

DRAFT SELF STUDY AND MIDDLE STATES TEAM VISIT ACTION PLAN DRAFT

Standard	Self Study Recommendations	Visiting Team Suggestions and Recommendations	Follow up
<p>Standard 1: Mission, Goals, and Objectives <u>The institution meets this standard.</u></p>	<p>S.1.1. Correct the perception that not all employees are involved in M/V/V/G as they are linked to planning by either better communicating to employees the means by which their concerns are addressed or by reconfiguring the Planning Committee to reach broader college constituencies.</p>	<p><u>Suggestions</u> TS.1.1. CCAC should combine mission review with an ongoing process for strategic planning in order to create a more meaningful articulation between the College’s mission and its operational and educational goals. TS.1.2. The Team encourages the College to develop a system of broader communications and outreach to all constituencies across the College, allowing for more inclusive input within the process itself.</p>	<p>Note: Mission review is built into strategic planning process.</p> <p>Note: mission survey, advisory panel input, trustee input, working committee membership, planning web site.</p>
<p>Standard 2: Planning, Resource Allocation, and Institutional Renewal <u>The Institution meets this standard.</u></p>	<p>S.2.1. Develop an integrated college planning and budgeting process that considers individual unit plans and determines resource allocation. The planning calendar should coincide with the budgeting calendar. S.2.2. Develop college-wide resource allocation criteria founded in the <i>College Plan</i> to arbitrate competition for</p>	<p><u>Suggestions</u> TS.2.1. The College should develop a mechanism where all employees and students can provide input to the planning process on an ongoing basis in order to lead to a clearer ownership and buy-in for planning. TS.2.2. CCAC should clarify the purpose of the planning process and assure that</p>	<p>Note: planning web site, mission survey, planning forums, planning working group membership.</p> <p>Note: Methodical environmental scanning process conducted and findings documented. Input gathered from</p>

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	<p>S.2.3. scarce resources. Coordinate and integrate learning outcomes and institutional assessment processes for incorporation into the <i>College Plan</i>.</p> <p>S.2.4. Incorporate Discipline Program Reviews into the <i>College Plan</i>, defining budget needs for human resources and program needs along with a process for the approval of new programs as a result of the planning process.</p>	<p>planning is based on external as well as internal information.</p> <p>TS.2.3. In the planning process, the College should include a clear explanation as to how the results of the outcome assessment of educational programs will be used to measure the effectiveness of operations.</p> <p><u>Recommendations</u></p> <p>TR.2.1. Develop and implement a comprehensive institutional strategic plan, linking planning to decision-making, budgeting and institutional assessment.</p> <p>TR.2.2. Develop appropriate metrics that will clearly link strategic objectives to indicators of effectiveness.</p>	<p>trustees and external advisory board members and through planning forums.</p> <p>SMART GOAL I-1: build into assessment plan.</p> <p>SMART GOAL I-2 (strategic plan)</p> <p>SMART GOAL I-3 (dashboard)</p>
<p>Standard 3: Institutional Resources The institution meets this standard.</p>	<p>S.3.1. Require the compilation of a comprehensive evaluation of college staff, equipment, facilities, and other resources relative to its M/V/V/G and planning cycles as part of its annual budget process.</p>	<p><u>Suggestions</u></p> <p>TS.3.1. Because the College is highly dependent on enrollment for both state and tuition fee revenues, it should consider developing a multi-year enrollment plan</p>	<p>SMART GOAL II-2 (five year financial plan) SMART GOAL IV-1 (five year enrollment and retention plan)</p>

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	<p>S.3.2. Give special attention with regard to resource allocation to upgrading the College's ITS infrastructure so that CCAC remains on the cutting edge of technological advances in educational offerings.</p>	<p>TS.3.2. to be used in conjunction with its financial and resource planning. CCAC should periodically assess the allocation of resources (in particular, faculty and student support staffing) among the campuses and sites to assure that consistent services are provided to students.</p> <p>TS.3.3. As upgrades to the College's network infrastructure are put in place, CCAC should consider utilizing this environment to enhance communication on campus through the development of a campus portal, intranet or bulletin board.</p>	<p>SMART GOAL I-1: build into assessment plan.</p> <p>Consider in either annual or strategic technology plans</p>
<p>Standard 4: Leadership and Governance The institution meets this standard.</p>	<p>S.4.2. Identify assessment tools for measuring the effectiveness of the Board of Trustees.</p> <p>S.4.2. Identify assessment tools for measuring the effectiveness of College Council.</p>	<p><u>Suggestions</u></p> <p>TS.4.1. The Team encourages the Board of Trustees to develop a board-specific set of rules in order to avoid potential conflicts.</p> <p>TS.4.2. CCAC should provide opportunities for student input to the Board of Trustees as well as for</p>	<p>Are the trustees developing this per board retreat?</p> <p>NA</p>

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		<p>student opportunities for participation on College committees.</p> <p>TS.4.3. The Board of Trustees should formalize a process for the college-wide orientation of new Board members.</p> <p>TS.4.4. CCAC should implement a mechanism for assessing the effectiveness of the Board of Trustees.</p> <p>TS.4.5. The Team encourages the Board of Trustees to develop periodic assessment of the effectiveness of institutional leadership.</p> <p>TS.4.6. The College should create an organizational chart that clarifies the administrative structure of the College and distribute it college-wide.</p> <p>TS.4.7. CCAC should make its updated job descriptions available to all employees.</p>	<p>Are the trustees developing this per board retreat?</p> <p>Are the trustees developing this per board retreat?</p> <p>Are the trustees developing this per board retreat?</p> <p>Quick hit for HR</p> <p>Quick hit for HR</p>
<p>Standard 5: Administration The institution <u>meets</u> this standard.</p>	<p>S.5.1. Research the reasons behind employees' lack of confidence in the abilities of administration to perform key managerial roles.</p>	<p><u>Suggestion</u></p> <p>TS.5.1. The Team encourages CCAC to continue to review and refine the organizational</p>	<p>SMART GOAL I-1: build into assessment plan.</p>

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	<p>S.5.2. Convene focus groups to discuss the motivation and reasoning behind the responses to the survey questions, and incorporate findings into the College planning as initiatives for improvement.</p>	<p>structure in order to align and integrate the strategic planning initiatives as they evolve.</p>	
<p>Standard 6: Integrity The institution <u>meets</u> this standard.</p>	<p>S.6.1. Investigate the reasons for employee perception that certain integrity principles are not practiced at the College and implement a plan for addressing these.</p> <p>S.6.2. Assure that principles of integrity are incorporated into ongoing efforts to develop a comprehensive assessment plan for all college operations.</p>	<p><u>Suggestions</u></p> <p>TS.6.1. The new Senior Vice-President of Academic Affairs/CEO-South should examine the efficacy of the portfolio system as an assessment tool.</p> <p>TS.6.2. The CCAC statement of academic freedom contained in the collective bargaining agreement should be disseminated widely throughout the College.</p> <p>TS.6.3. As CCAC continues to implement the one-college concept, the College needs to remain sensitive to the need for communication structures and functions of all constituencies as they relate to a climate that fosters respect among</p>	<p>SMART GOAL I-1: build into assessment plan.</p> <p>Quick hit for HR</p> <p>INTERNAL COMMUNICATIONS – conduct employee survey to assess climate and communications, and effectiveness of reorganization</p>

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		<p>TS.6.4. students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives.</p> <p>TS.6.5. Since the College is becoming more entrepreneurial, innovative and is integrating an increasing amount of technology into its teaching, learning and training processes, the College should formally define intellectual property rights. CCAC should develop a faculty evaluation system that will fairly measure the quality of full- and part-time faculty from the perspective of students.</p>	<p>Wendy?</p> <p>Wendy?</p>
<p>Standard 7: Institutional Assessment The institution does not meet this standard.</p>	<p>S.7.1. Review, revise, and adopt a framework for formalized institutional assessment through a leadership team comprised of all college stakeholders.</p> <p>S.7.2. Improve faculty and staff awareness that data is and must be used in long-term and day-to-day decision making.</p>	<p><u>Recommendations</u></p> <p>TR.7.1. 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.</p>	<p>SMART GOAL I-1: build into assessment plan.</p>

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		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.	SMART GOAL I-1: build into assessment plan.
<p>Standard 8: Student Admissions The institution <u>meets</u> this standard.</p>	<p>S.8.1. Develop and standardize measurements and attributes for student learning outcomes in order to make them available to prospective students.</p> <p>S.8.2. Create consistent practices across the College with regard to accepting D grades and credits from proprietary schools in order to assure transfer policies are uniform.</p> <p>S.8.3. Develop assessment practices for all college programs similar to those currently exemplified by Perkins funded programs and others that are monitored by external evaluation measures.</p>	NONE	

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<p>Standard 9: Student Support Services The institution <u>meets</u> this standard.</p>	<p>S.9.1. Review the Academic Advisement Centers, developing a better integration between the counseling and advising functions while articulating that difference to students.</p> <p>S.9.2. Standardize training materials and programs for Academic Advisors, providing system-wide training sessions when appropriate.</p> <p>S.9.3. Integrate the current student services assessment instruments and strategies into a comprehensive assessment plan covering all student support services provided at CCAC.</p>	<p><u>Suggestions</u></p> <p>TS.9.1. CCAC should study the feasibility of expanding resources to provide more needed student services support at the College's centers.</p> <p>TS.9.2. The College should identify an outcomes assessment measurement to ensure that CCAC's students understand their rights and responsibilities related to the grievance process.</p> <p><u>Recommendation</u></p> <p>TR.9.1. Conduct an assessment of the effectiveness of the Academic Advisement Centers to determine the consistency and effectiveness of their capability to serve students.</p>	<p>SMART GOAL VII-3 (develop plan for college centers)</p> <p>Brian?</p> <p>Address under auspices of SMART GOAL V-1. (plan for reengineering academic and student services)</p>
<p>Standard 10: Faculty The institution <u>meets</u> this standard.</p>	<p>S.10.1. Strengthen the criteria for promotion and tenure.</p> <p>S.10.2. Consider a faculty evaluation system that would fairly measure the quality of the</p>	<p><u>Suggestions</u></p> <p>TS.10.1. The Team encourages the College to design and implement a more effective communication system in</p>	<p>INTERNAL COMMUNICATIONS?</p>

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	<p>faculty's teaching presentation from the perspective of students. An option would be to require full-time tenured faculty to be involved in the SOSO process.</p>	<p>order to foster a greater degree of cooperation, respect and teamwork and in order to ameliorate current feelings of faculty disenfranchisement.</p> <p>TS.10.2. The president and his executive team should continue communications with the faculty in order to dispel myths and perceptions and glean insights into directing the College's future.</p> <p>TS.10.3. CCAC should ensure that regular meetings with the AFT and College Council constituencies are consistent with contracts and schedules.</p> <p>TS.10.4. The College is encouraged to explore ways to empower faculty to fulfill their responsibility for assessing student outcomes and evaluating teaching effectiveness.</p> <p>TS.10.5. The College should reorganize educational technology in order to provide college-wide</p>	<p>INTERNAL COMMUNICATIONS?</p> <p>???</p> <p>SMART GOAL I-1 (comprehensive assessment plan) & SMART GOAL V-5 (culture of assessment)</p> <p>Wendy?</p>

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		<p>leadership to assure that instructional materials are not compromised and that the faculty receives the necessary assistance with utilizing technology in the classroom.</p>	
<p>Standard 11: Educational Offerings The institution <u>meets</u> this standard.</p>	<p>S.11.1. Implement a systematic process for reviewing Faculty Course Outlines to ensure their congruence with the departmentally approved Common Course Syllabi.</p> <p>S.11.2. Collect and store all noncredit program/course evaluations and student outcomes data in a single place to allow for system-wide analyses.</p> <p>S.11.3. Design a strategy, within College governance processes, to get teaching faculty and LLS professionals to partner to make information literacy an integral part of all new courses and programs.</p> <p>S.11.4. Institute an annual assessment of the outcomes of Fastrack programs and courses and use these data for planning, program assessment, and</p>	<p><u>Suggestions</u></p> <p>TS.11.1. CCAC should review the distribution of budgetary allocations in order to assure that sufficient resources are being provided in support of building Library Learning Services collections and networking library instructional computer labs.</p> <p>TS.11.2. In order to assure that a single leadership direction is being provided to forge a one-college Library Learning Services unit, CCAC should solicit input for outcomes measurement purposes.</p> <p>TS.11.3. The College's Library Learning Services staff should assure that the archiving of the College's history records is organized</p>	<p>SMART GOAL I-1: build into assessment plan.</p> <p>SMART GOAL I-1: build into assessment plan.</p> <p>???</p>

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	student recruitment.	<p>and protected.</p> <p>TS.11.4. In program goals and course syllabi, student learning outcomes should be stated in consistent and measurable terms.</p> <p>TS.11.5. CCAC should use program review findings and advisory board input to strengthen and enhance program improvement.</p> <p><u>Recommendations</u></p> <p>TR.11.1. Develop a plan to assess and systematically collect learning outcomes data for academic programs and courses.</p> <p>TR.11.2. Use program review results continually to assess and improve teaching and learning in support of student success.</p> <p>TR.11.3. 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</p>	<p>SMART GOAL I-1: build into assessment plan.</p> <p>SMART GOAL I-1: build into assessment plan.</p> <p>SMART GOAL I-1: build into assessment plan.</p> <p>SMART GOAL I-1: build into assessment plan.</p> <p>SMART GOAL V-1: (establish gen ed goals)</p>

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		courses and programs.	
<p>Standard 12: General Education The institution <u>meets</u> this standard.</p>	<p>S.12.1. Develop a clear and concise statement of CCAC's philosophy of general education in the College's M/V/V/G and print it in the College Catalog and other appropriate publications.</p> <p>S.12.2. Consolidate information in the College Catalog into a clearly defined section that covers all aspects of the general education/distribution requirements.</p> <p>S.12.3. Locate General Education Requirements on one of the first pages of the college website, and establish a keyword link to these requirements to enhance student accessibility.</p> <p>S.12.4. Clearly define the core of General Education courses to ensure rigorous general education requirements in CCAC's transfer and career programs.</p>	<p><u>Suggestions</u></p> <p>TS.12.1. In order to ensure that transfer and career programs contain documented rigorous general education requirements, the College should clearly define its core of General Education courses.</p> <p>TS.12.2. The College should develop a clear and concise statement of CCAC's philosophy of general education, and it should be published in the College's catalog.</p> <p>TS.12.3. CCAC should define student learning outcomes for General Education and State these outcomes in a manner consistent with other programs and courses at the College.</p> <p><u>Recommendations</u></p> <p>TR.12.1. Assess and systematically</p>	<p>SMART GOAL V-1: (establish gen ed goals)</p> <p>SMART GOAL V-1: (establish gen ed goals)</p> <p>SMART GOAL V-1: (establish gen ed goals)</p> <p>SMART GOAL I-1: build into</p>

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	<p>S.12.5. Establish clear criteria for the measurement and application of essential General Education skills.</p> <p>S.12.6. Include references to the study of values, ethics, and diverse perspectives in all programs of study and use Program Review to assure that these will be incorporated.</p> <p>S.12.7. Require--rather than recommend--that all students take a computer information technology course or otherwise demonstrate basic competency.</p> <p>S.12.8. Develop college-wide exit criteria and common assessment indicators for each general education course, and revise curricula in light of these measures.</p> <p>S.12.9. Develop performance indicators for information literacy.</p>	<p>collect the learning outcomes data for the College's General Education program.</p> <p>TR.12.2. Track and monitor the improvements made to teaching and learning that result from the assessment of the General Education program.</p> <p>TR.12.3. 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.</p> <p>TR.12.4. Incorporate the study of values, ethics and diverse perspectives into CCAC's General Education program.</p>	<p>assessment plan.</p> <p>SMART GOAL I-1: build into assessment plan.</p> <p>SMART GOAL V-1: (establish gen ed goals)</p> <p>SMART GOAL V-1: (establish gen ed goals) SMART GOAL V-3 (multiculturalism & diversity) SMART GOAL V-4 (international education)</p>

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<p>Standard 13: Related Educational Activities The institution <u>meets</u> this standard.</p>	<p>S.13.1. Establish a more formal, consistent training process for advisors, and develop a handbook to provide uniformity in the advising process that describes the developmental sequence and establishes appropriate courses for students.</p> <p>S.13.2. Develop materials that describe the importance of developmental education, and distribute these to faculty and new students at the time they register.</p> <p>S.13.3. Establish a bottom score for the COMPASS and any other placement measure to identify students who are significantly under-prepared.</p> <p>S.13.4. Develop a formal program of support for significantly under-prepared students.</p> <p>S.13.5. Develop a college-wide strategy to assess developmental student's academic skills, their content knowledge, and their performance in credit level courses taken later in their college careers. Identify</p>	<p align="center">A. Basic Skills</p> <p><u>Commendations</u></p> <p>TC.13A.1. CCAC is to be commended for establishing a developmental program to improve the basic skills of its students who come to the College not fully prepared for college studies.</p> <p>TC.13A.2. The Team commends CCAC for its advisement guidelines and its sequence of courses for non-native speakers of English.</p> <p><u>Suggestions</u></p> <p>TS.13A.1. CCAC should establish a more formal, consistent training process for advisors and develop a handbook to provide uniformity in the advising process that describes the developmental sequence and establishes appropriate courses for students.</p> <p>TS.13A.2. The College should develop materials that describe the importance of developmental education</p>	<p>SMART GOAL VII-1 (reengineer academic and student services)</p> <p>INTERNAL COMMUNICATIONS?</p>

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	<p>quality indicators for developmental education courses and associated learning support service providers, and benchmark their performance on a regular basis.</p> <p>S.13.6. Assess in measurable terms the availability of staffing and services at the College's centers and satellites, and dedicate resources to each when deficiencies threaten student learning or student enrollment.</p> <p>S.13.7. In order to facilitate continued growth of DL enrollment, establish processes for online advising so first time students can register for classes at a distance.</p> <p>S.13.8. Develop a centralized log and repository of all academic partnerships and preferably have the data posted and maintained within a webpage environment.</p>	<p>and distribute these to faculty and new students at the time of registration.</p> <p>TS.13A.3. In order to identify students who are significantly under-prepared, CCAC should establish a bottom line score for the COMPASS.</p> <p>TS.13A.4. The Team encourages the College to make information regarding English as a Second Language courses and sequences available in college documents and publications for student access and use.</p> <p>TS.13A.5. The College should explore the need for developing an ESL program</p> <p><u>Recommendations</u></p> <p>TR.13A.1. Conduct a thorough review of the College's developmental education program in order to improve student success in the program and subsequent academic success in degree-level courses.</p> <p>TR.13A.2. Review all services and</p>	<p>Wendy?</p> <p>SMART GOAL V-3 (multiculturalism & diversity) SMART GOAL V-4 (international education)</p> <p>SMART GOAL V-3 (multiculturalism & diversity) SMART GOAL V-4 (international education)</p> <p>SMART GOAL I-2 (educational plan under strategic plan) SMART GOAL IV-1 (five year enrollment & retention plan) SMART GOAL VI-1 reengineer academic and student support services)</p> <p style="text-align: center;">“</p>

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		<p>policies (including tutoring and placement) for students enrolled in developmental education courses in order to provide consistent delivery to students across the four campuses and centers.</p> <p>B. Certificate Programs NONE</p> <p>C. Non-credit Programs Including Workforce Development</p> <p><u>Suggestions</u></p> <p>TS.13C.1. The Team encourages the College to develop a non-credit division annual report to the College and the Board of Trustees identifying students served, courses offered, and accomplishments made.</p> <p>TS.13C.2. CCAC should establish greater ties with the local Council for Economic Development for the purpose of determining program needs.</p> <p>TS.13C.3. The non-credit division,</p>	<p>Specify objective under section VIII non credit offerings</p> <p>???</p> <p>SMART GOAL I-1: build into</p>

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		<p>both workforce development and community education, should be included in the College's outcomes assessment plan to be developed.</p> <p align="center">D. College Centers, Additional Locations, and other Instructional Sites</p> <p><u>Recommendation</u></p> <p>TR.13D.1. Conduct an assessment of staffing and services at the College's centers in order to identify needs and to implement a plan for the adequate allocation of resources necessary to insure student success.</p> <p align="center">E. Library and Learning Services for Distance Learning</p> <p><u>Suggestion</u></p> <p>TS.13E.1. The Library and Learning Services should consider adding online tutorials to provide information literacy</p>	<p>assessment plan.</p> <p>SMART GOAL VII-3 (plan for college centers)</p> <p>SMART GOAL VI-1 reengineer academic and student support services)</p>

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		<p align="center">support via the LLS website.</p> <p align="center">F. Distance Learning</p> <p><u>Suggestions</u></p> <p>TS.13F.1. The College is encouraged to continue the development and implementation of an online distance learning orientation.</p> <p>TS.13F.2. As the current evolution from telecourses to online courses is continued, significant student/instructor and student/student interaction should be incorporated into the instructional design.</p> <p><u>Recommendations</u></p> <p>TR.13F.1. Develop a long-range growth plan for distance learning as part of the College's strategic enrollment plan that addresses recommendations for staffing, technology and support services.</p> <p>TR.13F.2. Develop the distance</p>	<p>SMART GOAL V-2 (distance learning strategic plan)</p> <p>SMART GOAL V-2 (distance learning strategic plan)</p> <p>SMART GOAL V-2 (distance learning strategic plan)</p> <p>SMART GOAL V-2 (distance learning strategic plan)</p>

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		<p>learning degree and certificate planning in conjunction with the College's academic departments and deans as part of the institutional long range curriculum plan.</p> <p style="text-align: center;">G. Contractual Relationships and Affiliated Provider</p> <p><u>Commendation</u></p> <p>TC.13G.1. The College is to be commended for the number and type of relationships and partnerships that it has formed with its Western Pennsylvania constituents.</p>	strategic plan)
<p>Standard 14: Assessment of Student Learning The institution does not meet this standard.</p>	<p>S.14.1. Establish an official college definition of assessment of student learning.</p> <p>S.14.2. Train faculty and administrators in the latest methodologies of establishing both direct and indirect measures of student learning assessment.</p> <p>S.14.3. Revise all Common Course Syllabi in credit and noncredit areas to include clear and</p>	<p><u>Suggestions</u></p> <p>TS.14.1. The College should identify successful student learning assessment models at appropriately benchmarked and peer community colleges in order to assist in framing CCAC's assessment plan.</p> <p>TS.14.2. CCAC should distribute the</p>	<p>SMART GOAL I-1 (comprehensive assessment plan) & SMART GOAL V-5 (culture of assessment)</p> <p>SMART GOAL I-1 (comprehensive</p>

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	<p>specific learning objectives, and have faculty include these objectives in their own course outlines.</p> <p>S.14.4. Implement and distribute the new Program Review Process that is currently being developed by the ad hoc Program Review Committee.</p> <p>S.14.5. Ensure that assessment information is collected and distributed to the appropriate constituencies by reviewing the information distribution processes regarding assessment of student learning.</p> <p>S.14.6. Assure that Institutional Research tracks student learning goals and make this information available to all appropriate college constituencies, especially faculty.</p> <p>S.14.7. Develop a student learning assessment plan by further pursuing planning initiatives currently underway.</p> <p>S.14.8. Review qualitative student learning assessment information collected at the</p>	<p>new Program Review Process under development by the ad hoc Program Review Committee college-wide.</p> <p><u>Recommendations</u></p> <p>TR.14.1. Establish an official college definition of assessment of student learning.</p>	<p>assessment plan) & SMART GOAL V-5 (culture of assessment)</p> <p>SMART GOAL I-1 (comprehensive assessment plan) & SMART GOAL V-5 (culture of assessment)</p>

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	<p>campus and program levels and coordinate this activity across the system for use in institutional assessment.</p> <p>S.14.9 Develop an efficient process to ensure that this data enter the governance process.</p> <p>S.14.10.Study successful student learning assessment models at appropriately benchmarked community colleges.</p>		