Center for Teaching and Learning and the DCAF regarding a pilot for fall 2023 specifically aimed at developing and supporting interventions to improve equity and analyze and mitigate instances of missing student work in general education courses.

## **Assessment of the Enrollment Management and Marketing Process**

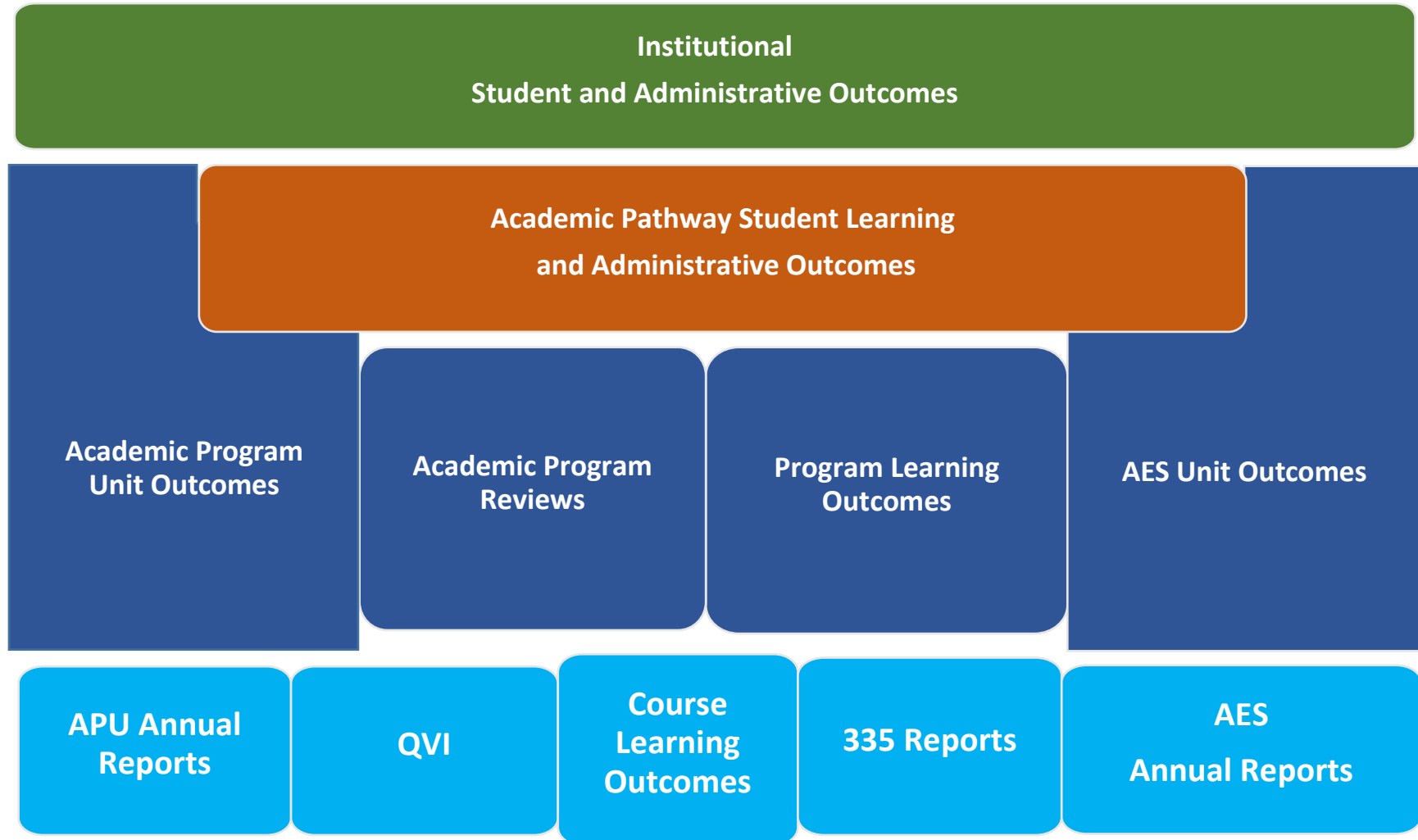
The College has over the years made efforts to improve the enrollment process. To ensure continuous improvement on this front, the College consulted with Ruffalo Noel-Levitz to review the enrollment process. The review included interviews with campus constituencies, surveys, and review of institutional enrollment data. The process highlighted opportunities to grow enrollment. Further, the engagement led to the refinement of annual admissions outreach, as well as of the recruitment and marketing plan to make them more actionable. Some of the process improvements identified include:

- Implementation of the student ambassador program which involves the use of student ambassadors for on-campus recruitment events, including weekend events. This assumes that prospective students are more likely to trust information provided by current students serving ambassadorial roles than staff of the College
- Improvements in the inquiry, application and admission pool of the college
- Improved outreach to prospective and current students (texting, etc.)
- Development of an effective communication timeline
- Evaluation of the academic programs to take advantage of growth areas to increase enrollment
- Improved marketing strategies to reach a diverse student body

## **Appendix**

1. College-Wide Assessment Framework, 2017
2. General Education Learning Outcomes Mapped to MSCHE General Education Expectations
3. General Education Assessment Timeline
4. Sample Template for Budgetary Resource Request
5. College Assessment Task Force Plan

1. College-Wide Assessment Framework, 2017



Community College of Philadelphia College-Wide Assessment Framework, 2017, continued

This level includes outcomes related to the competencies every CCP student should attain, other College student outcomes (e.g., retention, graduation, and equity), and College-level outcomes associated with both administrative, educational, and support (AES) units. Assessment at this level is informed by the assessment data and outcomes from the level directly below. Gen Ed assessment data at this level is collected through the “roll up” of Academic Pathway Student Learning assessment data from the level below.



This level includes student learning and administrative outcomes jointly defined by the Academic Pathway and the Academic Pathway Community. Assessment at this level is informed by assessment data and outcomes from the levels directly above and below. Gen Ed assessment data at this level is collected through the “roll up” of Program Learning assessment data from the level below.

This level includes student outcomes as reflected in Program Learning Outcomes from each academic program, the outcomes of academic program units (e.g., program retention, graduation, and equity, as well as short- & long-term goal accomplishment from division/department strategic planning), and the outcomes from administrative, educational, and support (AES) units (e.g. short- & long-term goal accomplishment from division/department strategic planning). Assessment at this level is informed by the assessment data and outcomes from the levels directly above and below, as well as from other areas in the same level. Gen Ed assessment data at this level is collected through the “roll up” of Course Learning assessment data from the level below.

This level includes the data and outcomes reporting documentation generated by academic and administrative programs, departments, or divisions on a regular, scheduled basis, including QVIs, Course Learning Outcomes, 335s, and APU and AES annual reports. Assessment at this level is informed by the assessment data and outcomes from the level directly above, as well as from other areas in the same level.

QVI = Quality Viability Index reports scheduled to be generated on an annual basis for each academic program.

335 = Act 335 reporting scheduled to be generated for each credit bearing course every five years, as mandated by the State of Pennsylvania.

2. General Education Learning Outcomes Mapped to MSCHE General Education Expectations

	MSCHE Standard III, Criterion #5 on General Education					
	Oral and Written Communication	Scientific and Quantitative Reasoning	Critical Analysis and Reasoning	Technological Competency	Information Literacy	Values, Ethics, Diverse Perspectives
<b>Community College of Philadelphia Essential Skills of General Education</b>						
Writing, Research, and Information Literacy	X		X	X	X	X
Cultural Analysis and Interpretation	X		X			X
Oral Communication / Creative Expression	X		X	X		X
Quantitative Reasoning	X	X	X		X	
Scientific Reasoning	X	X	X	X	X	
Technological Competency	X			X	X	X

3. General Education Assessment Timeline

5.

General Education Assessment Timeline, 2021-2027		
SEM/YR	PART OF CYCLE	ESSENTIAL SKILL
<b>SP/SUM 21</b>	Development & Design	Writing, Research, Info Lit
	Training	Writing, Research, Info Lit
<b>FL 21</b>	Implementation	Writing, Research, Info Lit
	Development & Design	Technological Competency
	Data Collection, Analysis & Reporting (mid-year)	Writing, Research, Info Lit
<b>SP 22</b>	Training & Implementation	Writing, Research, Info Lit
	Development & Design (continued)	Technological Competency
	Data Collection, Analysis & Reporting (end-of-year)	Writing, Research, Info Lit
<b>SUM 22</b>	Training	Technological Competency
	Improvement Planning (preliminary)	Writing, Research, Info Lit
<b>FL 22</b>	Implementation	Technological Competency
	Improvement Planning (continued)	Writing, Research, Info Lit
	Development & Design	Quantitative Reasoning
	Data Collection, Analysis & Reporting (mid-year)	Technological Competency
<b>SP 23</b>	Training & Implementation	Technological Competency
	Development & Design (continued)	Quantitative Reasoning
	Improvement Planning (continued)	Writing, Research, Info Lit
	Data Collection, Analysis & Reporting (end-of-year)	Technological Competency
<b>SUM 23</b>	Training	Quantitative Reasoning
	Improvement Planning (preliminary)	Technological Competency
<b>FL 23</b>	Implementation	Quantitative Reasoning
	Improvement Planning (continued)	Technological Competency
	Development & Design	Oral Comm./Creative Exp.
	Data Collection, Analysis & Reporting (mid-year)	Quantitative Reasoning
	Targeted Improvement Implementation	Writing, Research, Info Lit
<b>SP 24</b>	Training & Implementation	Quantitative Reasoning
	Development & Design (continued)	Oral Comm./Creative Exp.
	Improvement Planning (continued)	Technological Competency

General Education Assessment Timeline, 2021-2027		
SEM/YR	PART OF CYCLE	ESSENTIAL SKILL
	Data Collection, Analysis & Reporting (end-of-year)	Quantitative Reasoning
	Targeted Improvement Data Collection & Reporting	Writing, Research, Info Lit
<b>SUM 24</b>	Training	Oral Comm./Creative Exp.
	Improvement Planning (preliminary)	Quantitative Reasoning
<b>FL 24</b>	Implementation	Oral Comm./Creative Exp.
	Improvement Planning (continued)	Quantitative Reasoning
	Development & Design	Scientific Reasoning
	Data Collection, Analysis & Reporting (mid-year)	Oral Comm./Creative Exp.
	Targeted Improvement Implementation	Technological Competency
<b>SP 25</b>	Training & Implementation	Oral Comm./Creative Exp.
	Development & Design (continued)	Scientific Reasoning
	Improvement Planning (continued)	Quantitative Reasoning
	Data Collection, Analysis & Reporting (end-of-year)	Oral Comm./Creative Exp.
	Targeted Improvement Data Collection & Reporting	Technological Competency
<b>SUM 25</b>	Training	Scientific Reasoning
	Improvement Planning (preliminary)	Oral Comm./Creative Exp.
<b>FL 25</b>	Implementation	Scientific Reasoning
	Improvement Planning (continued)	Oral Comm./Creative Exp.
	Development & Design	Cultural Analysis & Interp.
	Data Collection, Analysis & Reporting (mid-year)	Scientific Reasoning
	Targeted Improvement Implementation	Quantitative Reasoning
<b>SP 26</b>	Training & Implementation	Scientific Reasoning
	Development & Design (continued)	Cultural Analysis & Interp.
	Improvement Planning (continued)	Oral Comm./Creative Exp.
	Data Collection, Analysis & Reporting (end-of-year)	Scientific Reasoning
	Targeted Improvement Data Collection & Reporting	Quantitative Reasoning
<b>SUM 26</b>	Training	Cultural Analysis & Interp.
	Improvement Planning (preliminary)	Scientific Reasoning
<b>FL 26</b>	Implementation	Cultural Analysis & Interp.
	Improvement Planning (continued)	Scientific Reasoning
	Development & Design (as needed)	Writing, Research, Info Lit

General Education Assessment Timeline, 2021-2027		
SEM/YR	PART OF CYCLE	ESSENTIAL SKILL
	Data Collection, Analysis & Reporting (mid-year)	Cultural Analysis & Interp.
	Targeted Improvement Implementation	Oral Comm./Creative Exp.
<b>SP 27</b>	Training & Implementation	Cultural Analysis & Interp.
	Development & Design (continued)	Writing, Research, Info Lit
	Improvement Planning (continued)	Scientific Reasoning
	Data Collection, Analysis & Reporting (end-of-year)	Cultural Analysis & Interp.
	Targeted Improvement Data Collection & Reporting	Oral Comm./Creative Exp.
<b>SUM 27</b>	Training	Writing, Research, Info Lit
	Improvement Planning (preliminary)	Cultural Analysis & Interp.



## 5. College Assessment Task Force Plan

The **College Assessment Task Force (CATF)** is a joint venture between Academic and Student Success and Institutional Effectiveness. The work of the Task Force will occur primarily from Fall 2022 through Spring 2025 and will encompass the College's three assessment areas: academic assessment, general education assessment, and administrative assessment. The College Assessment Task Force is charged with evaluating current and potential assessment tools; updating the College assessment framework to incorporate universal baseline assessment standards; and supporting initiatives and practices that promote continuous improvement. The CATF will make recommendations in these three areas to the Academic and Student Success Council, the Institutional Effectiveness Committee, and to the larger College community.

### **College Assessment Task Force Membership:**

- Director of Assessment (Amy Birge-Caracappa)
- Divisional Curriculum Facilitators (Elizabeth Canapary, Laura Davidson, Rebecca Garvin, Dawn Janich, Lisa Johnson, Girija Nagaswami, Ilze Nix, Chris Popescu)
- Coordinator of Curriculum Development (Lynsey Madison)
- Assistant Deans (Lisa Sanders, Arielle Norment, Andrenna Gibson)
- Director of Institutional Research (Eric Shannon)
- Coordinator of Assessment (Lizzie Gordon)
- Dean of Dean of Online Learning and Media Services (Karen Rege or designee)
- AES unit representatives as needed
- Department/program representatives as needed

### **College Assessment Task Force Responsibilities:**

- Report regularly to the ASSC, IEC, and other College committees as needed
- Meet weekly or bi-weekly
- Collaborate with department heads, program coordinators, and unit leadership
- Collaborate with Information Technology Services and Online Learning
- Collaborate with the Curriculum Facilitation Team
- Support existing 2022-2023 divisional assessment plans
- Conduct focus groups, open forums, and professional development to identify and analyze issues with the current assessment platform, needs, and best practices
- Review and recommend a new assessment platform, if needed
- Support the College community through the transition to a new framework/platform
- Implement, assess, and adjust new assessment platform, if needed
- Develop a detailed College assessment framework for AY 2023-2024 and beyond
- Provide targeted support to faculty and staff in the areas of follow-up, continuous improvement & documentation, curriculum alignment, instructional design, and equity

COLLEGE ASSESSMENT TASK FORCE TIMELINE				
	Date	Tasks	Deliverables	Other Key Players
SHORT-TERM	Nov 2022	<ul style="list-style-type: none"> <li>Design assessment survey</li> <li>Plan report on current assessment platform/tools</li> </ul>	<input type="checkbox"/> <b>Presentation to ASSC:</b> CATF progress report	
	Dec 2022	<ul style="list-style-type: none"> <li>Conduct assessment survey</li> <li>Form platform review team</li> <li>Schedule demonstrations with vendors</li> <li>Schedule Spring 2023 meetings/focus groups/open forums</li> </ul>	<input type="checkbox"/> Draft platform review team membership list & timeline <input type="checkbox"/> Budget request <input type="checkbox"/> <b>Presentation to ASSC:</b> CATF progress report	⇌ ITS, Online Learning ⇌ Faculty web developers (platform)
	Jan 2023	<ul style="list-style-type: none"> <li>Run Spring 2023 PD Week Assessment Tuesday</li> <li>Conduct meetings/focus groups/open forums</li> <li>Convene platform review team</li> </ul>	<input type="checkbox"/> <b>PD Week Assessment Tuesday:</b> “Assessment at CCP: Next Steps” <input type="checkbox"/> <b>Presentation to ASSC:</b> Feedback from meetings/focus groups/open forums	⇌ Department heads ⇌ Program Coordinators ⇌ Full-Time Faculty ⇌ Part-Time Faculty ⇌ OAE ⇌ Platform Review Team
	Feb 2023	<ul style="list-style-type: none"> <li>Plan Academic Pathway Outcome Assessment (gen ed)</li> <li>Get feedback from faculty re: assessment guides</li> </ul>	<input type="checkbox"/> AEFIS assessment report <input type="checkbox"/> <b>Presentation to Department Heads, ASSC &amp; IEC:</b> Platform Recommendations & Transition Plan	⇌ GEES Core Committee ⇌ Department heads ⇌ Program Coordinators ⇌ OAE ⇌ Faculty
	Mar 2023	<ul style="list-style-type: none"> <li>AES Plan Review &amp; Check-in</li> <li>Determine platform implementation team</li> </ul>	<input type="checkbox"/> <b>Presentation to Department Heads, ASSC &amp; IEC:</b> Platform & Transition Update <input type="checkbox"/> Draft assessment guides	⇌ OAE ⇌ AES Unit Managers
	Apr 2023	<ul style="list-style-type: none"> <li>Collaborate with CFT</li> </ul>	<input type="checkbox"/> <b>Presentation to Department Heads, ASSC &amp; IEC:</b>	⇌ CFT ⇌ DCAF



COLLEGE ASSESSMENT TASK FORCE TIMELINE				
	Date	Tasks	Deliverables	Other Key Players
			Platform & Transition Update	
	Summer 2023	<ul style="list-style-type: none"> <li>• Prepare new assessment platform, if needed</li> <li>• Update communication strategy</li> <li>• Develop long-term assessment strategy               <ul style="list-style-type: none"> <li>○ Continuous Improvement (follow-up, discussion, analysis, documentation)</li> <li>○ Instructional Design (assignments, CLOs/PLOs)</li> <li>○ Curriculum Alignment</li> <li>○ Equity</li> </ul> </li> <li>• Plan for Fall 2023 PD Week</li> </ul>	<input type="checkbox"/> <b>Presentations to ASSC &amp; IEC:</b> <ul style="list-style-type: none"> <li>• Platform &amp; Transition updates</li> <li>• Long-term engagement strategy</li> </ul> <input type="checkbox"/> <b>PD Week Presentation:</b> “The Future of Assessment at the College: Assessment Technology & Your Support Team”	<ul style="list-style-type: none"> <li>⇌ Platform Implementation Team</li> <li>⇌ OAE</li> <li>⇌ DCAF</li> <li>⇌ Curriculum Development</li> <li>⇌ FCTL</li> <li>⇌ DEI Council &amp; Equity Committee</li> </ul>
PLAN YEARS 1-2	Fall 2023-Spring 2025	<ul style="list-style-type: none"> <li>• Implement, assess, and adjust new assessment platform/tools, if needed</li> <li>• Conduct pilot with FCTL re: interventions</li> <li>• Set up support appointments and workshops</li> </ul>	<ul style="list-style-type: none"> <li>• AY 2023-2024 Assessment Reports</li> <li>• Presentations to ASSC, IEC, etc.</li> <li>• Centralized and accessible documentation storage platform for all assessment at the College</li> <li>• GEES Assessment Reports, 2022-2023 &amp; 2023-2024</li> </ul>	<ul style="list-style-type: none"> <li>⇌ Platform Implementation Team</li> <li>⇌ OAE</li> <li>⇌ DCAF</li> <li>⇌ GEES Core Committee</li> </ul>

COLLEGE ASSESSMENT TASK FORCE TIMELINE				
	Date	Tasks	Deliverables	Other Key Players
LONG-TERM	Fall 2025- Spring 2028	<ul style="list-style-type: none"> <li>Review of assessment platform</li> <li>Review of Gen Ed assessment process</li> <li>College Assessment Task Force dispersed on <b>2030 MSCHE Self-Study</b> Working Groups</li> </ul>	<ul style="list-style-type: none"> <li>Report on platform/assessment tool efficacy</li> <li>GEES Assessment Report, 2024-2025</li> </ul>	

Community College of Philadelphia Institutional Assessment Workflow

