Community College of Allegheny County

PLAN FOR ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING

Prepared by:

Office of Planning & Institutional Research
Office of Learning Outcomes & Achieving the Dream

Updated January 2017

NOTE: This plan is currently the subject of a comprehensive review and revision in response to the findings of the 2017 Self Study process for Middle States.
Introduction

In response to numerous recommendation provided by Middle States team visit in 2005, CCAC has prepared this comprehensive plan for assessing “its institutional effectiveness as well as the effectiveness of its educational offerings and support services.” This institutional effectiveness (IE) plan builds upon the following Middle States Recommendations and standards:

- Standard 2: Develop and implement a comprehensive institutional strategic plan, linking planning to decision-making, budgeting and institutional assessment.
- Standard 2: Develop appropriate metrics that will clearly link strategic objectives to indicators of effectiveness.
- Standard 7: Give a high priority to developing an Institutional Assessment Plan that will include details as to how the College will assess its institutional effectiveness as well as the effectiveness of its educational offerings and support services.
- Standard 7: Develop a comprehensive method of institutional assessment that effectively incorporates measures of student learning outcomes so that appropriate resources can be dedicated towards positive change.
- Standard 9: Conduct an assessment of the effectiveness of the Academic Advisement Centers to determine the consistency and effectiveness of their capability to serve students.
- Standard 11: Develop a plan to assess and systematically collect learning outcomes data for academic programs and courses.
- Standard 11: Use program review results continually to assess and improve teaching and learning in support of student success.
- Standard 11: The College’s faculty and Library Learning Services professionals should partner, within CCAC’s governance processes, to make information literacy an integral part of all new courses and programs.
- Standard 12: Assess and systematically collect the learning outcomes data for the College’s General Education program.
- Standard 12: Track and monitor the improvements made to teaching and learning that result from the assessment of the General Education program.
- Standard 12: Include college-level proficiencies as well as the essential skills of oral and written communications, scientific and quantitative reasoning, critical analysis and reasoning, technological competency and information literacy in the College’s General Education program outcomes.
- Standard 12: Incorporate the study of values, ethics and diverse perspectives into CCAC’s General Education program.
- Standard 14: Establish an official college definition of assessment of student learning.

CCAC’s IE plan is comprised of nine elements. The following pages consist of documentation on these elements that includes a description of the element, its linkages or relationship to other elements in the plan. CCAC adopted a formative approach to the development of its assessment plan and process. Therefore, each description documents the current status of development of the element and short term and longer term action plans for their continued development.
The IE plan is further shaped by the following explanation of assessment provided in Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations (2005).

“Assessment may be characterized as the third element of a four-step planning-assessment cycle: 1) Defining clearly articulated institutional and unit level goals, 2) implementing strategies to achieve those goals, 3) assessing achievement of those goals and 4) using the results of those assessments to improve programs and services and inform planning and resource allocation decisions….Because student learning is a fundamental component of the mission of most institutions of higher education, the assessment of student learning is an essential component of the assessment of institutional effectiveness.”

CCAC’s comprehensive institutional effectiveness plan is comprised of nine elements:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Page Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a strategic plan</td>
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<tr>
<td>2. an annual operating plan and process</td>
<td>6</td>
</tr>
<tr>
<td>3. a budget process</td>
<td>7</td>
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<tr>
<td>4. an institutional scorecard</td>
<td>8</td>
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<tr>
<td>5. a plan and process for the assessment of student learning</td>
<td>9</td>
</tr>
<tr>
<td>6. a program review process</td>
<td>11</td>
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<tr>
<td>7. a plan and process for the assessment of student support services</td>
<td>12</td>
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<tr>
<td>8. a college master calendar</td>
<td>13</td>
</tr>
<tr>
<td>9. an assessment information system</td>
<td>14</td>
</tr>
</tbody>
</table>

A graphic of CCAC’s institutional effectiveness model is shown on page 4.
CCAC Planning, Budgeting and Assessment Overview

STRATEGIC PLAN
[ELEMENT 1]
Mission & Goals
Values & Vision

ASSESSMENT PROCESS
[ELEMENTS 4-7]
Strategic Scorecard [4]
Student Learning Outcomes [5]
Program Review [6]
Student Services Assessment [7]

ASSESSMENT INFRASTRUCTURE
[ELEMENTS 8-9]
Master Calendar [8]
Assessment Software [9]

ANNUAL OPERATING PLAN
[ELEMENT 2]
Strategy Management System
Quarterly Review Process

Budget Process
[ELEMENT 3]
### Element 1: Strategic Plan

**Description:** The strategic plan defines the institution’s most important goals and forms a basis and context for other college planning endeavors and change initiatives. The strategic planning process establishes the strategic goals reference in Board Policy V.05.02 Budget Process. The purpose of this policy is to ensure that the College’s operating and capital budgets are aligned with the College’s Strategic goals. The college updates the strategic plan every five years. The strategic plan is developed with the participation of a strategic planning committee. The process will strive to be participative as possible.

According to Middle States standards for accreditation, planning is a disciplined, coordinated, systematic and sustained effort to achieve the institution’s mission and goals. The expectations for planning were further clarified in the recommendation of the Team visit in April 2005: *Develop and implement a comprehensive institutional strategic plan, linking planning to decision-making, budgeting and institutional assessment.*

Assessment begins with defining clearly articulated institutional and unit level goals. The strategic planning process provides institutional level goals and objectives. These goals and objective form the basis for institutional assessment.

The current strategic plan for 2016 to 2021 was adopted by the Board of Trustees on September 1, 2016. Plan development incorporated a comprehensive seven step process that began in Fall 2014. The process consisted of the following steps:

- Step 1: Review and Revise our Mission Statement
- Step 2: Review and Revise our Values Statement
- Step 3: Conduct an Environmental Scan
- Step 4: Conduct a SWOT Analysis
- Step 5: Develop a Vision Statement
- Step 6: Develop Strategic Goals and Objectives
- Step 7: Plan Adoption

**Linkages:** The strategic plan is implemented through annual operating plans (Element 2) and aligned with the budget process (Element 3). Plan results are measured by a scorecard (Element 4).

**Status:** The 2016-21 strategic plan was adopted by the board of trustees on September 1, 2016.

**Action Items and Process Improvements**

1. Students stop-out, transfer or graduate during the lengthy strategic planning process. Find an appropriate method to sustain student engagement throughout the process.
2. Create an archive of process materials and documentation for use in the next strategic planning process.
## Element 2: Annual Operating Plan

**Description:**
The Strategic Plan establishes clear institution level goals and objectives for the college, which are then implemented in the annual Operating Plans. The annual planning structure is aligned with budget units of the college; each unit of the college that participates in the budgeting process also prepares annual operating goals linked to strategic goals and objectives.

Operating plan development and management is facilitated with a web-based strategy management system (SMS). The SMS improves annual planning in our complex organization and multi-campus environment by replacing a cumbersome paper-based process with a web-based tool that provides a common method and vocabulary for institutional planning, improvement and renewal.

The SMS documents actions to be taken and, for each action, the individual or office responsible for implementation, resource implications, and the performance measure used to establish success for each objective in the strategic plan.

The annual operating plan, with its administrative unit level action planning supports comprehensive institutional assessment. Each administrative unit develops action plans in the context of institution level goals, sets outcomes for their planned action and assesses the achievement of their annual action plans through a quarterly review process which is managed through the SMS. The quarterly review process shows that action plans are being implemented, where there are unanticipated obstacles that need to be addressed, when strategy may need to be adjusted and whether or not expected outcomes are met. These quarterly reviews provide a record of institutional and unit improvement efforts and their results.

The Strategy Management System also facilitates the examination of institutional improvement efforts and accomplishments in relationship to accreditation standards. The unit level action plans align with the seven standards in 2014 Middle States Standards for Accreditation and Requirements of Affiliation to provide a means to evaluate institutional renewal efforts in the context of accreditation standards.

**Linkages:**
Annual operating planning process and the budget process (Element 3) are the means for implementing the five year strategic plan (Element 1). The quarterly review process supports the assessment of institutional outcomes (Element 4).

**Status:**
The SMS has been developed and successfully implemented for the 2016-17 annual planning process. The first implementation of the SMS in practice has revealed improvement opportunities: the system is available to a subset of college employees. There are opportunities to improve the user experience.

**Action Items and Process Improvements**
1) Make the SMS available to more if not all employees.
2) Continue to enhance the SMS user interface
3) Provide training sessions for SMS users.
## Element 3: Budget Process

**Description:**
On October 2, 2014 Board of Trustees adopted a new budget policy (V.05.02) to ensure alignment of the College’s operating and capital budgets with the College’s strategic goals. Under this policy, budget requests will focus on achieving the College's strategic goals, with the input from the President’s Cabinet, faculty and staff. The policy provides the framework for a budget process that commences in October and concludes with Board approval of capital and operating budgets in May.

Each year the Board of Trustees approves the schedule for the budget process. The budget process schedule includes review and discussion of the strategic objectives and performance measures. The schedule provides opportunities for community review and discussion of the budget process including meetings between the campus community and the VP of Administration, and during convocation in January of each year. A largely parallel process exists for capital budget development.

Each year the Budget Department provides instructions and forms to departments for use in the development of their budgets. Budget forms link budget requests to the strategic plan. Communication of budget processes and documents is facilitated through the use of a shared network drive for the operating budget and a SharePoint site for the capital budget.

**Linkages:** Resource allocation is linked to the strategic plan (Element 1) by board policy. The annual planning process (Element 2) and annual assessment processes (Elements 4-7) advance the implementation of the strategic plan.

**Status:**
Budgeting, assessment and planning are aligned. Budgeting process milestones have been placed on a master calendar for future annual cycles.

**Action Items and Process Improvements**
Modify the budget development documentation and/or instructions to focus on the twenty strategic objectives rather than the four strategic goals.
**Element 4: Scorecard**

**Description:**
The April 2005 Middle States evaluation team visit yielded the following recommendation: Develop appropriate metrics that will clearly link strategic objectives to indicators of effectiveness. In addition, an objective of the College in its 05-06 operating plan was the development of a “dashboard” of performance indicators.

To meet these expectations the college has adopted a scorecard approach derived from The Balanced Scorecard (Kaplan and Norton, 1996). This scorecard represents a constant set of “vital signs” or strategic indicators that are institutional in scope and reflect the strategic goals and objectives of the college. The scorecard is organized into categories that are aligned with the college strategic goals from the strategic plan. These indicators tend to take a long range perspective and function more like lagging indicators.

Scorecard measures are also of interest to the college’s external stakeholders. They may be shared with the board of trustees and referenced in the college annual report to public. The scorecard development effort builds when possible upon existing data collection efforts such as IPEDS and the National Community College Benchmarking Project.

**Linkages:**
The scorecard contains strategic indicators and is thus most closely connected with the strategic plan (Element 1). It also supports the annual operating planning (Element 2) and budgeting cycles (Element 3).

**Status:**
- The scorecard is maintained according to a production schedule. The scorecard was fully updated in April 2016 and utilized for the assessment of the 2011-16 Strategic Plan.

**Action Items**
- Revise the scorecard to align with the September 2016 update to the strategic plan.
Element 5: Assessment of Student Learning

Description:

CCAC defines assessment as the ongoing process of:

- Establishing clear, measurable objectives (expected outcomes) of student learning.
- Ensuring that students have sufficient opportunities to achieve outcomes.
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
- Using the resulting information to understand and to improve student learning.

(Adopted summer 2005 from Assessing Student Learning by Linda Suskie)

According to Middle States Commission on Higher Education an accredited institution is expected to possess or demonstrate the following attributes or activities.

- Clearly articulated statements of expected student learning outcomes at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development;
- A documented, organized, and sustained assessment process to evaluate and improve student learning;
- Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes;
- Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning; and
- Documented use of student learning assessment information as part of institutional assessment.

Assessment of Student Learning occurs on three levels:

- Classroom - Individual instructors voluntarily conduct assessment in their courses to determine how well students are achieving the course learning outcomes. Assessment results are often documented and submitted to the chair of the Director of Learning Outcomes and ATD as evidence of student learning. Instructors are also required to incorporate evidence of student learning in their portfolios. This process was initiated during AY 2005/06.
- Program/Course – As of September 2006, instructors in a program/discipline are required to conduct program assessment on an annual basis. Plans are created at the start of the fall semester and reports are submitted by March 31. [See Appendix 5.A for a guide to program assessment at CCAC.] (Due to the nature of program offerings at a community college it is acceptable for disciplines that primarily support core requirements or do not offer a degree to substitute course assessment for program assessment.)
- Institutional – CCAC adopted general education learning goals in the spring of 2006. The Director of Learning Outcomes and ATD coordinates general education assessment for the college. The initial cycle for assessing the 6 general education goals began with the development of a plan for piloting an assessment of the first goal (Information Literacy) in fall 2007. The initial cycle concluded in fall 2015 with a full-scale
assessment of the sixth general education goal (Culture & Society). See General Education Assessment Summary 2008-2015.docx (Appendix C) for a summary of results and actions.

Assessment & Governance:
- New and revised general education learning goals, program objectives, and course learning outcomes are reviewed and approved by college council.
- To ensure institutionalization of the assessment process, Article X of Collective Bargaining Agreement was revised to require documented participation in assessment as part of the improvement of teaching portfolio. (2008)

Linkages:
To institutional assessment:
- The core process [Element 8] for institutional assessment serves as the primary link to assessment of student learning through the assessment of strategies associated with the enduring goal for academic affairs.

To program review [Element 6]:
- The comprehensive (5-year) program review process includes the evaluation of the effectiveness of program changes resulting from previous annual program assessments.

To planning and budgeting [Element 3]:
- The recommendations from annual program reviews are submitted and reviewed prior to the completion of campus-wide budgets.

To the scorecard [Element 4]:
- The scorecard contains approximately thirteen indicators for student success.

To assessment software [Element 9]:
- Annual program assessment plans and results comprise the majority of student learning assessment in the assessment information system.

General Education Assessment (Institutional-level)
- Commenced annual general education assessment cycle in 2007-08.
- Annual reports are posted to the college’s website and results are presented at the fall all-college conferences.

Program Assessment
- Commenced annual program assessment cycle in 2006-07.
- Academic deans coordinate collection of assessment plans and reports and ensure assessment is a standing agenda item at discipline meetings.

Classroom Assessment
- A system for collecting classroom assessments was implemented in 2005-06.
- Participation rates are tracked on an annual basis.
- Participants are recognized with certificates of participation.
- Best practices are shared in a monthly newsletter.

Action Items
- Increase faculty involvement in assessment.
## Element 6: Program Review

**Description:**
In keeping with the college’s mission as outlined in the College catalog, the faculty and administration examine each academic discipline and program on an ongoing basis. It is an important aspect of the College’s commitment to systematically assess institutional effectiveness and student learning.

The faculty and administration, with the involvement of stakeholders from the external community, review each program and academic discipline on an ongoing basis. Academic planning occurs largely through these review processes. The findings and recommendations of program review are advanced through the college governance process.

The comprehensive review process includes:
- Ongoing annual review and outcomes assessment.
- Extensive review of each program and discipline at least every five years.

*(Program Review, May 2006)*

**Linkages:**

To planning & budgeting [Element 3]:
- A prioritized list of recommendations is submitted to the Chief Academic Officer for consideration during the planning and budgeting phase for the next fiscal year.

To student learning outcomes [Element 5]:
- The comprehensive (5-year) program review process includes the evaluation of the effectiveness of program changes resulting from previous annual program assessments.

To assessment software [Element10]:
- Program review is set up in the hierarchy of the academic excellence strategic goal. The Assessment information system serves as an electronic file cabinet for program review documentation allowing for easy retrieval and sharing of information. The software also provides a feature to search the status of various improvement projects making it easier to manage the process.

**Status:**
The program review process was revised comprehensively in May of 2006 to incorporate annual program assessment and general education goal mapping. A revision in 2008 enhanced the general education goal mapping requirement by expanding the definition of the six general education goals to include more specific learning outcomes. The process was revised again in February of 2010 through the College governance process to better align the timing of program review and budget cycles. During the summer of 2015, the Director of Learning Outcomes and ATD worked with the Academic Deans to reconcile the number of programs required to conduct assessment and complete program reviews.

**Action Items**
Element 7: Assessment of Student Services

**Description:**
CCAC defines assessment as the ongoing process of:

- Establishing clear, measurable objectives (expected outcomes) of student learning.
- Ensuring that students have sufficient opportunities to achieve outcomes.
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
- Using the resulting information to understand and to improve student learning.

Assessment of student outcomes in student services is based on the annual program assessment model used by the academic departments. Each unit creates five objectives and assesses one a year for five years. Each objective should focus on a student outcome based on their use of the service.

**Linkages:**
- To institutional assessment: The core process [Element 8] for institutional assessment serves as the primary link to assessment of student services through the assessment of strategies associated with the enduring goal for student services.
- To planning & budgeting [Element 3]: The results from annual program assessment will be used to support budget requests/initiatives.
- To the scorecard [Element 4]: The scorecard contains approximately thirteen indicators for student success.
- To program review [Element 6]: The comprehensive (5-year) program review process includes the evaluation of the effectiveness of program changes resulting from previous annual program assessments.
- To assessment software [Element 9]: Annual program assessment plans and results are documented in the assessment information system.

**Status:**
- Completed rollout of the program assessment process in Student Services in 2010-11.
- All eight units of Student Services have implemented annual program assessment. The newest unit of student services, student success coaches, began program assessment in 2011-12.

**Action Items**
- 
# Element 8: College Master Calendar

**Description:**
The Master Calendar is a generic, 12 month calendar that documents the sequence and interaction of planning, assessment and budgeting processes in relation to key institution decision points such as quarterly plan review meetings and board of trustee meetings.

See Appendix A.

**Linkages:**
The master calendar unifies all elements of the institutional effectiveness program.

**Status:**
The College Master Calendar has been updated to reflect changes in the timing of assessment processes (CCSSE and RNL) and the Board approved the schedule for the budget process.

**Action Items**
- Expand support and recognition of the calendar among College decision-makers.
**Element 9: Assessment Information System**

**Description:** In April 2006, the Institutional Assessment Planning Committee conducted a pilot project to test the assessment process. The committee conducted the pilot on a very limited number of assessment items and found that a paper-based system would not be practical in the long run or support the numerous assessment recommendations made as a result of self-study and a team visit in April 2005 by the Middle States. These recommendations are bulleted below.

- TR.7.2 – Develop a comprehensive method of institutional assessment that effectively incorporates measures of student learning outcomes so that appropriate resources can be dedicated towards positive change.
- Develop a plan to assess and systematically collect learning outcomes data for academic programs and courses.
- Use program review results continually to assess and improve teaching and learning in support of student success.
- Assess and systematically collect the learning outcomes data for the College’s General Education program.
- Track and monitor the improvements made to teaching and learning that results from the assessment of the General Education program.

The assessment information system: (1) strengthens links between assessment of student learning and assessment of institutional effectiveness. A common database creates a shared language, set of definitions and the ability to roll up learning outcomes into institutional outcomes, (2) aligns planning and assessment to cascade up and down the organization, (3) standardizes communications about goals and outcomes, (4) supports our accreditation process as a practical matter by reducing hours of effort and thus cost of conducting self-study, (5) aids us in complying with new levels of public scrutiny that have come upon us in recent years at the federal, state and now local levels, and (6) supports numerous individual program accreditations such as NLN.

**Linkages:**
Like the master calendar, the assessment information system unifies all elements of the institutional effectiveness program.

**Status:**
- TracDat is fully operational. The system stores assessment plans and assessment results for general education, program assessment (academic), and program assessment (student services).
- The IT department maintains system upgrades on a regular basis.

**Action Items**
# APPENDIX A: MASTER CALENDAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Assessment</th>
<th>Planning</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>• CCSSE Results Available (2016, 2019, 2022)</td>
<td>• Q4 Operating Plan Review</td>
<td></td>
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<tr>
<td></td>
<td>• General Education Assessment Results Available</td>
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<td></td>
<td>• Program and Discipline Review Data Available</td>
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<tr>
<td>August</td>
<td>• Strategic Scorecard Update</td>
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<tr>
<td>September</td>
<td>• Annual Program Reviews and recommendations completed</td>
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<tr>
<td>October</td>
<td>• Bottom Lines (Fact Book) Completed</td>
<td>• Q1 Operating Plan Review</td>
<td>• President’s Cabinet review and Discussion</td>
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<tr>
<td></td>
<td>• Conduct Climate Survey (2016, 2018, 2020)</td>
<td></td>
<td>• Review budget process and schedule</td>
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<td></td>
<td>• Faculty Hiring Process Data available</td>
<td></td>
<td>• Review budget request forms and instructions</td>
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<td>November</td>
<td>• Conduct Graduate Survey (May grads)</td>
<td>• Planning implications that emerge from program review, general education assessment, benchmarking data and the strategic scorecard are noted.</td>
<td>• Begin discussion of strategic objective</td>
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<td></td>
<td>• National Community College Benchmarking Reports Available</td>
<td></td>
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<tr>
<td>December</td>
<td>• Licensure and Certification Exam findings available</td>
<td></td>
<td>• Budget process and schedule reviewed by finance committee and approved by the Board of Trustees</td>
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<td></td>
<td>• Meetings with Department Heads, Deans, Faculty &amp; Staff</td>
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<td>• Budget materials presented and discussed with Departments</td>
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<td></td>
<td>• Individual meetings between VP of Administration and campus community</td>
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<td>• Forms and instructions given out</td>
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<td></td>
<td>• Discuss strategic objectives &amp; relation to budget requests</td>
<td></td>
<td>• Questions answered and supplemental instructions distributed</td>
</tr>
<tr>
<td></td>
<td>• Discuss activity and performance measures</td>
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<tr>
<td>Assessment</td>
<td>Planning</td>
<td>Budget</td>
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| **January** | **Strategic Scorecard Update** | **Q2 Operating Plan Review** | • Budget Requests due to the VP of Administration  
• College-wide Budget Presentations & Discussions  
• Review of prior year audit report  
• Overview of Budget Requests  
• Discussion of health benefit, pension and utility costs  
• Budget details presented and discussed at the January Convocation and on each Campus  
• Finalize Revenue Scenarios and Projections  
• Three scenarios based on projected State and County funding, and tuition and fees  
• Detailed review and discussion of enrollment projections |
| **February** | | **President’s Cabinet and College Community Review & Discussion of Budget**  
**Update and Discuss the Budget Progress with the BOT Finance Committee and the Board of Trustees** |
| **March** | **Annual Operating Plan action items that emerge during the budget review and discussion process are recorded in the Strategy Management System.** | **President’s Cabinet and College Community Review & Discussion of Budget**  
**Update and Discuss the Budget Progress with the BOT Finance Committee and the Board of Trustees**  
**Finalize Draft Expenditure Budget**  
**Finalize Draft State/County Aid Projections**  
**Present and Discuss Draft Budget with College Community and Board of Trustees** |
| **April** | **Annual Program Assessment results analyzed** | **Q3 Operating Plan Review**  
• Operating units enter annual goals into the Strategy Management System | **Present and Discuss Final Draft Budget with BOT Finance Committee and Board of Trustees** |
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Planning</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ruffalo Noel Levitz SSI findings available (2015, 2017, 2019)</td>
<td></td>
<td>- Final Budget reviewed and approved by BOT</td>
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<tr>
<td><strong>May</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>June</strong></td>
<td>- Conduct Graduate Survey (Aug - Dec grads)</td>
<td>- President’s Cabinet adopts Annual Operating Plan developed in the Strategy Management System.</td>
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### (Appendix B) Element 10: Committee Structure

*Committee Structure is no longer an element of the assessment plan. This element is included as an appendix for historical record and reference.*

<table>
<thead>
<tr>
<th>Description:</th>
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<tbody>
<tr>
<td>Assessment planning and coordination is provided by two committees. Assessment of Student Learning is chaired by a faculty member on release time. This committee focuses on learning outcomes.</td>
</tr>
<tr>
<td>Institutional Assessment Planning Committee is chaired by the executive director for strategic planning. This committee focuses on assessment of institutional effectiveness and the development of a comprehensive assessment plan and process for assessing institutional effectiveness.</td>
</tr>
<tr>
<td>The committees collaborate to address Middle States recommendations on assessment and to prepare monitoring reports requested by the agency.</td>
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<tr>
<td>Both committees have representatives from faculty and administration from all CCAC locations. Both also have several key members in common.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Linkages:</th>
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<tbody>
<tr>
<td>The committees have asserted their influence in all elements of CCAC’s comprehensive IE plan. The Institutional Assessment Planning Committee has played a prominent role in the efforts to acquire assessment software (Element 10) and to develop this plan. The Assessment of Student Learning committee has been active in assessment of student learning outcomes (Element 5) and program review (Element 6).</td>
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<tr>
<th>Status:</th>
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<tbody>
<tr>
<td>Assessment of Student Learning Committee functions are now under the Assessment Advisory Group. Institutional Assessment Planning Committee functions are now under the College-wide Council. Assessment plan is maintained by the Executive Director of Strategic Planning and the Director of Learning Outcomes and Achieving the Dream.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Action Items</th>
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<tbody>
<tr>
<td>- Assess, define and institutionalize the structure and role of the committee changes in the framework of this plan.</td>
</tr>
</tbody>
</table>
### Appendix C: General Education Assessment Summary (2008-2015)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Results</th>
<th>Strengths of Student Learning</th>
<th>Weaknesses of Student Learning</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technological Competency (2015)</td>
<td>89% Meet or Exceed Expectations</td>
<td>Most students are meeting faculty expectations for Technological Competency. More than half of the standards (53%) were based on industry-specific pass rates.</td>
<td>None.</td>
<td>Librarians created <a href="#">i-CONNECT</a> a five-step tutorial for developing research skills.</td>
</tr>
<tr>
<td>Information Literacy (2008)</td>
<td>87% Meet or Exceed Expectations</td>
<td>Most students were able to cite objective and authoritative information when researching papers.</td>
<td>Student work lacked a variety of sources. About one-third of the artifacts listed websites as the only type of information source.</td>
<td>The <a href="#">Math Café</a>, a grant funded drop-in math assistance center, opened in 2012.</td>
</tr>
<tr>
<td>Quantitative and Scientific Reasoning (2010)</td>
<td>63% Meet or Exceed Expectations</td>
<td>Most students were able to set up equations based on the data provided in the problem.</td>
<td>The majority of students lacked the ability to explain their reasoning to support their answers.</td>
<td>The <a href="#">Learning Commons</a>, a Title III funded drop-in reading and writing assistance center, opened in 2013.</td>
</tr>
<tr>
<td>Communication (2008)</td>
<td>60% Meet or Exceed Expectations</td>
<td>Student work provided sufficient coverage of the topic and assertions were supported by evidence.</td>
<td>Student work contained multiple errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving (2012)</td>
<td>53% Meet or Exceed Expectations</td>
<td>Most students were able to comprehend and express meaning or significance.</td>
<td>Few students met the standard for Evaluation. Only 41% were able to state the results of one’s reasoning and to justify that reasoning.</td>
<td></td>
</tr>
<tr>
<td>Culture, Society and Citizenship (2015)</td>
<td>19% Meet or Exceed Expectations</td>
<td>More than half of students were able to describe the concept of civic engagement.</td>
<td>Few students met the standards for Tolerance and Civic Action.</td>
<td>The college was awarded a <a href="#">VISTA</a> volunteer (2016) to coordinate student participation in community service.</td>
</tr>
</tbody>
</table>

General Education assessment reports are available in the Faculty Resource/Assessment of Student Learning section of the [portal](#).