Certification Statement:
Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)]

Effective August 1, 2015

The Community College of Allegheny County

(Name of Institution)

is seeking (Check one):

___ Initial Accreditation

X Reaffirmation of Accreditation through Self Study

___ Reaffirmation of Accreditation through Periodic Review

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006).

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

___ Exceptions are noted in the attached memorandum (Check if applicable)

[Signature]

(Chief Executive Officer) 

1/12/17

(Date)

[Signature]

(Chair, Board of Trustees or Directors) 

1/12/17

(Date)
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EXECUTIVE SUMMARY

CHAPTER 1: MISSION AND GOALS

Standard 1: Mission and Goals
CCAC’s mission and goals focus on student learning and institutional improvement. The mission and goals statements undergo evaluation at a minimum of every five years as a component of the strategic planning process. CCAC’s most recent Climate Study in October 2014 found that understanding of mission and goals, mission relevance, and adherence to mission are relative strengths in the college.

CHAPTER 2: ETHICS AND INTEGRITY

Standard 6: Integrity
The Board Policy Manual and CCAC’s Administrative and Fiscal Regulations recently received a comprehensive update. Hiring Guidelines assure fair and impartial hiring processes, and the college’s Employee Manual contains procedures for evaluation and dismissal of administrative employees not covered by bargaining units. AFT and SEIU members follow procedures established in the three collective bargaining agreements. Collective bargaining agreements between CCAC and AFT Local 2067 protect academic freedom and establish an institutional commitment to protecting intellectual property rights.

CCAC maintains policies to assist its Board, officers, and employees to identify and avoid conflicts of interest. The college also maintains a mechanism and procedure for confidential reporting of ethics violations. The Tactical Plan for Diversity and Inclusion presents six institutional goals, with action items and timeframes for completion. This document also contains “A Framework for Continued Growth.” In all communication with the public, the Public Relations & Marketing Department follows standard journalistic principles to ensure accuracy in all communications.

CHAPTER 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Standard 10: Faculty
Qualifications and responsibilities for both full-time and part-time faculty are well documented and publicly available. Faculty members are qualified for their positions upon initial hire and exhibit continuous improvement of teaching, as demonstrated through the portfolio review process. CCAC maintains published and implemented standards and procedures for all faculty and other professionals for actions such as appointment, promotion, tenure, grievance, discipline, and dismissal in the Collective Bargaining Agreements (CBA) for both full-time and part-time faculty. The principles of academic freedom are negotiated items and appear in Article XI of the CBA, which begins by affirming, “Academic freedom and its attendant responsibilities are essential to the fulfillment of the purposes of the College.” Through the shared governance process, CCAC’s faculty create programs and maintain curricula in their respective disciplines.

Standard 11: Educational Offerings
CCAC currently offers over 150 degree and certificate programs consistent with the mission of a comprehensive community college. Programs include twenty-three programs designed to facilitate transfer to a four-year college or university along with a broad selection of career programs. All programs have learning goal statements based on Bloom’s taxonomy published in the college catalog. CCAC’s Master Course Syllabi web site documents that all current course syllabi incorporate expected learning outcomes.

The college provides an environment that fosters information literacy and technological competency skills across the curriculum. The Math Cafés and Learning Commons on all campuses maintain
appropriate technology and employ facilitators and tutors to provide students with academic support. Instructional technology in classrooms and additional educational spaces assists and enhances the delivery of instruction or supplemental support.

The Academic Deans and discipline faculty work together to ensure comparable quality of teaching and rigor regardless of mode of instruction or course duration. The Master Course Syllabi provide a template for all credit instruction, and common academic procedures maintain identical standards for all instruction.

Policies and procedures for the acceptance of transfer credits by CCAC appear in the college catalog and on the college web site. The college uses a program review process to assess existing programs. Each academic discipline and program performs an annual review and outcomes assessment. An extensive review of each program and discipline occurs every five years. Recommendations from Program Reviews often result in changes to curricula, requests for hiring of faculty, changes to facilities, and requests for equipment, which are then implemented through the planning and budgeting process.

**Standard 13: Related Educational Activities**
CCAC maintains the quality of its academic offerings regardless of location or delivery mode. All offerings at all locations are subject to the same governance processes, and academic offerings across the college must adhere to a common course syllabus. All college campus and center locations offer necessary academic accommodations based on student needs. In online education, faculty selection, training, and instructional support, combined with course evaluations, Distance Learning student support services, and governance oversight form the basis for distance learning quality assurance.

In addition to credit offerings, the college offers a variety of non-credit training aligned with the needs of regional employers. In accordance with state guidelines, development of all non-credit courses follows a standard process. Many workforce non-credit courses include the option for credit articulation through CCAC’s Prior Learning Assessment procedures.

CCAC awards credit for a wide variety of Experiential Learning. The college accepts Advanced Placement exams and CLEP scores and recognizes American Council on Education (ACE) equivalencies in making determinations for the awarding of credit, including Military training from the JST (Joint Services Transcript). Students may also submit a portfolio to petition for prior learning credit through the Pennsylvania College Credit Fast Track program, a collaborative effort of the commonwealth’s fourteen community colleges.

**CHAPTER 4: SUPPORT OF THE STUDENT EXPERIENCE**

**Standard 8: Student Admissions and Retention**
As an open-enrollment institution, CCAC provides learning opportunities for most students regardless of prior educational background. Information on the college’s admission policies and procedures is available in many locations, both online and in print. Course placement testing in reading, writing, and mathematics identifies student readiness for college-level work, and a comprehensive developmental curriculum remediates identified deficiencies. To give new students a head start, the college web site hosts a page with multiple links to details on Prior Learning (life experience) credit options. To educate students about educational finances, the college provides complete financial aid resources, including a Director of Financial Aid located at each campus.

As an Achieving the Dream college, CCAC carefully assesses the effectiveness of its programs and services for underprepared or disadvantaged students. An assessment process called the Student
Success Matrix is used to evaluate the achievement of key academic milestones such as developmental course sequence completion and graduation for disadvantaged student cohorts. Data from the Success Matrix led to the establishment of the Success Coach initiative.

**Standard 9: Student Support Services**

Student development staff provide support services for a varied student population on each campus and at each college center. Full-time AFT faculty members and adjunct faculty, if needed, staff advising centers. To further strengthen the Academic Advising system, the college in Spring, 2016, began to employ one full-time advisor for each campus, with Allegheny Campus hiring three advisors. The college initiated a number of actions to improve advising, including establishing a formal orientation program for advisors and adopting the Strengths-Based Advising model. An assessment using the Ruffalo Noel Levitz SSI showed that student satisfaction with advising services improved.

The college follows a comprehensive Nondiscrimination Policy. This policy and a detailed description of the Title IX Notification also appear in the Student Handbook. Procedures for addressing student complaints appear in the student handbook. Student development staff and others receive annual training about risk assessment, processing student complaints, and similar topics. Student Services departments assess their performance using a Student Development Services Assessment Process. Each department completes an annual assessment and a five-year comprehensive assessment. The assessment plans and results inform decisions about service improvements and budget planning.

**CHAPTER 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT**

**Standard 12: General Education**

The General Education Core requirements for the AA and AS degree include courses that collectively represent a wide range of disciplines, including English, humanities, mathematics, science, and social science. CCAC’s six General Education Learning Goals apply not only to the Basic Skills and General Education core, but also to courses within a student’s primary discipline. Upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency. General Education assessment is a collaboration between administration and faculty, conducted on a six-year cycle. Teams have assessed all six of the college’s general education goals, and the college has used the results to improve student learning. Review of math assessment results led to the Heinz Foundation grant in 2012 that supported the creation of Math Cafés at four campuses and two centers. Similarly, faculty reviews of general education assessment results contributed to recommendations for a writing lab, which led to the 2013 Title III funded Learning Commons at each campus.

**Standard 14: Assessment of Student Learning**

CCAC has learning outcomes at the course, program, and institutional levels, and processes are in place to assess achievement of the learning outcomes on an ongoing basis. There is a strong institutional understanding of direct and indirect assessment measures, the relationship between the two, and the relationship of the measures to the program objective. Assessment information is shared and discussed with appropriate constituencies through discipline and advisory board meetings, governance, and professional development. Assessment of student learning information is part of institutional assessment as documented in the “Plan for Assessment of Institutional Effectiveness and Assessment of Student Learning.” CCAC makes efforts to encourage and recognize assessment efforts by rewarding participation in classroom assessment with certificates, promoting good assessment practices in the ATD newsletter, and including assessment as a standing agenda item for discipline meetings.
CHAPTER 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The most recent iteration of the strategic planning process exemplifies its participatory nature. Through its strategic planning process, the college establishes institution-wide goals and objectives on a five-year cycle. Each administrative unit develops an annual action plan 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. Institution-wide strategic goals are assessed using a strategic scorecard, and the college assesses its planning process. The October 2014 Climate Survey indicated that understanding of the college’s mission and strategic goals is strong. Recently, the college streamlined the institutional planning processes into a web-based Strategy Management System to improve annual planning in a multi-campus environment.

Standard 7: Institutional Assessment

CCAC’s commitment to institutional assessment begins with the Plan for Assessment of Institutional Effectiveness and Student Learning. This plan provides the guidelines and timetable for an annual institutional assessment process. CCAC assesses achievement of institutional goals using a strategic scorecard, which builds upon existing data collection and benchmarking efforts. Faculty and administration collaborate to assess learning and respond to assessment results through processes defined by CCAC’s governance process. Academic planning occurs through the program review process, part of the larger governance process. The comprehensive Student Development Services Assessment Process is modeled after the Academic Program Review Process. The Office of Planning and Institutional Research staff and the Director of Learning Outcomes and Achieving the Dream provide primary support and coordination for college assessment processes.

Standard 3: Institutional Resources

The college requires that decisions to fill vacant positions be strategically examined. The college president approves every staff and administrative position prior to posting, which links staffing to the strategic plan. The faculty hiring process is well documented and begins with the data-intensive Five-Year Program review process. In October of 2014, the Board of Trustees adopted a new budget policy to ensure alignment of the college’s operating and capital budgets with the college’s strategic goals. Under this policy, budget requests focus on achieving the college's strategic goals. The college has a long history of regular facilities master plan updates, and is currently engaged in a facilities master planning process. The Math Cafés, Learning Commons, and the Ridge Avenue Revitalization project provide evidence of master plan implementation. Information Technology Services updated the Information Technology Strategic Plan in April of 2016. The purpose of this plan is to provide a “roadmap” to implement and deliver technology services that support the mission and goals of the college. The college continues its record of comprehensive, unqualified independent audit results with no audit findings or management letter recommendations.

CHAPTER 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Standard 4: Leadership and Governance

The college has a long history of shared governance, which is well established, collaborative, and transparent. A well-defined organizational chart, the Community College of Allegheny County Policy Manual, and three collective bargaining agreements guide college operations. CCAC’s Board of Trustees maintains a strong commitment to transparent and ethical operation. The Board established a procedure to include the participation of a CCAC student to serve on the Board as a non-voting member beginning with the 2015-16 academic year. CCAC’s Board members ensure prudent spending of public funding and work to assure that tuition remains affordable for our students while at the same time advocating for funding at both the state and local levels. The Board
of Trustees solicited the Association of Community College Trustees (ACCT), Board Leadership Services to assess the college’s leadership and administrative structure. The utilization of the Cultural Climate Study, the development of the Climate Study Action Plan, and the results of the ACCT assessment illustrate the Board’s and President’s commitment to assessing the effectiveness of college leadership and governance structures.

**Standard 5: Administration**

In March, 2014, Dr. Quintin Bullock arrived at CCAC as the ninth president. Dr. Bullock previously served as president of Schenectady County Community College in New York and before that as provost for Tidewater Community College in Virginia. His experience at Schenectady and Tidewater positioned him to lead the college in achieving its goals.

The college fills all administrative positions with qualified administrators. Published hiring guidelines disqualify candidates who do not have the appropriate credentials. Successful candidates must submit documentation of their credentials, and search committees provide an additional level of scrutiny. Since the college’s involvement with Achieving the Dream in 2006, the college has developed a culture of evidence. Collecting data and using it to make decisions facilitates common ground and common frameworks for individuals to come together when making decisions.

CCAC’s College Council also provides mechanisms for information sharing and dialogue toward decision-making. CCAC has clear lines of organization and authority. The organizational chart documents the hierarchy and levels of authority at the college. Each position on the organizational chart has a position description that documents the formal reporting structure. Comprehensive Review of the Leadership and Administrative Structure completed by ACCT Board Leadership Services, the internal Climate Studies, and the college’s own comprehensive audit of the credentials of current faculty, staff, and administrators show that the college conducts periodic assessment of the effectiveness of administrative structures and services.

**Overview of the Community College of Allegheny County**

In 1963, the Pennsylvania General Assembly passed the Community College Act, providing the legal framework to establish community colleges in the Commonwealth of Pennsylvania. Through the “People's Bond Issue” in May 1965, the voters of Allegheny County approved funding for a community college with 66% of the vote, and six months later, the Pennsylvania State Board of Education unanimously approved Allegheny County’s application for the founding of a community college.

In September 1966, classes began at the new Community College of Allegheny County (CCAC) with 59 full- and 16 part-time faculty members serving 1,505 students at its first two locations, CCAC-Boyce Campus in suburban Monroeville, and CCAC-Allegheny Campus on Pittsburgh's North Shore. Throughout the next decade, the college continued to expand, adding two additional suburban locations, CCAC-South Campus in 1967 and CCAC-North Campus in 1972.

In its current configuration, CCAC consists of the four campuses with an additional four neighborhood centers serving as satellite facilities: Braddock Hills, Homewood-Brushton, West Hills, and Washington County centers.

The college offers over 150 degree programs in over 100 disciplines of study, enrolling more than 32,000 credit and 28,000 non-credit students annually.

CCAC’s student body consists of 57% women and 43% men, with 65% part-time students and 35% full-time students. The average age of students at the college is 27. Enrollment consists mainly of Allegheny County residents. Since 2000, CCAC has served 479,450 students, of whom 359,303 were
Allegheny County residents. By this measure, the college has served one in three county residents 18 years and older. CCAC also enrolls 88 international students representing 39 countries. This group is growing due to population trends within Allegheny County. The college enrolls a diverse student population. The 27% ethnic minority enrollment compares with the county population of about 20% ethnic minority. The college is almost evenly balanced between career program enrollment, at 49.5%, and transfer program enrollment, at 50.5%.

**RECENT DEVELOPMENTS AND EXPECTATIONS FOR THE FUTURE**

In the past decade, CCAC has worked to establish a culture of assessment, reflection, and data-driven change, an effort in which the college community takes great pride. As confirmation of its move toward evidence-based reform, CCAC was honored along with six other Pennsylvania community colleges by being selected to join Achieving the Dream (ATD) in 2006, and by subsequent selection as an ATD Leader College in 2011. As a result of association with ATD, CCAC has developed and implemented innovative math, reading, and English initiatives, such as the college’s Math Cafés, Learning Commons, and the Roadmap to Success.

A number of factors mark this as a time of substantial change, which carries with it the potential for significant institutional progress. On December 4, 2013, the Community College of Allegheny County Board of Trustees unanimously appointed Dr. Quintin B. Bullock as the college’s ninth president. He began serving as CCAC president on March 5, 2014. The transition in college presidency followed closely on the heels of marked enrollment and budget challenges. An early retirement program, changes in the institution’s operating structure, and the creation of new leadership positions aim to stabilize the institution and position it to enhance its commitment to community college education.

Moving forward, President Quintin Bullock’s commitment is to “maintain the high quality of our academic and career programs, continue to expand into new and exciting areas, and continue to position our college to be recognized as a leading community college and an extraordinary environment for achieving excellence in learning and student success.” CCAC is in the first year of its “An Investment in the Community: Strategic Plan 2016–21.” The results of this self-study process informed the development and adoption of the new Strategic Plan.

**THE SELF-STUDY PROCESS AND STRUCTURE**

Following his appointment as the college’s ninth president, Dr. Bullock requested a Continuation of Accreditation for one year to familiarize himself with the college and to ensure an accurate representation of the institution through self-study. In August of 2014, Dr. Bullock re-initiated the self-study process by appointing Kevin Smay and Stephen Wells as co-chairs of the self-study process. The Co-chairs identified members to serve on the Steering Committee, and the College President and the Board of Trustees approved these appointments at the January 2015 Board of Trustees meeting.

The Steering Committee developed and refined the seven working group model to reflect the new MSCHE standards, to improve efficiency, and to engage working group members more broadly in the self-study process. The organization of the Working Groups reflects CCAC’s commitment to looking forward in that we have aligned the Characteristics of Excellence to the new Standards recently approved. The resulting Self-Study will address all 14 Standards from Characteristics of Excellence, but will do so within the logical structure established in the latest revision. Members of the Steering Committee agreed to chair or co-chair the working groups. In all, more than 120 people were directly involved in the self-study, either on the Steering Committee or on one of the Working
Groups (see Appendix A). Many more people contributed information and expertise to complete this project.

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The Steering Committee formed Working Groups with experience and diversity in mind. Some members of each Working Group had experience relating to the standard(s) assigned to that group. At the same time, the Steering Committee attempted to assign members from across the college to avoid information silos and to provide fresh perspectives on the Standards.
CHAPTER I: MISSION AND GOALS

The Self Study Design document charged Working Group I: Mission and Goals with gathering and analyzing evidence related to CCAC’s compliance with Standard 1. The Working Group established and documented the institution’s compliance with the fundamental elements of Standard 1. Additionally, the Working Group identified strengths, outlined areas for improvement, and made suggestions regarding Mission and Goals at CCAC.

STANDARD 1: MISSION AND GOALS

OVERVIEW

On September 1, 2016 The Community College of Allegheny County adopted a revised Mission Statement that emphasizes the institution’s ongoing commitment to student success:

“The Community College of Allegheny County prepares individuals to succeed in a complex global society by providing affordable access to high quality career and transfer education delivered in a diverse, caring, and innovative learning environment.”

MEET
Katya Noullet
BA General Business Administration, 2018

Katya Noullet is studying General Business Administration with a concentration in Human Resources. Through a collaborative agreement with Indiana University of Pennsylvania, she is taking all of her classes at CCAC Boyce Campus while earning a bachelor’s degree from IUP. This program, which she describes as an “amazing opportunity,” represents CCAC’s commitment to providing affordable access to high quality transfer education. In addition to her studies, Katya serves as a student committee member on the Strategic Enrollment Management committee, through which she promotes retention efforts among the student body. She also leads a team of student ambassadors, who help to make the campus a welcoming environment. She also serves as vice president of her campus chapter of the Phi Theta Kappa Honor Society, whereby she pursues opportunities to grow as a scholar and leader while encouraging her peers to do the same. Following graduation, Katya plans to pursue a career in the field of Human Resources.

The Board of Trustees formally evaluates and approves the mission every five years. However, this more formal five-year review cycle does not constrain reconsideration of mission at any time. Representatives of constituencies throughout the college, including students and faculty, regularly participate in ongoing discussions of mission, vision, and goals as a part of college strategic planning.
processes. Elements of the mission shape efforts to improve student academic success, assessment of programs, curriculum development, and collaborative efforts toward institutional improvement.

**SELF-STUDY METHODOLOGY**

After reviewing multiple resources, the Working Group elected to focus on six key sources of documentation to address the research questions. These are:

- Mission Statement Dialogue Reports from Faculty, Student, and Staff Forums (2014-15)
- Strategic Plan (2011-2016)
- CCAC Climate Study (2014)
- CCAC Periodic Review (2011)
- Workforce Development Employer Partner Survey (2015)

**FINDINGS AND DISCUSSION**

*Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.*

The updated mission and goals resulted from an inclusive and rigorous strategic planning process. CCAC’s mission and goals undergo evaluation at a minimum of every five years as a component of the development of each strategic plan. The Mission Statement received a comprehensive update for the 2006-11 Strategic Plan, and received reaffirmation for the 2011-16 plan. However, the evaluation is not limited exclusively to the five-year strategic planning cycle. The college regularly considers the relevance of its mission on an ongoing basis, which culminates every five years in a formal review process that includes the Board of Trustees. Current methods of evaluation are rigorous throughout the college’s strategic planning, assessment, and accreditation processes. An effort is made to involve all stakeholders in each of these processes (IFE 1.4).

The mission statement was most recently updated as a component of the 2016-21 Strategic Plan. A memo (9-22-15) from the Assistant Vice-President for Strategic Planning and Institutional Research outlined the process for the upcoming strategic plan and detailed the dissemination of the college’s mission to internal and external constituencies. This memo also provided information on the regular review of the mission and its current relevance, and aligned the mission with implementation of the goals of the college. A presentation at the 2016 Middle States Annual Conference provides additional detailed documentation of the Mission and Values development process (IFE 1.1).

The 2016-21 Strategic Plan is a focusing document that provides a framework for other planning endeavors and decision making at the college. The elements of the plan include an updated mission statement, an updated core values statement, a vision statement, and four strategic goals:

1. CCAC will increase academic success, college completion and equity in the region by providing every student with the motivation and support they need to achieve their individual goals.
2. CCAC will become a global learning community that stands on the pillars of proactive, intentional access, inclusion, diversity, social justice and respect, to positively impact the vitality of the region.
3. CCAC will become the region’s premier provider of workforce training and increase prosperity and opportunity throughout the region by preparing individuals to meet the emerging workforce needs of the community and employers.
4. CCAC will incorporate innovative uses of technology to advance the delivery of instruction and services, and support the region’s 21st Century economy.
Campus dialog on the mission was facilitated by multiple internal stakeholders. CCAC operates an internal Leadership Development Institute (LDI) to develop future college leaders. Leadership Development Institute class members and alumni were recruited to lead an extensive effort on the campuses and other college locations to facilitate dialog on the mission statement in fall 2014. These discussions elicited feedback about the mission statement, including strengths, omissions, and relevance. Administrative Forum, a quarterly meeting of college administrators, received the findings of these discussions in the fall of 2014 (IFE 1.3) (Administrative Forum Presentation).

The college’s Deans of Student Development undertook a similar process to discuss the mission and goals with students. Early in the spring 2015 term, the four campus Deans organized to get student input into the mission statement at each of their campuses. Seventy-eight students participated in five focus groups held at the four campuses and at Braddock Hills Center. Students identified commitments to affordability, quality education, accessibility, equality, diversity, professionalism, and a supportive learning environment (Student Dialog Report) as the strengths of the mission statement. One student commented that in alignment with the mission statement, CCAC “gives me the opportunity to succeed and prosper in my life and contribute to today’s society.” The student perspective on CCAC’s mission was presented by the deans and discussed at the March 2015 Administrative Forum. (IFE 1.3, 1.5).

The Board of Trustees was involved in the mission dialog. This workshop identified the main principles that the Board members expressed with regard to the mission of the Community College of Allegheny County (IFE 1.3). (Board Mission Dialog)

A comprehensive environmental scanning process, a component of the strategic planning process, explored external community trends, needs, issues, and challenges to the college. The resulting environmental scan report informed development of the Mission and Goals (IFE 2). To verify alignment between the institutional mission and goals and external stakeholder needs, the Working Group conducted a survey of regional employers and concluded that CCAC has strong mission recognition in the region (Workforce Development Survey).

During the final weeks of 2015, a six-member subcommittee of the strategic planning committee developed a draft mission statement for presentation to the college community that reflected the record of participation from all previous dialogue on the mission. The subcommittee’s draft was presented to the college community at the January 2016 All College Day and at the February 2016 Board of Trustees meeting (IFE 1.3). (All College Day Presentation) On September 1, 2016 CCAC’s Board of Trustees formally approved the revised Mission and Goals, which are components of the broader strategic plan (IFE 1.4).

Awareness of and adherence to the mission is assessed through climate studies, which the college conducts regularly. CCAC’s Office of Institutional Diversity and Inclusion conducted the most recent study in October 2014 and found that understanding of mission and goals, mission relevance, and adherence to mission were relative strengths in the college (IFE 1.4, 1.5). See Table 6.2 in Standard 2. (IFE 1.4, 1.5)

**Analysis**

**Strengths**

The Working Group concluded that the institution’s mission and goals focus on student learning and institutional improvement, and serve as a foundation to promote student success and institutional improvement.
The Working Group concluded that the college assesses its mission and goals on a regular basis with input from internal and external stakeholders with regard to development and implementation of the strategic plan (Strategic Planning Processes).

**Challenges**
During the review of the college’s former mission statement, suggestions were made regarding the relevance of terminology to the work of the college and to the current student population. The use of the term “dynamic” was no longer considered relevant by many participants, and students questioned the role of the college in preparing them for success in a global society. Ultimately, the mission review process reaffirmed the college’s role in preparing students for a global society.

Preparation for success in a global society manifests itself in a number of ways at CCAC. The college prides itself in its efforts to support newly arrived refugee communities. The college has a modest but stable international student visa population and there have been successful efforts to provide local students with learning experiences abroad. One of our general education goals states that our students should be conversant in the role of diversity and equity in the context of the United States and the world. Diversity was identified as one of the college’s four core values during the recent strategic planning process, and Student Life offices program events to promote global and multicultural understanding. One of our four newly adopted strategic goals leads with the language “CCAC will become a global learning community” and we have a strategic objective to develop programs to prepare students for success in a global society.

**Strategic Improvement Opportunity**
- CCAC will more fully articulate how it intends to prepare students for success in a global society and will plan for, and continue to assess and adequately resource, that aspect of the mission.
CHAPTER II: ETHICS AND INTEGRITY
The Self Study Design document charged Working Group II: Ethics and Integrity with gathering and analyzing evidence related to CCAC’s compliance with Standard 6. Additionally, the Working Group established and documented the institution’s compliance with the fundamental elements of Standard 6. Additionally, the Working Group identified strengths, outlined areas for improvement, and made suggestions regarding Ethics and Integrity at CCAC.

STANDARD 6: INTEGRITY
OVERVIEW
CCAC maintains a commitment to improving upon already high standards of integrity to the point of including it, along with diversity, as two of the institution’s four core values. The college’s Board of Trustees has established policies ensuring equitable application of standards for all members of the college community, including employees, students, guests, and business partners. These efforts include the adoption of a robust Code of Ethics in June of 2015, and a comprehensive update of its Non-discrimination, Title IX and Equal Education and Employment Opportunity policy (Section II.01) in 2014. The Human Resources Office has further developed regulations which implement these policies and set forth specific guidelines and requirements for compliance by college employees. Copies of these policies and regulations are maintained and available for review and download from the College Policies and Regulations website. The CCAC Student Handbook similarly sets forth rules and procedures, which implement for students the principles embodied in the college’s policies.

MEET Roselle Tena
HVAC (Heating & Air Conditioning) Certificate, 2017

Having recently sold a home health care agency that she started 20 years ago and grew into a successful business, Roselle Tena was looking for a new career. The entrepreneur had long been interested in the idea of women working in the skilled trades, particularly the field of HVAC. She decided to find out firsthand if it could be a viable occupation for herself and other women to pursue. Skeptical at first, she quickly discovered that the program was a good fit for her interests and that her gender did not present any barriers to success. CCAC is providing her with all the support she needs to pursue her goal of a career in the skilled trades. Upon earning her certification, Roselle is interested in working as an HVAC technician in the field with an established company. She also would like to pursue an associate degree in HVAC to expand her career opportunities.
One element in the mission statement for CCAC’s Office of Institutional Diversity & Inclusion is the charge to “Monitor College policies, regulations and operating procedures insuring inclusive and equitable treatment of all staff, faculty, administrators, students and members of the public.” This office, along with the Office of Human Resources, Internal Audit department, and General Counsel’s office, monitors and supports adherence to ethical operations within the institution.

**SELF-STUDY METHODOLOGY**
Exploring the academic aspects of ethics and integrity at CCAC, the Working Group examined faculty course outlines, academic appeals processes, and sought input from students. Members of the Working Group reviewed 110 course outlines from the four CCAC campuses using criteria related to the research questions contained in the Self-Study Design. Group members also collected 303 student surveys from all campuses and examined them using questions related to the research questions.

**FINDINGS AND DISCUSSION**
*Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.*

CCAC maintains and makes readily available policies to assure prompt, appropriate, and equitable consideration of student grievances. Academic complaints follow the Student Academic Complaint Procedure outlined in the *CCAC Student Handbook*, which is available to students and faculty in print and online. The policy encourages informal resolution of complaints through discussion with the involved faculty member and appropriate department head. Students may request further action by submitting a written complaint to the appropriate Associate Dean of Academic Affairs. The associate dean may make a decision or refer the matter to a standing Academic Complaint Appeal Committee. The associate dean receives and acts upon the committee’s decision. Students may further appeal the decision to the campus Dean of Academic Affairs *(6FE 1)*.

Behavioral complaints follow procedures delineated in the *Student Code of Behavioral Conduct*, which is also included in the *CCAC Student Handbook* (P.28). This process follows the same outline as the above described Student Academic Complaint Procedure, but the complaint receives processing through the office of the Dean of Student Development. The *Online Dean* provides students the opportunity to communicate with the Deans of Student Development electronically concerning a variety of issues. The Online Dean may refer students to other administrators, faculty, or staff. The Deans of Student Development share responsibility for responding to questions and comments *(6FE 1)*.

In 2015, the college passed through the governance process and formally adopted a comprehensive *Civil Rights Complaint Procedure*, which provides rules and procedures for the prompt and equitable resolution of complaints alleging discrimination, harassment, and/or retaliation in violation of federal, state or local civil rights laws. This procedure extends the protections required under Title IX to all manner of complaints and reports involving a violation of an individual’s civil rights. Students, employees, or guests and third-party vendors can file civil rights complaints either verbally or in writing. Escalation of the complaint to a formal phase requires a written statement. If the complainant does not want to submit a written statement, the Civil Rights Compliance Officer can prepare a statement of facts, which the complainant then approves. A Civil Rights Violation Complaint Form is available for written statements. All college employees, including faculty (except Counselors), staff, and administrators, are mandatory reporters and are required to report any incidences of sexual misconduct or other potential civil rights violations to the Civil Rights Compliance Office within 24-48 hours. The Civil Rights Compliance Officer refers minor
complaints for an administrative hearing, while more serious complaints receive a formal hearing through a standing Civil Rights Hearing Board, members of which receive training in all aspects of the complaint procedure. An appeals process allows review of findings should any of the involved parties request such action (6FE 1).

Each of these procedures ensures equitable treatment of complaints by virtue of the diversity of participants, the opportunity for involved parties to respond to complaints, and the inclusion of appeal procedures. The strict timetables included in these procedures further ensure the timely resolution of issues (6FE 1).

A set of Hiring Guidelines, compiled and reviewed regularly by Human Resources and provided to the chair of each search team, assures fair and impartial hiring processes. Personnel from both the Department of Human Resources and the Office of Institutional Diversity and Inclusion review and approve search committee composition. The Office of Institutional Diversity and Inclusion ensures search committee diversity, while the Department of Human Resources ensures completion of mandatory training for the search committee members. Section IV.01 of the Board Policy Manual mandates adherence to these standards. The Board Policy Manual recently received a comprehensive update, which was approved by the Board of Trustees June 2, 2016 (6FE 2).

With regard to interaction with third party vendors, CCAC has a 15% MWDBE purchasing participation goal (Board Policy V.07). Records indicate that the college has reached or exceeded the goal in most of the past 11 years. To promote an ethical participation process, CCAC advertises bids and proposals in the Pittsburgh Tribune Review and the New Pittsburgh Courier and posts them on the CCAC website. Advertising and posting of bids, RFPs and RFIs demonstrates openness and the desire to include as many interested and eligible bidders as possible.

Processes for evaluation and dismissal of employees follow standards delineated in various policies dependent upon employee classification. AFT and SEIU members follow procedures established in the three collective bargaining agreements between the units and the college (AFT Local 2067 Full-Time Faculty, AFT Local 2067 Adjunct Faculty, SEIU). The college’s Employee Manual contains procedures for evaluation and dismissal of administrative employees not covered by bargaining units. This manual, along with the college’s Administrative and Fiscal Regulations, received a comprehensive update in August of 2016. (6FE 2).

CCAC also maintains policies to assist its Board, officers, and employees to identify and avoid conflicts of interest. The expectations, responsibilities, and duties of the college’s trustees, officers and employees are set forth in the college’s Code of Ethics and Conflict of Interest policies (Board Policy Manual, Policy Nos. I.05, II.04 and Board of Trustee Bylaws) and the Employee Manual (see Sections 5.4.9, 5.16.5, 5.16.10, and 5.19.1) (6FE 3). The college also maintains a mechanism and procedure for members of the college community to confidentially report ethics violations or other violations of college policies or legal requirements, and which ensure the prompt investigation and redress of substantiated violations. (see Board Policy Nos. II.05 – Reporting Policy Violations, II.06 – Legal Services and Review, and V.08 – Fraud, Waste and Abuse).

In addition, CCAC has adopted a Legal Services and Review policy, pursuant to which college employees are required to obtain legal counsel prior to undertaking certain actions, as delineated in the policy, which may engender compliance or litigation risks (Board Policy Manual, Policy No. II.06). This policy enables the college to not only minimize the risk of litigation, but also reduce uncertainty and disruption in its affairs, take advantage of its legal rights, protections and opportunities, and ensure that its actions and operations are in compliance with established policies and regulations and applicable legal and regulatory requirements.
The Student Handbook, Board Policy Manual, Employee Manual, Administrative Regulations, Fiscal Administrative Regulations and three collective bargaining agreements all delineate procedures and processes for addressing student and employee complaints. Additionally, many faculty course outlines contain information pertaining to procedures and policies. For example, a review of 110 course outlines indicates 101 faculty do include the required accommodations statement for students with disabilities as provided by the college. Policies on plagiarism, student misconduct, and academic appeals appear in both student and faculty handbooks. Some faculty also mention these in their course outlines. The same review of course outlines indicates 55 faculty refer to college policy on plagiarism/cheating and 36 faculty refer to the college policy on student misconduct. Approximately 90% of students agreed that CCAC’s policies ensure equal treatment for all students and 85% of students indicate that policies are implemented well at CCAC. (6FE 4).

Collective bargaining agreements between CCAC and AFT Local 2067 protect academic freedom and establish an institutional commitment to protecting intellectual property rights. In the classroom, “Employees shall have the freedom in teaching to utilize such materials and to discuss such topics as are relevant to their subject, appropriate to their teaching methods, and conducive to the attainment of the objectives and goals of the course.” In 2014, the college and its full-time faculty negotiated comprehensive revisions to their bargaining agreement which updated the rights and obligations of faculty members and the institution with respect to ownership of intellectual property rights in academic works and instructional materials, and clarified the ownership rights of content contained or delivered through new and emerging modalities and technologies (6FE 5, 6FE 6). These provisions were in turn extended to adjunct faculty members as part of adjunct faculty collective bargaining agreement that was ratified and became effective July 1, 2016.

The Tactical Plan for Diversity and Inclusion contains a brief history of CCAC’s commitment to diversity and presents six institutional goals, each with associated action items, responsible individuals or groups, measures of success, and timeframes for completion. This document also contains “A Framework for Continued Growth” to carry CCAC forward toward its goal of “establishing an institutional culture that will enable CCAC students, faculty and staff to share, learn and apply principles of diversity that foster a climate of inclusion and understanding at the college and within the broader community.” As a part of this effort, CCAC conducted a Climate Survey, developed an action plan based upon the results, and produced a schedule of professional development offerings in direct response to the climate survey data. This process receives more detailed treatment in Chapter VII of this self-study under “Standard 4: Leadership and Governance” (6FE 7).

The Public Relations & Marketing Department follows standard journalistic principles to ensure accuracy in all communications. Practices adhere to the Public Relations Society Code of Ethics and the Code of Ethics for Professional Communicators. The Public Relations arm of the department oversees all communications with the media and is the principle vehicle for creating and disseminating crisis communications, including Clery Act timely warning and emergency notifications. The procedures for issuance of timely warnings and emergency notifications are further described in the college’s Annual Security Report, which is posted on the college’s website and is made available via annual notice to all students and staff in accordance with the requirements of the Clery Act. Currently, the department utilizes a crisis communications team of four staff members, led by the Executive Director of Public Relations & Marketing, which is on 24/7 standby for weather and other emergency-related communications. Together, the team ensures dissemination of any necessary communications within 30 minutes of receipt via the following channels: TV broadcast media, employee email, CCAC website, CCAC portal, CCAC Alerts (Twitter), Facebook, and the college telephone hotline. (6FE 8).
In consultation with the college’s admissions and recruiting staff members, the Public Relations & Marketing Department produces the great majority of the college’s recruitment-driven marketing collateral and other communications. To ensure the accuracy, truthfulness, and timeliness of these communications, the department operates a system of checks and balances that includes verification of all statistical and content information, a comprehensive review and approval process, and a detailed production and distribution checklist. As the department’s preference is to showcase CCAC talent whenever possible, the department uses a media consent form for all marketing-related photography and video shoots involving CCAC students, employees and others (e.g., Board members, alumni, etc.). This ensures all involved are fully informed of the college’s intention to reproduce their likeness for marketing and recruitment purposes (6FE 8).

The department uses and is currently updating the CCAC Graphics Standards and Style Guide. This comprehensive manual governs marketing and editorial practices. It establishes the CCAC brand standard; outlines proper protocol for usage of the CCAC logo, presidential seal, and college likeness; details marketing and editorial practices; and contains a language, style, and punctuation guide. The Public Relations & Marketing Department, and by extension the standards and style guide, follows the Associated Press Stylebook and Briefing on Media Law (6FE 8).

The college assures sufficient availability of course offerings. In the case that a required course is not available for students, the college maintains a Course Substitution or Waiver process to allow students another option for on-time graduation. Ruffalo Noel Levitz survey results demonstrate the success of this approach. Student satisfaction with the variety of course offerings is above national norms at a statistically significant level (Item 69), and satisfaction with student ability to schedule classes at convenient times is on par with national norms (Item 8) (6FE 9). The program review process, one element in the governance process detailed in Chapter VI: Standard 7 of this self-study, includes evaluation of any required or elective courses that have not appeared in the credit course schedule for two years.

Table 2.1 Student Satisfaction with Course Offerings and Schedule

<table>
<thead>
<tr>
<th>Ruffalo Noel Levitz SSI, Spring 2015</th>
<th>CCAC</th>
<th>Norm</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>69. There is a good variety of courses provided on this campus.</td>
<td>5.81</td>
<td>5.71</td>
<td>0.10</td>
</tr>
<tr>
<td>8. Classes are scheduled at times that are convenient for me.</td>
<td>5.53</td>
<td>5.52</td>
<td>0.01</td>
</tr>
<tr>
<td>15. I am able to register for classes I need with few conflicts</td>
<td>5.50</td>
<td>5.47</td>
<td>0.03</td>
</tr>
<tr>
<td>67. Channels for expressing student complaints are readily available.</td>
<td>4.80</td>
<td>5.00</td>
<td>-0.20</td>
</tr>
</tbody>
</table>

CCAC maintains an updated catalog online, and offers the catalog in print. Campus libraries and advising centers retain print copies of the catalog available for student access (6FE 10). Libraries and the Registrar’s office also maintain an archive of catalogs for reference (6FE 12).

Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution’s community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies (6FE 13). Factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission’s action, are accurately reported and made publicly available to the institution’s community (6FE 14).

Information on institution-wide assessments is available to students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered.
CCAC provides institutional information in a variety of formats to ensure student and public access. Of 303 students surveyed, 86% stated that they understand CCAC policies concerning students, and 95% said that they are able to access Student Handbook, course outlines, and the CCAC website.

Table 2.2. Self-Study Ethics & Integrity Student Input Survey Tallies

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you understand CCAC's policies concerning students?</td>
<td>Yes - 261</td>
<td>No - 36</td>
<td>Most students said they read these policies in course outline, followed by student handbook and least number said CCAC Website.</td>
</tr>
<tr>
<td>Are you able to access student handbook, course syllabus and CCAC Website to look at student policies?</td>
<td>Yes - 289</td>
<td>No - 8</td>
<td></td>
</tr>
<tr>
<td>Do you think that all policies concerning students ensure equal treatment for all students?</td>
<td>Yes - 272</td>
<td>No - 19</td>
<td></td>
</tr>
<tr>
<td>Do you feel that all these student policies are implemented well at CCAC?</td>
<td>Yes - 257</td>
<td>No - 27</td>
<td></td>
</tr>
<tr>
<td>Does CCAC provide a safe and welcoming environment for students?</td>
<td>Safe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always - 246</td>
<td>Sometimes - 47</td>
<td>Never - 4 (1%)</td>
</tr>
<tr>
<td></td>
<td>Welcoming:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always - 215</td>
<td>Sometimes - 71</td>
<td>Never - (1%)</td>
</tr>
<tr>
<td>Do you feel respected by CCAC faculty, administrators, staff and peers?</td>
<td>In the classroom:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always - 263</td>
<td>Sometimes - 37</td>
<td>Never - (0)</td>
</tr>
<tr>
<td></td>
<td>Outside of the classroom:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always - 246</td>
<td>Sometimes - 42</td>
<td>Never - 2(1%)</td>
</tr>
<tr>
<td>Notes:</td>
<td>Some of the percentages are rounded.</td>
<td></td>
<td>Some students did not answer some questions.</td>
</tr>
</tbody>
</table>

**ANALYSIS**

**Strengths**

CCAC has clear policies and regulations to ensure an environment of mutual respect and cooperation.

In fall 2016, the college began implementing We Are Civility, a cabinet-driven initiative that was developed by the president to promote civility. The goals of this initiative are to improve morale, create a more positive work environment, increase productivity and efficiency, and improve customer service and student retention. Additionally, We Are Civility includes an informal alternative dispute resolution program for internal conflicts among employees using professional development and employee ambassadors to mediate or facilitate conflicts.
Administrative employees receive ratings with regard to cooperation as part of the annual evaluation process. Faculty and support staff evaluations will be available in the near future. College Policies and Administrative Regulations include reporting and complaint procedures to ensure that alleged violations are promptly identified, investigated, and addressed. Potential discipline can result following investigation of violations.

The college has also contracted training modules that all employees are invited to view on-line. These courses include ADA, Bullying Prevention, Diversity, EEO Laws and Discrimination, Email, Preventing Discrimination and Sexual Violence, Title IX Awareness, and Unlawful Harassment Prevention.

Eighty-seven percent of students surveyed feel respected in the classroom, and 81% said that they feel respected outside the classroom as well.

Challenges
With regard to the student academic complaint process, some challenges exist. Students may feel intimidated at the first step in the process, discussing complaints with the course instructor, or at the second step, escalation of the complaint to the department head. Some data in the Ruffalo Noel Levitz survey provides evidence that satisfaction with channels for expressing student complaints ranks below national norms (Fig. 1). Specific policy recommendations cannot be made for this challenge, but instructors should endeavor to establish a “climate that fosters respect” in the classroom.

Students encounter a peer in the appeals process only at the formal stage, and only then in the second step, if the Associate Academic Dean escalates the appeal to the Academic Complaint Appeal Committee. The Working Group recommends amending the policy for the appeals procedure to allow students registering complaints or appeals to have a fellow student present at every stage, at their discretion, from the informal stage through the completion of the appeals process.

Students may object to the provision within this process that limits final grade determination to the discretion of the instructor: “Students must recognize that all final decisions about grades reside ultimately with the faculty member, regardless of the outcome of the appeals process.” (CCAC Student Handbook). However, to change this policy would conflict with the AFT Collective Bargaining Agreement; therefore, the Working Group cannot make a recommendation for change at this time.

Finally, and in a related issue, students may object to the power granted to the Academic Dean to adjudicate other matters not related to grades. Once the Academic Complaint Appeal Committee makes a recommendation, the decision to accept or reject it resides with the Dean. According to the Student Handbook, “[t]he decision of the dean of Academic Affairs is final.” However, a student retains the ability to pursue claims through legal proceedings or through state and federal administrative agencies, where applicable.

Strategic Improvement Opportunities

- Explore expanded use of the Maxient system, currently utilized for behavioral misconduct complaints, to record academic complaints and their disposition.
- Consider appointment of a team of faculty, staff and administrators to periodically review and analyze academic complaint data and make recommendations on improvements in policies or procedures or other actions based on information contained in the data.
CHAPTER III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

The Self Study Design document charged Working Group III: Design and Delivery of the Student Learning Experience with gathering and analyzing evidence related to CCAC’s compliance with Standard 10: Faculty, Standard 11: Educational Offerings, and Standard 13: Related Educational Activities. The Working Group established and documented the institution’s compliance with the fundamental elements of Standards 10, 11, and 13. Additionally, the Working Group identified strengths, outlined areas for improvement, and made suggestions regarding Design and Delivery of the Student Learning Experience at CCAC.

STANDARD 10: FACULTY

Overview
Appointment, tenure, promotion, grievance, and evaluation processes follow standard and consistent procedures for all teaching and non-teaching faculty. The Collective Bargaining Agreements (CBA) between CCAC and the American Federation of Teachers Local 2067 (AFT) largely guide these procedures. Human Resources policies and applicable employment law are naturally involved as well.

MEET
Rumi Kulik
AAS Culinary Arts, 2012

A native of Japan with an interest in culinary arts, Rumi Sato Kulik came to CCAC after researching program offerings at multiple colleges, including many in Florida where she was living and working as part of Disney World’s international Cultural Exchange Program. Rumi chose CCAC due to the college’s strong Culinary Arts program, affordable tuition, and the strength of the services offered to international students. She quickly adapted to her new environment, becoming an active member in the World Cultures Club. She also excelled academically and was accepted into the college’s Honors Program. As part of her studies, Rumi undertook an externship at an artisan bakery, where her culinary talents earned her rave reviews. Upon graduating with an associate of applied science degree, Rumi was immediately hired by the bakery. A budding entrepreneur, Rumi hopes to open her own shop someday.

The 2016 agreement between CCAC and the Credit Adjunct Faculty bargaining unit clarifies and memorializes these practices for part-time faculty members. Part-time (adjunct) faculty appointment and performance processes previously occurred without many documented, standardized procedures. The same is true of evaluation. Some standardized adjunct faculty evaluations did occur
consistently across the college. These included the administration of the Survey of Student Opinion (SOSO), required for all classes taught by adjunct faculty in the Fall or Spring terms, as well as the class assignment letter signed by all adjunct faculty, which documents requirements of the position including several that are performance-based. The new CBA contains concrete, consistent standards.

**FINDINGS AND DISCUSSION**

*Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.*

The college has a clear set of procedures for requesting and moving forward with the hiring process. Department heads request faculty positions through their Academic Deans. The Deans and Department Heads meet and develop a list of recommendations which are forwarded to the Campus President who may accept or modify the recommendations. The hiring recommendations are sent to the Academic Planning Subcommittee of the College Council. The Academic Planning Subcommittee meets in executive sessions to develop a single list, which then receives an open hearing at a subsequent subcommittee meeting. Following approval in the subcommittee, the recommendations list is presented to College Council. College Council holds a public hearing at which the recommendations can be accepted or modified. The approved list of recommendations is then forwarded to the college president. The college president makes the final decision on the number of new faculty to be hired and which positions to fill.

CCAC hires adjunct faculty on a class-by-class and semester-by-semester basis. Adjunct faculty positions for most departments are posted on ccacjobs.com and elsewhere. Minimum qualifications for adjunct positions are, in most cases, identical to those for regular full-time faculty. Department Heads can access applications and recommend qualified candidates to interview. The appropriate hiring administrator participates in the interview process and makes the final hiring decision (10FE 1).

Qualifications and responsibilities for both full-time and part-time faculty are well-documented and publicly available. Faculty review and update the minimum hiring criteria periodically at the discipline level. Upon providing justification and receiving approval to hire a new full-time faculty member, appropriate administrators and department heads develop a written job description, subsequently reviewed by Human Resources personnel, and post it on ccacjobs.com and other employment web sites. This job description incorporates the minimum requirements for the position and includes the responsibilities of the position. Chapter 2 (Standard 6: Integrity) addresses the diversity and inclusion elements of this process in more detail (10FE 1, 10FE 10).

The appointed hiring administrator identifies search committee members who represent the academic discipline for which the faculty member will teach. There is an effort to have all campuses represented and to have a sufficiently diverse committee. All search committee members participate in a training session led by a representative from Human Resources. Next, the team devises questions to be asked during the interview. Interview questions must be reviewed and approved by human resources to ensure questions are applicable and in compliance with EEO standards. Once approved, interviews will be scheduled. The same questions must be asked, all members of the team must be present, and the same interview format (e.g. live or via an online service such as Skype or Lync) must be used (10FE 1). (Hiring Responsibilities)

The search committee reports on the strengths and weaknesses of each candidate selected for interview and advances a minimum number of applicants, specified by the college president, for review by an administrative team. The administrative team makes its recommendations to the president, who makes the final decision regarding hiring (10FE 1).
An approved candidate receives appointment to a position commensurate with his or her education and experience: Instructor, Assistant Professor, Associate Professor, or Professor. This initial placement is determined by Rank Placement Tables included in the CBA which dictate that, for instance a newly hired faculty member with a Master's degree and two years of experience must be hired at the Assistant Professor level. (10FE 1).

Faculty members express concern that the college’s full time teaching ranks are under-staffed. The significant reduction in teaching faculty between 1993 and 2001 reflects a radical change in funding streams, which forced a downsizing. The more recent reduction represents the results of the Retirement Incentive Program detailed in Standard 3.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time Instructional Faculty (IPEDS)</th>
<th>Fall Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>422</td>
<td>20,859</td>
</tr>
<tr>
<td>1995</td>
<td>406</td>
<td>17,872</td>
</tr>
<tr>
<td>1997</td>
<td>377</td>
<td>16,420</td>
</tr>
<tr>
<td>1999</td>
<td>290</td>
<td>16,073</td>
</tr>
<tr>
<td>2001</td>
<td>273</td>
<td>17,584</td>
</tr>
<tr>
<td>2003</td>
<td>273</td>
<td>19,352</td>
</tr>
<tr>
<td>2004</td>
<td>258</td>
<td>19,706</td>
</tr>
<tr>
<td>2005</td>
<td>268</td>
<td>18,947</td>
</tr>
<tr>
<td>2006</td>
<td>273</td>
<td>18,839</td>
</tr>
<tr>
<td>2007</td>
<td>275</td>
<td>19,194</td>
</tr>
<tr>
<td>2008</td>
<td>272</td>
<td>19,727</td>
</tr>
<tr>
<td>2009</td>
<td>274</td>
<td>20,647</td>
</tr>
<tr>
<td>2010</td>
<td>274</td>
<td>21,262</td>
</tr>
<tr>
<td>2011</td>
<td>274</td>
<td>20,994</td>
</tr>
<tr>
<td>2012</td>
<td>273</td>
<td>19,576</td>
</tr>
<tr>
<td>2013</td>
<td>278</td>
<td>18,230</td>
</tr>
<tr>
<td>2014</td>
<td>248</td>
<td>17,158</td>
</tr>
<tr>
<td>2015</td>
<td>245</td>
<td>16,208</td>
</tr>
<tr>
<td>2016</td>
<td>262</td>
<td>15,904</td>
</tr>
</tbody>
</table>

Table 3.1 Full Time Instructional Faculty & Fall Headcount

Table 3.2 Percent of Credit Hours Taught By FT Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>CCAC</th>
<th>National Benchmark (NCCBP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>51.9%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>50.0%</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

Data from National Community College Benchmarking Project, below, reflects that the numbers of credit hours taught by full-time and part-time faculty places CCAC near the 50th percentile or mean for all community colleges.

Through the shared governance process, CCAC’s faculty create programs and maintain curricula in their respective disciplines. The “Curriculum Development and Program Review” section later in this chapter under Standard 11: Educational Offerings details this process (10FE 2).
Faculty members are qualified for their positions upon initial hire and exhibit continuous improvement of teaching, as demonstrated by the portfolio review process. The required elements of the portfolio are documented in the full-time and adjunct faculty CBAs, and each Dean of Academic Affairs uses a review form (consisting of a checklist of those required elements) to provide feedback to faculty. The CBAs contain evaluation standards and procedures for full-time and part-time, AFT-represented faculty teaching credit-bearing courses. Faculty (full-time and part-time) who teach in certain disciplines (such as Nursing) are subject to additional evaluation standards mandated by licensing boards or other governmental bodies. Some career programs require that faculty maintain relevant industry certifications and/or licenses. Automotive faculty, for instance, must maintain ASE master level certification plus manufacturer master level certification for any course they teach, and they must maintain their instructor-level license for State Emissions and Inspection to be able to license students (10FE 2, 10FE 3).

In addition to mandatory participation in improvement of teaching via the portfolio review process, CCAC encourages research, scholarship, and service through sabbaticals. As explained in Article XXV of the CBA, full-time faculty are eligible for sabbatical every six years. The CBA documents the procedure faculty must use to apply for a sabbatical, and the college must approve all requests. The CBA states that “Only sabbatical leaves which will result in increased individual performance or produce academically or socially useful results valuable to the College shall be granted.” CCAC encourages faculty to use research and service to improve their teaching through this sabbatical program (10FE 4, 10FE 5). (Sabbatical Application Form)

CCAC faculty members are committed to regular assessment of student learning. Each teaching portfolio contains a section in which faculty include documentation of their involvement with assessment. The Assessment of Student Learning (ASL) office is in regular communication with the faculty in various ways including via newsletters. The ASL webpage explains the importance of regular assessment and defines assessment. It contains links to current pedagogical topics. In addition, ASL encourages faculty to submit their own classroom assessments and have them posted on the ASL pages for the benefit of all faculty. At the end of each semester, the ASL team recognizes faculty submissions with a certificate that can be included in their portfolios.

CCAC conducts a Summer Faculty Institute every June that addresses linkages between scholarship, teaching, student learning, research, and service. For instance, the 2015 edition of this event focused on “topics such as Mobile Learning, professionalism, student concerns, course contingency planning, community-based learning, [and] attitudes for teaching.” CCAC provides other, regular opportunities for faculty professional development through training sessions on a variety of topics including technology in the classroom, handling student issues, and supporting diversity. A partial list of these sessions is maintained on the Professional Development web page, and many sessions are also promoted regularly via email. While attendance at these events is encouraged but optional, an “All College Conference,” at which attendance by faculty is mandatory per the CBA, occurs just before each fall and spring semester (10FE 5). (Summer Faculty Institute, Professional Development Events)

In May 2016, the college organized a professional development conference titled 50 Years of Student Success: Strategies for Retention and Enrollment Conference. This inaugural conference provided a venue for CCAC and its faculty and administrators to engage in purposeful dialogue around promising practices that we have developed and implemented to meet the needs of the 21st-century student and employer.
As of 2014, CCAC requires employees to complete several modules of online compliance training using the Workplace Answers platform. This gives the CCAC professional community the opportunity to participate in meaningful and necessary training on topics such as Bullying Prevention in the Workplace, Diversity Benefits for Higher Education Employees, EEO Laws and Discrimination Prevention for Higher Education, Email in the Workplace, Unlawful Harassment Prevention, Accommodating Students with Disabilities, and Title IX Awareness and Violence Prevention (10FE 5).

CCAC maintains published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline, and dismissal in the Collective Bargaining Agreements (CBA). The recently ratified agreement between CCAC and the Credit Adjunct Faculty bargaining unit ensures that these standards and procedures apply equally to all members of both bargaining units (10FE 6, 10FE8). These agreements also ensure that full-time faculty retain responsibility for CCAC programs, and as detailed in Standard 11, they are reviewed in an equitable and well-documented manner (10FE7). The principles of academic freedom are negotiated items and appear in Article XI of the CBA, which begins by affirming, “Academic freedom and its attendant responsibilities are essential to the fulfillment of the purposes of the College” (10FE 9).

Promotion guidelines and the timeline and processes involved in promotion are described in Article XIV of the CBA. Eligibility for promotion depends entirely on the number of years a faculty member has served at his or her current rank. For instance, after three years of service as an Assistant Professor, a faculty member is eligible for promotion to Associate Professor. The CBA also includes guidelines for the number of faculty who should be promoted from each campus each year (10FE 6).

An application for promotion consists of a paper form and a current Teaching Portfolio. At each campus, a Promotions Committee, consisting of teaching and non-teaching faculty members, reviews all applicants’ materials. This committee then recommends to the Campus President the names of full-time faculty recommended for promotion. The Campus President forwards the recommendations to the College President, who makes the final decision for each candidate. Should the College President not approve a candidate for promotion, he or she must provide the specific reasons in writing to the candidate and the Promotions Committee (10FE 6).

The current CBA created a “two-tier” system for tenure as well as evaluation of full-time faculty. A non-tenured but “experienced” faculty member, hired before July 1, 2014, automatically receives tenure after four years of service, provided he or she has achieved a rank higher than Instructor, as explained in Article XIII, Section B (10FE 3, 10FE 6, 10FE 7).

“New faculty,” those hired on or after July 1, 2014, become eligible for tenure after five years but only after gaining approval through a new tenure procedure, documented in Article XIII, sections B and D of the CBA. Tenure is not automatic for these individuals but instead requires a formal review by a Tenure Committee. This process has not yet been used, since the first faculty members hired under this new standard will not be eligible to apply for tenure until 2019 (FE 10.3, 10.6, 10.7).

The CBAs also document the grievance procedure and provide a detailed, five-step process for resolving a grievance (10FE 6).

CCAC offers many non-credit Community Education courses as well as a number of Workforce Development programs. Instructors of these courses are part-time employees who are not subject to
the CBA, nor do they report to academic Department Heads. Instead each program has a coordinator (as noted in the “Legend for Workforce Development Division (WFD) Inquiries” document) who oversees those classes and instructors. For some courses and programs (such as welding and massage), instructors must have relevant licenses or certifications.

Workforce and Community Education instructors are evaluated by their students using a common survey form (see “Evaluation Form non-credit”). In some cases, if CCAC has offered a custom course for a specific employer, a customized evaluation form may be used if the client requests it (see “XGH-451-5101 Evaluations,” an example of a survey used for such a class).

**ANALYSIS**

**Strengths**

Hiring and evaluation standards for full-time and part-time faculty are well documented in the CBA and under those contractual obligations, those standards must be applied equitably. If they are not, a grievance procedure is available as a remedy. These standards evolve over time through the periodic renegotiation of the CBA.

SOSOs provide consistent data from term to term and instructor to instructor so that faculty (and their supervisors) can detect problems and identify potential solutions. The Teaching Portfolio is a powerful assessment tool, both for the college and for the individual faculty member.

CCAC is very strong in relation to Elements 10.1, 10.2, 10.3, 10.6, 10.7, 10.9, and 10.10 based on explicit, well-documented procedures for hiring, evaluating, promoting, and disciplining full-time faculty. The Portfolio Review process ensures that the full-time faculty, who are responsible not only for teaching but also for overseeing programs and curricula, exhibiting a high level of performance, and demonstrating continuing growth.

Research is, of course, not mandatory for faculty members, nor is it a principal goal of a two-year institution, but CCAC does demonstrate a reasonable level of compliance with Elements 10.4 and 10.5 to the extent that the institution encourages scholarship, research, and service through professional development and sabbaticals. Because the college encourages and indeed requires professional growth through the Portfolio Review process, faculty members participate regularly in professional development programs, and many take advantage of sabbaticals to conduct their own research projects.

**Challenges**

As a result of the most recent CBA, new faculty members are currently subject to more stringent review standards and a more robust tenure process than experienced non-tenured faculty. While a more thorough and better-documented review process is a positive development that may provide measurable benefits over time, it is at present used inconsistently since it applies to some non-tenured full-time faculty and not others. Over time, this inconsistency will resolve itself; by the Fall of 2017, all “experienced” faculty will be tenured, and all non-tenured faculty will be “new faculty” subject to the newer, more thorough review process.

Aside from SOSOs, there had been few documented, consistent procedures for evaluating adjunct faculty. The unionization of adjunct faculty has stabilized the contingent workforce by standardizing processes for hiring and evaluation of part-time faculty.

Of the ten elements of Standard 10, Element 10.8 has proven to be the most challenging. CCAC has only recently negotiated a contract with part-time faculty that allows the institution to claim that the “criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty [are] consistent with those for full-time faculty.”
Strategic Improvement Opportunity

- The college will continue to monitor and analyze the impact of reduced full-time faculty across the institution and prioritize maintaining a healthy full-time to part-time faculty ratio.

STANDARD 11: EDUCATIONAL OFFERINGS

OVERVIEW
CCAC currently offers over 150 degree and certificate programs that are consistent with the mission of a comprehensive community college. Associate degree programs are a combination of both transfer and career programs, with twenty-three programs specifically designated as transfer, meaning the goal of the student is to continue on to a four-year college or university.

A well-defined process exists for development of new programs and improvement of existing programs as well as for creation, updating, and deletion of courses. Faculty are actively engaged in systematic curriculum renewal through a well-established shared governance process.

FINDINGS AND DISCUSSION

Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.

Programs and Course Offerings
CCAC’s programs prepare many students for transfer to four-year institutions. Nine associate degree programs meet the standards of Pennsylvania’s Transfer and Articulation Oversight Committee (TAOC). The College Catalog highlights these programs, which guarantee seamless transfer to any of the Pennsylvania State System of Higher Education (PASSHE) universities (11FE 1, 11FE 2).

In addition to the guaranteed transfer program with the state universities, CCAC has formal articulation agreements with thirty-two colleges and universities at this writing. These agreements offer CCAC graduates the opportunity to transfer as juniors in 133 programs. These articulation agreements appear on the Articulations Web Page, and transfer counselors on each campus advise students about successful transfer (11FE 1, 11FE 2). Last year, CCAC students transferred credits to 462 institutions.

Table 3.3 Degrees and Awards by Program Area

<table>
<thead>
<tr>
<th>Program Areas</th>
<th>Associate of Arts</th>
<th>Associate of Applied Science</th>
<th>Associate of Science</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
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<tr>
<td>Business Programs</td>
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<td>21</td>
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<tr>
<td>Education, Social &amp; Behavioral Sciences &amp; Human Services</td>
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<td>9</td>
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<td>26</td>
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<td>Health</td>
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<td>32</td>
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<tr>
<td>Science, Technology, Engineering &amp; Mathematics</td>
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<td>14</td>
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</tr>
</tbody>
</table>
| Apprenticeship
Trades Programs       | 3  | 6 | 9  |
| Collaborative
Bachelor Degrees  |    |   |    |
| Total                        | 4  | 2 | 73 |
|                              | 65 | 7 | 3  |
|                              | 154|   |    |

The college also maintains a broad selection of career programs, which offer Certificate, Diploma or Associate’s Degrees and are designed as pathways to employment or advancement within a career field. Certificate programs provide students with the quickest path to the job market. Thirty-three of these certificates have parallel associate degree programs that add the general education credits to the specialized career courses. Students may easily stack those credentials. Articulating partner schools also consider and accept some of the career degree programs. (IIFE.1, IIFE.2).

**Curriculum Development and Program Review**

The curriculum process appears as a negotiated item in the AFT Local 2067 Collective Bargaining Agreement (CBA) and, thus, remains stable from year to year. This process ensures clear, timely communication with the college community and thorough review of any changes to the CCAC academic curriculum (IIFE 2). **Curriculum Process Directions**

The Curriculum Subcommittee and College Council review proposals regarding creation, deletion, and changes to programs and courses. This effort regularly entails review of hundreds of changes in a given year. Annual shared governance reports detail the activities of College Council and its subcommittees. This number of proposals is representative of annual curriculum modifications and illustrates CCAC’s commitment to systematic curriculum renewal:

- College Council Shared Governance Initiatives 2013-14
- College Council Shared Governance Initiatives 2014-15
- College Council Shared Governance Initiatives 2015-16

All programs have learning goal statements based on Bloom’s taxonomy, which are listed in the **College Catalog**. At the course level, all **Master Course Syllabi** include the learning outcomes for the course. CCAC’s Master Course Syllabi web site documents that all current course syllabi incorporate expected learning outcomes. Each instructor must incorporate the learning outcomes from the master syllabus into the course outline, which all students receive in each course section. All course outlines are reviewed by Academic Deans (IIFE 3, IIFE 12).

In addition to CCAC’s own internal requirements, all courses must meet numerous criteria to receive reimbursement under the provisions of Chapter 335 of Pennsylvania’s Community College Act. Specifically, course learning outcomes must align with a program’s educational objectives, and the institution must regularly conduct mandated audits to ensure this alignment. Finally, courses must be evaluated at least once every 5 years in accordance with this legislation.

Co-curricular and extra-curricular experiences enhance many college programs. A complete discussion about the student life assessment process can be found under Standard 9. The Student Life offices engage in annual assessment to evaluate the various programs within their offices. They have assessed learning in orientation, clubs and athletics, knowledge of campus events, and leadership. Assessment for Student Life started in 2009 and continues to the present (IIFE 4).
Learning Resources
The college provides a number of learning resources to students, staff and faculty in order to support and advance the mission of the college (11FE 5, 11FE 7).

The Math Cafés and Learning Commons (described in detail in Standard 3 and Standard 9) are available on campuses and equipped with the facilitators, tutors, and technology necessary to work directly with students in a welcoming setting for academic support. Students are encouraged to visit these facilities to receive supplemental support to meet their individual needs. Student Success Coaches provide additional support to students taking developmental courses (11FE 5, 11FE 7). Instructional technology is integrated in classrooms and additional educational spaces in order to assist and enhance the delivery of instruction or supplemental support, and to increase student engagement. Tools such as interactive projectors allow students and faculty access to the newest technology, to actively utilize that technology, and to easily save the notes and discussion items for later review. Document cameras permit faculty to share information in the classroom such as complex math problems, maps, and news articles. They also provide the ability to demonstrate high quality three-dimensional objects, which allow students to engage in more discussions and interactions with others in the class.

Lecture capture technology is another tool for faculty to build powerful blended learning strategies. As students engage with content more often, they increase their learning and comprehension as faculty facilitate richer classroom discussions. Faculty adoption of lecture capture has steadily increased since the investment in the Panopto system. In May 2016, the system was migrated to a hosted solution and expanded to unlimited licenses to encourage further faculty adoption (11FE 5, 11FE 7).

As examined in detail under Standard 3, the ITS Department works with each faculty member to help determine how the technology can be utilized to best fit the needs of students. Regardless of the technology, the ITS staff have created training videos and documentation regarding the use of all technology at the college, and are available for on-one training upon request to ensure these tools can be used to enhance the classroom experience (11FE 5, 11FE 7).

The library collaborates with faculty in several ways to provide information literacy and technological competence to support the college’s educational programs. The Library collection includes 250,000 print volumes housed at campus libraries. Online resources include 65 databases providing access to over 58,000 eBooks, 55,000 streaming videos and hundreds of thousands of full-text periodical and reference articles. Librarians routinely offer library instruction or information literacy workshops for students. Librarians help students to become better researchers by teaching appropriate research databases, introducing critical thinking skills, and instructing on proper citation methods to ensure academic integrity.

Many instruction sessions are specifically geared to the content of a course and may include customized online Course Guides developed by CCAC librarians, working in conjunction with faculty members. Course Guides are built around an assignment and provide appropriate resources for students. (Reference http://libguides.ccac.edu/campus in the appendix and include Allegheny, Boyce, North and South) (11FE 6).

Library/faculty collaboration also includes the “embedded librarian” program, a service provided at many of the campus libraries for classes utilizing Blackboard (LMS) and requiring a research component. The librarian is listed on the Blackboard site, and the enrolled students have direct access to the librarian, who can directly answer any questions and provide personal assistance with
research with a customized Course Guide. Campus librarians have noted success with this service, specifically with online learning students (11FE 6).

This type of collaboration as well as a constant desire to improve upon all services among professional library staff, faculty, and administrators at CCAC ensures that the college provides an environment that fosters information literacy and technological competency skills across the curriculum (11FE 6).

The Academic Deans and discipline faculty work together to ensure comparable quality of teaching and rigor regardless of mode of instruction or course duration. The Master Course Syllabi provide a template for all credit instruction, and common academic procedures maintain identical standards for all instruction. The CBA allows the Academic Dean and department head to observe new faculty in the classroom and discuss feedback with the faculty member. In addition, the Academic Deans review teaching portfolios, at which time they evaluate the rigor and content of all courses. Department heads and faculty review adjunct course outlines to ensure coverage of master course syllabi information in any mode of instruction (11FE 8, 11FE 10). AFT Local 2067 Collective Bargaining Agreement.

In addition to students who transfer away from the institution, CCAC also receives many incoming transfer students. Policies and procedures for the acceptance of transfer credits by CCAC are published in the college catalog and posted on the college web site. The Directors of Registration and Advisement at each campus evaluate and, when appropriate, approve acceptance of transfer credit from other educational institutions. Criteria for evaluating the transfer of credit are documented in the publication Essentials of Transcript Evaluation. Considerations include: regional accreditation, academic rigor of the program, semester or quarter hours, and course grades.

Evaluators determine that the course or training achieves the same learning objectives as the CCAC credit course and that it contains an evaluative component. As the directors make these determinations, they record the equivalency in the Colleague system for master equivalencies. When the evaluator has concerns or questions, he or she consults with the Registrar as well as the Academic Deans and Department Heads to confirm equivalency with CCAC learning outcomes. (See also Standard 13, Experiential Learning, later in this chapter.) (11FE 9).

There is a strong commitment to development of practices and policies that meet the needs of the adult learner. With 66% of students attending part-time, and with an average student age of 27, CCAC’s practices and policies must be aligned with the needs of adult learners. The college has responded to the needs of adult learners with numerous innovative programs, including the following examples.

CCAC is offering a Midnight Welding Technology program that runs from 11:00 p.m. to 3:00 a.m., Monday through Saturday. The program offers an opportunity for those with daytime employment, people with childcare concerns, and others to train for a new career in just one semester. In 16 weeks, students who complete the course will be prepared to take the industry certification exam from the American Welding Society and will be ready for entry-level employment. Graduates of the program can also choose to pursue advanced certification at CCAC. The program follows the same curriculum as CCAC’s daytime Welding Technology program. The demand for welders in the region continues to be high, in part due to the Marcellus Shale natural gas industry’s wells and pipelines bringing employment opportunities for welders.

CCAC and Pennsylvania’s 13 other community colleges participate in a statewide effort to enable adult learners to transform life and work experiences into college credit, saving money and time
spent working toward a degree. The "College Credit FastTrack," initiative is intended to boost degree completion rates in a state that has struggled to entice adults back into the classroom. The effort was funded by a $2.5 million grant from the U.S. Department of Labor. Three-credit course earned under the program would cost less than half of one taken at CCAC's per-credit rate of $108. Fast-track programs prepare students for careers in Accounting, Paralegal and Social Work. Recent additions to accelerated programs include the online Information Technology Support certificate and the new program in Graphic Design (11FE 11).

The college hosts Adult Information Fairs on campus and in the community to provide participants with information on CCAC's associate's degree, certificate and diploma programs; online learning opportunities; services geared to adult learners; the transition into college life; financial aid options; and the admissions process.

The college participates in The American Association of Community Colleges’ Plus 50 Encore Completion Program. This program helps adults over the age of fifty to complete a degree or certificate in healthcare, education or social services. These encore careers allow older workers to find personal fulfillment in high-demand fields that create social impact for the greater good.

The college uses a program review process, also a negotiated item in the CBA, to assess existing programs. Each academic discipline and program performs an annual review and outcomes assessment. In addition, an extensive review of each program and discipline occurs every five years. Program reviews include input from external reviewers or standing advisory boards. In addition, deans and faculty serve on advisory boards to assess whether programs meet workforce needs and maintain academic standards. Recommendations from Program Reviews often result in changes to curricula, requests for hiring of full-time faculty, changes to facilities, and requests for equipment, which are then implemented through the planning and budgeting process (11FE 2, 11FE 4). Program Review Process Document, Program Review Schedule (Appendix A), College Council Meeting Minutes 2013-14, 2014-15, 2015-16.

Examples of comprehensive program reviews completed in recent years include: Dietetic Technician; Health & Physical Education; Women Studies Certificate; Electrical Distribution Technology; Machine Technician, Manufacturing & Nanofabrication Technology and Accounting.

The Planning and Institutional Research office supports the program review process with a web page that provides necessary data for the program review process including enrollment trends, student demographic data, completion rates, graduation trends and the results of graduate surveys. This information supports analysis to assist in making further recommendations to programmatic changes.

**ANALYSIS**

**Strengths**

- The program review process has been integral in making needed changes to transfer-track as well as career programming.
- Most recently, regional private colleges have approached CCAC to form articulation agreements (Allegheny College, Westminster College). Growth in articulation agreement programs helps CCAC students transfer more credits and aids in making their attainment of an eventual four-year degree more affordable.
- The findings of the Program Review are considered by the Provost and considered as part of the planning and budgeting processes. The recommendations from program review and strategic planning efforts have been aligned with the budgeting process.
Ruffalo Noel Levitz Student Satisfaction Inventory findings from Spring 2015 identified the following educational offering survey items as institutional strengths:

- The education I am receiving is preparing me for my chosen career.
- The education I am receiving is preparing me to transfer to another school.
- There is a good variety of courses provided on this campus.
- Program requirements are clear and reasonable.

### Strategic Improvement Opportunity

- Consistent with strategic goals and objectives for preparing individuals to meet the emerging workforce needs of the community, using labor market information and greater understanding of employers’ needs, and employer partnerships, the college will identify opportunities to enhance the use of advisory boards and labor market data in its curriculum development and renewal processes.

### STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

#### OVERVIEW

CCAC maintains the quality of its academic offerings regardless of location or delivery mode. All offerings at all locations are subject to the same governance processes, and academic offerings across the college must adhere to a common course syllabus. In online education, faculty selection, training, and instructional support, combined with course evaluations, Distance Learning student support services, and governance oversight form the basis for distance learning quality assurance.

Students can receive credit for a wide variety of Experiential Learning, reducing time to degree completion. The college offers a variety of non-credit training aligned with the needs of regional employers. Many workforce non-credit courses include the option for credit articulation through CCAC’s Prior Learning Assessment procedures.

#### FINDINGS AND DISCUSSION

**Note:** Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.

**Basic Skills**

Programs and services are in place to ensure that students who marginally meet, or do not meet, the institution’s qualifications achieve expected learning goals and higher education outcomes.

Course placement testing in reading, writing, and mathematics identifies student readiness for college level work. The tests help students and the college determine the most appropriate courses for each student to be successful (13FE 1). During the 2015-2016 academic year, the college transitioned from Compass to Accuplacer as the placement test provider. A committee of faculty researched and proposed cut scores, which were approved by College Council. Developmental courses cannot generally be counted toward graduation for an associate degree, certificate or diploma (13FE 3). The college catalog and website document the placement testing procedures.

The college offers developmental coursework in each of the three disciplines, as well as a student success course (13FE 2).

ENG 089, Basic Writing Techniques, further augments student readiness as it is designed to help the student who has little writing experience to develop skills and fluency in writing and to detect, diagnose, and correct error patterns in focused writings. This is the first of two courses that prepare the student for college-level writing. ENG 100, Basic Principles of Composition, is a continuation of
ENG-089. In this course, students practice organizing, writing, revising and proofreading short essays (13FE 2).

MAT 080, Arithmetic Fundamentals, aims to give students a platform to be successful in higher level math courses through its learning outcome: to perform the operations of arithmetic and demonstrate the properties of the arithmetic operations and develop and use problem solving skills (8FE 3). MAT 090, Algebra Fundamentals, reviews algebra skills, including polynomial and rational expressions, factoring and solving equations, and word problems (13FE 2).

DVS 060, College Academic Strategies, is designed to help students acquire strategies essential for college study including taking classroom notes, developing time management skills, preparing for tests, organizing a notebook, and developing communication skills. In addition, students learn basic research skills. The co-requisite to this course, DVS 070 College Reading 1 helps students employ strategies that are essential for comprehending and retaining material in college texts. DVS 101, College Reading 2, and DVS 103, Advanced Reading and Study Skills, are additional courses designed to develop college reading and study skills.

SDS 102, Academic & Personal Development, is required for students who place in developmental courses for all three disciplines. It is a course in the techniques for becoming a successful college student that offers coping skills and strategies for a positive college experience including stress and time management, academic survival skills, interpersonal skills and increased awareness of community and campus resources.

Student Success Coaches provide support to students at all campuses and centers who are taking developmental coursework based on their placement test results. Some of the services they provide include reviewing students' goals for enrolling in college, explaining college policies and procedures, monitoring student attendance and making referrals to tutoring and other campus services (13FE 2).

**Certificate Programs**

Many of the programs at CCAC have a certificate/diploma option. *(Table 3.1 in the Standard 11 section of this chapter, Educational Offerings, shows that CCAC offers 65 certificate degrees and 7 diploma degrees. The college offers 79 associate degrees meaning that nearly half of our programs award certificate or diploma degrees.)* Credit values associated with certificate and diploma awards vary from 15 to approximately 30 credits and can be completed in four to 12 months of full-time study (longer for part-time students). In many cases, students can apply credits earned in a certificate program toward an associate’s degree in the same program. Most certificate and diploma programs also appeal to students with previous degrees who wish to acquire new employment skills.

Certificate programs are consistent with the institutional mission. The teaching, administration and assessment of these programs is identical to associate degree programs offered by the college (13FE 4) Certificate and diploma program objectives, requirements and curricular sequences are published in the college catalog along with the related associate degree program offerings (13FE 5). Support services for students in certificate and diploma courses are identical to those available to all other students (13FE 7) (13FE 8).

**Experiential Learning**

The college considers other sources of prior learning as well. There are established standards for the acceptance and articulation of Advanced Placement exams and CLEP scores. The college also recognizes American Council on Education (ACE) equivalencies in making determinations for the awarding of credit, including Military training from Joint Services Transcript (JST). There is a
growing list of local, state or national sources for articulating credits (13FE 9, 13FE 10, 13FE 11). Prior Learning Assessment and Advanced Standing

Finally, students may petition for prior learning by using a portfolio process through the Pennsylvania College Credit Fast Track program, a collaborative effort of the 14 Pennsylvania community colleges. CCAC faculty occupy a central role in this process, serving as the assessors for portfolios within their discipline to recommend whether credit is awarded to the student. Faculty receive online training in prior learning assessment before engaging in this process (13FE 13, 13FE 14).

Once the evaluation of the student’s prior learning is complete and the decision is made to award credit, credit is awarded only once a student has completed at least one credit at the college. Credits are awarded for courses that can be applied to the student’s program at CCAC (13FE 12).

Non-Credit Offerings
Non-credit courses are developed with the college’s Mission, Vision, and Goals as the focus. In keeping with this focus, much of the training is aligned with industry standards as well as through working closely with employers in a variety of industry sectors. Close relationships with external stakeholders allow for continued verification that non-credit training is meeting standards. For example, Community Education meets the needs of the general community in a variety of interests to foster lifelong learning. The Public Safety Institute trains fire fighters, first responders, police, and EMS technicians in compliance with associated accreditation agencies to ensure currency of skills in emergency situations. Professional Continuing Education, like Public Safety follows accreditation agency standards as required and works with employers on skills training needs. The Center for Professional Development works with employers in energy, health care, public safety, advanced manufacturing, sales and services, transportation, distribution, and logistics to provide customized training to maintain skills at levels that meet industry standards (13FE 15).

Development of all non-credit courses follows a standard process which includes a course description, lists the competencies and skills that students will be taught, describes specific instructional topics to be covered, and a statement of the learning materials provided to the students. Courses fall into two categories: X-courses (occupational) and Y-courses (avocational/recreation), online with no instructor, or those for which the college does not own the curriculum (13FE 16).

Any programs subject to industry standard credentialing (e.g. Health Careers, Public Safety Institute, Real Estate, Accounting, Legal) must follow those requirements as courses are built. Offerings are reviewed and revised in collaboration with the credentialing body. Directors and Account Executives meet for an annual review of their syllabi. In addition, repeated offerings (from term-to-term) are evaluated for improvement or adaptation to meet client needs, often taking into account financial and time considerations (13FE 16).

Course and instructor evaluation mechanisms, completed near the end of training for non-credit course offerings, offer a further mechanism for course evaluation. Evaluations measure instructor performance, course content, and student satisfaction as well as student performance. Some mechanisms are developed in-house while associated accreditation agencies provide others as required. These can come in the form of a standard survey or through certification testing and credentialing of the students. Administrators access results and use these results for improvement and future development/expansion. These results also help administrators determine impact on college resources through budget records and accounting statements of revenues and expenses (13FE 16).
CCAC has developed Prior Learning Assessment (PLA) procedures over the past several years to facilitate articulation between the non-credit and credit divisions in key areas. For example, in the case of the Fire Science Administration program (credit), the college accepts certain non-credit training for course substitutions, and those who successfully completed the non-credit EMT course can use it to fulfill a 3-credit restricted elective. In the case of Mechatronics, students completing the non-credit Mechatronics program who wish to articulate to credit will receive 17 credits (13FE 17).

The college provides non-credit bridge programs that lead to credit degree programs. For example, the Public Safety Institute is developing a Bridge to Paramedic program. On the back side of this is the non-credit Paramedic Refresher course, which provides current nationally registered paramedics with the required 54 hours of continuing education necessary to maintain certification. The course aligns with the National Education Standards for Paramedic as approved by the Pennsylvania Department of Health (PA DOH) and the NREMT requirements for Paramedic recertification. In this example, non-credit training wraps around the credit degree program (13FE 8, 13FE 9, 13FE 16, 13FE 17).

Workforce Development Directors and Account Executives are responsible for regular, ongoing monitoring of course offerings, enrollment, revenue, and evaluation reports to maintain and expand outreach efforts/partnerships in the region (13FE 18).

**Branches, Additional Locations, and Other Instructional Sites**

The college operates from four full-service campuses, five college centers and various Additional Locations and Other Instructional Sites. The college centers are administered through the four campuses. Each college center is supervised by an assistant dean, and in the case of the Energy Innovation Center, a director.

<table>
<thead>
<tr>
<th>Campus</th>
<th>College Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegheny Campus</td>
<td>Homewood-Brushton Center</td>
</tr>
<tr>
<td>Boyce Campus</td>
<td>Braddock Hills Center</td>
</tr>
<tr>
<td>North Campus</td>
<td>West Hills Center</td>
</tr>
<tr>
<td></td>
<td>Energy Innovation Center</td>
</tr>
<tr>
<td>South Campus</td>
<td>Washington County Center</td>
</tr>
</tbody>
</table>

All offerings at campuses, centers, and other instructional sites are subject to the same governance process as described in “Curriculum Development and Program Review” under Standard 11 in this chapter. Academic offerings are identical across the college in that they all adhere to a common course syllabus Master Course Syllabi (13FE 19, 13FE 20).

All campus-based student service personnel also have college center responsibilities such as overseeing student life and student success initiatives. Campus student service personnel visit the centers and meet with students regularly (13FE 21). All college center locations offer necessary academic accommodations based on student needs. For example, both West Hills and Homewood-Brushton Centers have Math Cafés while the Braddock Hills and Washington Centers do not. Both Braddock Hills and Washington Center offer math tutoring on a limited schedule (13FE 21). Seven Additional Locations support our partnerships with the Local Joint Apprenticeship Committee (JACT), described later in this chapter.

**Distance or Distributed Learning**

CCAC offers internet and hybrid courses to its students. These distance learning (DL) modes of course delivery support the college’s mission and goals by making quality education accessible to the
community while retaining the college’s affordability. Distance learning offerings also support the college’s mission and values by providing increased opportunities in workforce training, support for the economic development of the region, and choices that meet the changing needs of the community (13 FE24).

DL offerings align with the college’s mission, vision, values, and goals. Middle States, NEA, as well as the State and Federal Departments of Education guide planning for distance learning. An established course, program and curriculum review process outlined by the college, and the American Federation of Teachers (AFT) guidelines ensures program coherence and academic rigor (13FE 25).

The college has opened a dialog with all constituents about the direction of the proposed Cyber Campus with the goal of improving online student success, scheduling, training, support, and faculty and student resources (13FE 24).

CCAC continues to experience growth in distance learning offerings while supporting faculty and staff efforts to provide a high quality distance learning experience for students. The number of distance learning courses and programs has increased steadily, and a limited number of degrees and certificates are now available entirely via distance learning options. In support of this growth and to ensure the quality of distance learning, the college has continued to fund and staff the Online Learning Center (OLC) and other supporting departments. The college has recently created and staffed a full-time advising position dedicated to advising students online.

CCAC uses established institution-wide quality measures for its DL offerings, along with those developed specifically for distance learning. DL faculty selection, training, and instructional support, combined with course evaluations, DL student support services, and governance oversight, form the basis for distance learning quality assurance. The Assessment & Research Subcommittee of College Council serves as a governing body for DL programs and initiatives and the OLC (13FE 23, 13FE 32).

Distance learning faculty development, support, and resources have expanded as the college recognizes problems and the need for growth. The Online Learning Center (OLC), Professional Development, and ITS provide in-person workshops, asynchronous and synchronous online courses, and orientations for new faculty which involve technology and online course management system training. Faculty online courses include modules on using Blackboard, student learning, instructional strategies, resources available to instructors and students, diversity and inclusion, and in-depth technology courses on college software and technology.

For more customized support, the Online Learning Center and ITS offer scheduled individual faculty sessions on each campus during the first two weeks of the fall and spring semesters and during the first week of the summer session. The Online Learning Center and ITS also offers individual faculty consultation sessions throughout the year. As faculty become competent with basic distance learning technologies, the OLC staff develops and provides additional training and support for faculty.

To expand the hours of service available, OLC collaborated with the ITS Department, including the Service Desk and college computer labs, to provide support for students and faculty seven days a week with extended hours when classes are in session (13FE 32, 13FE 33).

Through the collaboration of the OLC and ITS department, the college provides computer and network infrastructure for all DL faculty, student computer labs, library, learning centers, and staff office computers.
Consistency of Instruction in Distance Learning Offerings
Distance learning faculty professional development, training, and instructional support, combined with course evaluations, DL student support services, and governance oversight, form the basis for distance learning quality assurance at CCAC. An established program and curriculum review process, a distance learning course approval process, and review of the American Federation of Teachers (AFT) guidelines (See CBA Article XXIX.F, page 71) guide online program coherence and academic rigor for DL courses. This is identical to the process for courses taught in the traditional format. The selection criteria for DL and traditional faculty are the same. (See Chapter 10 of this report, CBA Article X, page 13). The college is also adopting the Quality Matters online course quality assurance procedures, practices, and course content evaluations. The implementation plan for Quality Matters will proceed through the governance process (13FE 23, 13FE 24, 13FE 26).

The Assessment & Research Subcommittee of the College Council serves as the governance and guidance body for DL programs and initiatives (CBA Article XXVIII.F.4.d.3 and .4, page 70). Committee members review and provide advice on DL policies and projects. The OLC develops and maintains training and support resources specifically for DL faculty and students. The Online Learning Faculty Handbook, Online Learning Student Guide, and DL website provide details of policies and procedures; whereas, the DL twitter account, My CCAC Portal, and LMS login page announce upcoming events or changes (13FE 23, 13FE 31).

Two reports are presented annually: The Online Learning Annual Review and a report from the Department of Planning and Institutional Research. The Online Learning Annual Review contains data on headcount, registration, online sections, student outcomes, and class size over a five-year period, geographic area served, student demographics, services offered, online learning revenue, accomplishments and changes, and goals and recommendations for the coming year. The Department of Planning and Institutional Research publishes an annual report on the trends in planning data at CCAC including statistics comparing Internet course data with data from the main campuses (13FE 24, 13FE 32).

Table 3.5 Distance Learning Grades, Percent of Enrollees Earning Passing Grades

<table>
<thead>
<tr>
<th></th>
<th>Fall '10</th>
<th>Fall '11</th>
<th>Fall '12</th>
<th>Fall '13</th>
<th>Fall '14</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCAC</td>
<td>63.67</td>
<td>66.14</td>
<td>66.30</td>
<td>65.32</td>
<td>67.65</td>
</tr>
<tr>
<td>Norm (50th percentile)</td>
<td>65.15</td>
<td>66.48</td>
<td>66.44</td>
<td>66.34</td>
<td>67.19</td>
</tr>
</tbody>
</table>

Source: National Community College Benchmarking Project

Partnerships and Distance Learning Offerings
The college maintains licensing agreements with consortia partners and contractors recognized as leaders in distance learning. These include Blackboard, Respondus, ed2go, and the State Authorization Network. The college is in the process of applying to become a State Authorization Reciprocity Agreement (SARA) institution. The college has used the Blackboard learning management system for over fifteen years. The ITS department provides an infrastructure that is capable of expanding as the requirements for distance learning increase and provides security for our online services (13FE 28).

The non-credit division evaluates and reviews courses offered in partnership with contractors to ensure they are consistent with the CCAC institutional mission and goals. Periodic reviews are conducted by the specific program manager or the account executive. If there is an external accrediting body, its agents prescribes the review process. Reviews focus on the curriculum design, learning objects, and technologies used by the vendor. Non-credit students also receive counseling...
regarding course offerings, course selection, student responsibilities in an independent learning environment, and the technologies that will be used in the course (13FE 28).

**Learning Resources and Distance Learning**

Through the funding and staffing of the OLC, the college has made DL resources widely available to students and instructors. The OLC and ITS Department maintain the institution’s learning management system and provide technical support to students and faculty; whereas, instructors create and support academic content in the online courses. In addition, the OLC maintains web page content with resources and information for online learners, including getting started advice, the online learning student guide, and links to academic and technical support. The Center also works with Supportive Services to assist students who have special learning requirements (13FE 31, 13FE 32).

Instructors can use publisher content and other open or copyright-restricted content to supplement and enhance faculty-developed courses. Faculty review publisher content for validity and relevance to course objectives before incorporating it into their courses, either on an individual or departmental level. Faculty have the final voice on curriculum with oversight by College Council. (13FE 29).

The college’s online tutoring service, Smarthinking, is easy to use and easy to access on any internet-connected computer. Using their student Net ID or through their MyCCAC Portal, students can connect with tutors 24 hours a day, a feature highly important to non-traditional students with work and family obligations who may not have access to traditional on-campus academic support services. The Smarthinking service covers a broad range of topics including, for example, writing, calculus, developmental math, Microsoft PowerPoint, organic chemistry, introductory finance, statistics, and English for speakers of other languages. Developmental education students are highly supported with paragraph and essay reviews, and basic math and algebra tutoring. Smarthinking’s Online Writing Lab provides individualized feedback and critique on essays, reports, resumes and cover letters (13FE 31, 13FE 33).

The college provides access to interactive, on-demand video workshops, action plans, and valuable resources designed to promote success in all areas of life. This service is known as Student Lingo and provides video workshops in categories such as academic and career exploration, reading and writing strategies, learning to learn, and personal management (time management, overcoming procrastination, and stress management) (13FE 31).

The four libraries also offer online learning resources, including online research guides and research databases. The CCAC Library and Learning Services web site combines the efforts of the four campuses and connects to the online catalog and select websites. In fact, online librarians are imbedded in select online courses (13FE 31).

**Technical and Physical Plant Support for Distance Learning**

Through the ITS and OLC departments, CCAC provides the appropriate network infrastructure, associated hardware, and technical support to meet user demands. Consultation with the LMS provider allows additional insight to submit strategic and capital plans for technology procurement to meet the technology needs of the college including the purchase of appropriate equipment. Scheduled maintenance outages occur annually between semesters to update equipment and software and ensure the highest level of security. At campus and center locations, the ITS department supports all college owned laptops and computers for students, faculty, and staff. These computers meet many needs, including those used by online learning faculty and students for use.
both during and outside of the online class, online registration, online orientations, online advising, and online book order processing (13FE 33).

CCAC uses Ellucian E-Central (WebAdvisor) and the MyCCAC Portal to enable online access to student, faculty, and employee information. Students may browse the list of open courses, register, and pay for classes, reserve a spot on a section’s waiting list, view midterm and final grades, check schedules, view an unofficial transcript, check financial aid status, and search for open classes. Faculty may check class schedules, view and print rosters instantly, post midterm and final grades, and see stipend information (13FE 33).

Funding for distance learning is reviewed annually as part of the college’s budget process. Online learning software and staff are part of the OLC budget and hardware is part of the ITS budget (13FE 34).

**Contractual Relationships and Affiliated Providers**

CCAC maintains a wide range of contractual relationships with external agencies or organizations that provide CCAC students with educational experiences outside of the classroom. Students enrolled in programs such as Nursing, Allied Health, Social and Behavioral Sciences, and trades programs must participate in off-campus learning experiences that are part of their course work. These experiences include clinical assignment to hospitals and other medical sites, internships at various social service agencies, as well as apprenticeships. While students are off campus in an educational atmosphere, CCAC ensures that the institution’s integrity is intact and that students’ are receiving quality and appropriate instruction (13FE 35).

For program experiences such as clinicals, cooperative education, or internship experiences, procedures depend on the program, and formal contracts are not necessarily utilized. External partners for the various social sciences do not sign an affiliation agreement, but instead receive a practicum handbook outlining the roles and responsibilities of the practicum instructor, site supervisor and student. For example, Early Education and Child Development (ECD) does not use a contract, but reports that for practicum and field observation hours, students must locate field sites that are accredited by the National Association of Education of Young Children (NAEYC), PA Keys Keystone STAR Program level 3 and 4, or licensed by Pennsylvania Department of Education. ECD program competencies align with the standards and competencies of these organizations.

A different program, Biotechnology, has just started to establish more formal contracts with the locations used for student practicum experiences. A contract, which was reviewed by the Director of Contracts at CCAC, was created for students completing practicums at the external laboratory sites. The laboratory sites are visited every semester by the program faculty, and all sites have been approved by a major granting body (NSF, NIH, HHMI, etc.). As with the ECD program, the expectations of the students and evaluation process are clearly written out in course materials and the articulation agreements with our partners.

The Local Joint Apprenticeship Committee (JATC) is an affiliated provider of education for CCAC, offering seven building trades apprenticeship programs:

- Carpentry Apprenticeship Program
- Electrical Construction Technology (ECT) Program
- Heavy Equipment Operating (HEO) Engineers Apprenticeship Program
- Ironworker Apprenticeship Program
- Plumber Apprenticeship Program
- Sheet Metal Worker Apprenticeship Program
• Stationary Operating Engineer

CCAC supports its mission of offering these programs through our affiliated partnerships. These high demand programs within Pennsylvania would not be possible without the collaboration between CCAC and its Apprenticeship partners of the JATC. Outstanding labs, highly qualified faculty, tools, supplies, and employment are provided to the students by the apprenticeship locations.

The college regularly contracts for its clinical affiliations that include University of Pittsburgh Medical Center and Allegheny General Hospital. For most of these agreements, the hospital systems have provided master agreements. These agreements provide for partnerships with acute and chronic care facilities, medical centers, rehabilitation centers and private practice clinics, which collaborate with CCAC in the provision of clinical educational experiences for students enrolled in CCAC’s Nursing and Allied Health programs. Other agencies providing educational services may not accept any standard contract language that CCAC presents, but require that CCAC sign their specific contract (13FE 33, 13FE 34).

The college has instituted policies and procedures to ensure the integrity of its contracts with external providers and entities. All contracts, including articulation agreements, memoranda of agreement between the campuses and organizations for contract training, master clinical affiliation agreements, and special contracts or agreements for general training partnerships must be approved and signed by the college president or an executive officer designated by the President. All contracts involving the college are reviewed by the college’s Director of Contracts and General Counsel prior to execution. Policy V.02 was updated in June as part of the complete update of the Policy Manual.

In the case that the Director of Contracts and/or General Counsel reviews the document to assure that the language in the document is appropriate, the college is provided with adequate oversight and the institution’s mission and goals are not compromised through the external arrangement.

ANALYSIS

Strengths

Distance Learning

1. There is consistency between traditional and distance learning, as there are no distinctions made between the content of both modes – common course syllabi and learning outcomes are followed by both.
2. The college has strong academic and technical support for distance learning students and faculty.
3. Online learning is promoted and supported by faculty and the administration.

Strategic Improvement Opportunity

• The college will develop a plan for a virtual campus that centralizes coordination of course and program planning to enhance the quality and rigor of online offerings and increase students’ sense of community.
CHAPTER IV: SUPPORT OF THE STUDENT EXPERIENCE

The Self Study Design document charged Working Group IV: Support of the Student Experience with gathering and analyzing evidence related to CCAC’s compliance with Standard 8 and Standard 9. The Working Group established and documented the institution’s compliance with the fundamental elements of Standard 8 and Standard 9. Additionally, the Working Group identified strengths, outlined areas for improvement, and made suggestions regarding Support of the Student Experience at CCAC.

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

OVERVIEW

“The Community College of Allegheny County prepares individuals to succeed in a complex global society by providing affordable access to high quality career and transfer education delivered in a diverse, caring, and innovative learning environment.” Given our access mission, the college is an open-enrollment institution that recruits diverse students from the community. To enroll as full-time students, applicants must have a high school diploma or Pennsylvania GED certificate or must be at least 18 years old and have experience reasonably equivalent to a GED.

MEET
Andrea Kaiser
AS Early Education and Child Development, 2014

Andrea Kaiser, who grew up in a foster family in Cleveland, enlisted in the Navy after high school to help her mature and to pay for future schooling. During three deployments over four years, Andrea saw the world. Upon being honorably discharged, she was contemplating her future when a friend recommended CCAC. Andrea enrolled in CCAC’s Early Education and Child Development program and soon became immersed in everything the college has to offer. She joined the CCAC Boyce basketball team, where she helped lead the team to a winning season and first-ever playoff appearance. In addition to her studies, Andrea undertook an externship at a local daycare center, supplementing her classroom learning with on-the-job training. She graduated in 2014 with an associate degree and quickly landed a job as an assistant head start teacher. She hopes to use her experience growing up in foster care to help others in similar situations.

CCAC has developed admissions policies and procedures that assist students in achieving their personal and educational goals. CCAC communicates its mission and open-enrollment policy through various channels (print and online) to prospective students, parents, high school counselors, regional employers, and the community.
FINDINGS AND DISCUSSION

Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.

As an open-enrollment institution, CCAC provides learning opportunities for most students regardless of prior educational background (8FE 1). Information on the college’s admission policies and procedures is available in many locations, both online (CCAC’s Website: Admissions and Enrollment) and in print (Course Catalogs and Credit Schedules, Student Handbook). Other resources that assist students through the admissions process and reflect the mission of the institution include Student Orientation sessions, available both online and on campus, Academic Advising services, and Registration services (8FE 2).

Admission practices ensure that students receive appropriate admissions advice. The process includes placement tests for first-time, full-time students or evaluation of previous college work. CCAC meets students’ needs through a variety of advising options such as web advising for students at a distance and email registration options for continuing and visiting students. The Student Portal serves as an information hub for all students. The Red Folder and Roadmap, given to all new students in their first advising session, frontloads necessary “navigational” information for all students to assist them in directing their efforts toward success. Financial Aid and other funding information support admission efforts (8FE 2).

As an Achieving the Dream institution, CCAC offers many support services to serve at risk populations. Tutoring services are available at each campus via content area tutors in the Learning Assistance Centers, Math Cafés, Learning Commons and Smarthinking online tutoring. The Smarthinking service covers a broad range of topics including, for example, writing, calculus, developmental math, Microsoft PowerPoint, organic chemistry, introductory finance, statistics, and English for speakers of other languages. Developmental education students are highly supported with paragraph and essay reviews, and basic math and algebra tutoring.

The college is committed to improving developmental outcomes by exploring alternative delivery methods in developmental courses, such as Flipped MAT 080. Implemented at North and West Hills in fall 2013, the “Flipped 080” intervention is having a positive effect on student learning. A flipped format classroom is one in which instructional content is delivered outside of the classroom, often on-line and in video format. Students then spend classroom time with hands-on learning. The instructor’s role changes from lecturer to facilitator. The North campus model is comprised of four elements:

- Course design follows the flipped classroom format.
- Instructors utilize shared resources and implement standard classroom policies.
- All sections use the same textbook, Web Assign, graphing calculators, daily quizzes, and common departmental midterm and final exam.
- Coursework emphasizes discipline-specific writing and note-taking strategies.

Following the shift to flipped MAT 080, success rates at North campus rose from 66% to 75%. The flipped model also helps to improve outcomes for students with reading deficits, a known barrier to developmental math success. The college is now in the process of building support for this model college wide. (MAT-080 After Three Years, Jan 2017)

The Learning Commons provides workshops geared toward college success. The Perkins Career & Technical Education Student Support Specialists offer further guidance to those in technical (CTE) programs. Additionally, the TRIO Student Support Service Program provides students with
individual attention and requires them to attend workshops addressing non-cognitive factors with the goal of improving first-generation students’ academic success (8FE3).

CCAC’s Early Intervention System is a web based tool that allows faculty members to refer struggling students for assistance via a secure website. The Early Intervention system calls for faculty member identification of at risk students early in a student’s college experience (week two through week seven). The system uses the same user interface that faculty currently use to submit grades or attendance. Various student support staff members retrieve the referrals from the system and attempt to contact the students to discuss and resolve their academic issues by connecting those students to existing college resources such as tutoring, financial aid, career services, counseling, etc. The student support staff then provide the faculty with electronic feedback regarding the status of the referred students. Implementation of Ellucian’s Advise module, discussed elsewhere in this report, will potentially replace the current early intervention system (8FE 3).

Academic information is disseminated by Admissions, Registration & Advising, Counseling, Supportive Services, academic support initiatives such as the Math Café and Learning Commons, Perkins, and the academic departments. Printed documents include the college catalog, student handbook, and program information contained on each program’s “check sheet.” Program “check sheets,” which describe eligibility and course requirements for each degree, certificate and diploma awarded by the college. All information is also available electronically through the college webpage.

The registrar’s office works with academic departments to review the accuracy of this information on an on-going basis for timely and responsive updates to the information contained on the college’s webpage. Programs also receive review prior to the annual publication of the college catalog, available in print for internal use but also on-line through the college webpage.

The college disseminates placement testing information online and through the Semester-based Credit Schedules and the Student Handbook, (8FE 4). Refer to Standard 13: Related Educational Activities. Basic Skills for a complete discussion on placement testing, developmental courses and supports for students who may not be fully prepared for college-level instruction.

<table>
<thead>
<tr>
<th>Ruffalo Noel Levitz SSI, Financial Aid, Spring 2015</th>
<th>CCAC</th>
<th>Norm</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Adequate financial aid is available for most students.</td>
<td>5.31</td>
<td>5.30</td>
<td>0.01</td>
</tr>
<tr>
<td>13. Financial aid awards are announced to students in time to be helpful in college planning.</td>
<td>5.12</td>
<td>5.11</td>
<td>0.01</td>
</tr>
<tr>
<td>20. Financial aid counselors are helpful.</td>
<td>5.31</td>
<td>5.18</td>
<td>0.13</td>
</tr>
</tbody>
</table>

Table 4.1 indicates that student satisfaction with financial aid services is on par with national norms for community colleges. Each campus has a Financial Aid department that is staffed by a Director of Financial Aid and at least one Financial Aid Specialist. The Admissions office and the college website are the other primary sources for comprehensive financial aid information. Robust financial aid resources include FAFSA completion support, the Net Price calculator, and workshops to help educate students about paying for college. The college web site also makes information regarding Satisfactory Academic Progress and the Financial Aid Refund Policy available to students. Financial aid staff review this information regularly and update it accordingly (8FE 6).

CCAC accepts credits from other institutions which apply to the student’s declared program of study at CCAC. Procedures for transferring credits from other schools are explained on the Credit Transfer Information Page. An application for students to transfer such credits is provided on this page. Directors of Registration and Advisement make determinations based upon course
descriptions and consultation with the applicable department heads, where necessary, and in accordance with criteria set forth in its “Essentials of Transcript Evaluation” guidelines.

Procedures governing credit recognition for AP and dual-enrollment courses, credit by examination, and work experience and training are described on the College’s Advanced Standing Information Page and in the college catalog. CCAC recognizes credit earned in several ways, including college coursework in high school, transferred credits from other institutions, standardized subject tests, and various industry and agency training and certifications such as military coursework and training, advanced standing for certified paramedics and the application of LPN credentials to an RN degree program.

The newly-implemented PA College Credit Fast Track program helps current and prospective students earn college credit at one of Pennsylvania’s Community Colleges based on prior work or life experience. Credit can be awarded for learning acquired as a result of military service, independent study, community service and other work or life experiences (8FE 7).

The Student Success Matrix is a companion document to the strategic scorecard that provides many easily interpreted charts chronicling student success metrics over a five-year window. It tracks institution-level student success outcomes, which rest on a framework provided by Achieving the Dream. These metrics include retention, a three-year graduation rate, developmental program completion at two years, credits and GPA at two years, with all metrics disaggregated by ethnicity as well as program type and other special initiatives that the college is tracking, including the Pittsburgh Promise (8 FE 8).

**ANALYSIS**

**Strengths**

CCAC distributes a generous amount of information to prospective and matriculated students through the admission process to help them make informed decisions. Another strength, too often undervalued, is the dedicated, student-focused individuals at all levels who work with students to help them better understand the college experience, academic and behavioral expectations, and the next steps on the pathway to success.

CCAC has invested in the way we use our college-wide Colleague software system to enable the Financial Aid Office to review and award student aid in a more automated method which allows students to receive their information more quickly. CCAC established a new centralized department responsible for these new automated processes, and invested in a student portal with a Financial Aid component, which will allow students to accept or decline their award.

The college has a well-developed admissions policy and procedures that align with its mission statement. The information provided to new students regarding admissions is available both online and in print. The recruitment materials such as the college catalogs and schedules have a life-cycle of one-year.

The Shared Governance process results in academic decisions that are thoroughly vetted and then approved across the college. The college’s structured assessment program assures an examination of all academic programs on a regular basis, resulting in more current and accurate information communicated to students. The developmental curriculum benefits from a dedicated and experienced faculty willing to pilot new technologies and programs to facilitate student success. Assessment of course outcomes is ongoing and pervasive.

CCAC has an on-going commitment as an Achieving the Dream institution and is dedicated to student success. This receives more detailed attention in Standard 7.
Strategic Improvement Opportunity

- Consistent with the mission, and strategic goals and objectives for innovative use of technology, proactive and intentional access, and enrollment management, the college should utilize the planned implementation of CRM Recruit technology to examine and improve its admissions processes with an overall goal to improve student retention and goal attainment. This effort should be coordinated with the improvement opportunity stated under Standard 9.

STANDARD 9: STUDENT SUPPORT SERVICES

OVERVIEW

CCAC maintains support services for a varied student population. These support services exist to assist the students in achieving their educational goals and are consistent with the college’s Mission Statement.

SELF-STUDY METHODOLOGY

Members of Working Group IV who reviewed Standard 9 related to student support services discussed the basic elements as outlined in the Middle States Self-Study document and the research questions with the staff who work directly in the student development offices and with each other a number of times. In addition, they reviewed appropriate documentation.

Based upon these discussions and reviews it was determined that the Community College of Allegheny County (CCAC) has in place many support services for a varied, student population including returning students, Veterans, students with disabilities, students in career and technical programs, dislocated workers, workforce training students, students who place in developmental courses, etc. These support services, established and/or revised due to the college’s participation in Achieving the Dream and the result of feedback from student responses on numerous surveys, are designed to enable students to achieve academic success as reflected in the college’s Mission Statement reviewed previously in this Report.

FINDINGS AND DISCUSSION

Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.

Student Life, a key department in the development of students intellectually, socially, and emotionally, provides myriad opportunities for student growth. Student Life sponsors a diverse group of student clubs and organizations. Clubs, supported by faculty advisors, provide an opportunity for learners to extend the classroom experience into social and community-based venues. Additionally, Student Life provides opportunities for students to participate in cultural and community performances and experiences that might otherwise be cost prohibitive or of which students may be unaware. Students can purchase tickets for sports and cultural events at nominal cost through Student Life. Moreover, Student Life sponsors entertainment and cultural events on campus that enrich the social and community learning experience (9FE 1).

In addition to the ongoing and traditional student support programs as outlined throughout this document, grant funds are providing an opportunity for the college to explore new and innovative strategies to support student learning and student development. The Learning Commons and the Math Cafés offer opportunities for students to engage in writing and math respectively outside of the classroom (9FE 1).
As shown on the college’s organizational chart, student development staff provide student support services on each campus and for the associated college center. While variations in staffing exist from campus to campus due to the size and mix of programs offered at each location, there are sufficient professional staff to provide all services for students. Each position has a job description to ensure that the staff have the appropriate credentials to perform their professional responsibilities (9FE 2).

Each campus maintains a student development staff including a Dean of Student Development, Directors of Admissions, Registration/Advising, Financial Aid, Supportive Services, Student Life, and Job Placement/Career Services. In addition, the college employs staff who work college-wide to provide services for students including the Registrar, Executive Director of Financial Aid, and the Director of Military and Veterans Affairs. To maintain consistent services for students regardless of campus location, the campus student development staff also coordinate specific programs that affect students throughout the college. For example, the Dean of Student Development at Allegheny Campus coordinates the college’s student life program (9FE 2).

Full-time academic advisors also support students by providing service on a walk-in and appointment basis. Fully staffed library and learning assistance centers, student account staff, and staff in the computer centers also support the college’s commitment to student success (9FE 2).

CCAC offers supports to all students, regardless of instructional location or modality. Qualified, professional staff members supervise and provide these services. Students can learn about and access support services in various ways, including referrals from faculty, staff and administrators; print pamphlets; electronic mail; the college website, which provides a listing of useful links for students; CCAC Course Catalog, Student Handbook, CCAC Central e-Services, Blackboard, and the Student Portal. The college has expanded its student services in the categories of academic support, direct support services, and grant-funded program services to provide on-going learning enrichment opportunities for students at campuses, centers, and online. Student assessment of these services occurs through the Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory, April 2015 (9FE 3).

The 2015 RNL shows that satisfaction with advising has improved since the 2013 Noel Levitz Student Satisfaction Inventory (Table 4.2) and previous ACT Student Satisfaction Surveys. Recognizing the importance of academic advising, the college initiated a number of actions to improve advising including: establishing a formal orientation program for advisors, adopting the Strengths-Based Advising model advanced by Dr. Laurie A. Schreiner and the Developmental Advising practices promoted by Dr. Terry O’Banion, developing “The Ten Commandments of Academic Advising, and designing a college-wide training program so that all advisors, regardless of their location, can provide consistent information to students.

<table>
<thead>
<tr>
<th>Table 4.2 Ruffalo Noel Levitz SSI, Advising 2013 to 2015</th>
<th>2013</th>
<th>2015</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. My academic advisor is approachable.</td>
<td>4.93</td>
<td>5.16</td>
<td>0.23</td>
</tr>
<tr>
<td>12. My academic advisor helps me set goals to work toward.</td>
<td>4.49</td>
<td>4.80</td>
<td>0.31</td>
</tr>
<tr>
<td>25. My academic advisor is concerned about my success as an individual.</td>
<td>4.55</td>
<td>4.88</td>
<td>0.33</td>
</tr>
<tr>
<td>32. My academic advisor is knowledgeable about my program requirements</td>
<td>4.87</td>
<td>5.04</td>
<td>0.17</td>
</tr>
<tr>
<td>40. My academic advisor is knowledgeable about the transfer requirements of other schools</td>
<td>4.81</td>
<td>5.00</td>
<td>0.19</td>
</tr>
</tbody>
</table>
AFT Local 2067 Full-Time Faculty Collective Bargaining Agreement defines the scope of academic advising services at CCAC. Full-time AFT faculty members and adjunct faculty, if needed, staff advising centers. Directors of Registration select advisors from the pool of applicants, which fairly represents the academic programs of the college. To strengthen further the Academic Advising system, the college in Spring, 2016 started to hire a full-time advisor for each of the campuses with Allegheny Campus hiring three advisors (full-time advisor position description) (9FE 4).

Prior to participating in the advising process, students may meet first with a counselor to discuss career goals and/or transfer goals assessed through career inventories. Once students identify their goals, an academic advisor will assist with course selection, registration information, changing a major, and completing graduation requirement checklists (9FE 4).

Advising is intertwined with the registration process but provides students with more information than just what they need to register for classes. The Academic Advising Offices’ Red Folder Program is a way students receive information directly from the advising office. This folder being used for the Fall, 2016 semester contains brochures and flyers that are reviewed with students including information on the following topics:

- The Advisor-Student Partnership
- Preparing for your next advising session
- Information on Are You Planning to Transfer
- Academic Help Outside the Classroom (guide to support services)
- Topics covered by Smartthinking (the on-line tutoring service)
- Top 10 Reasons for Completing Community College
- Student Lingo (on line help programs for students on topics such as Time Management)
- Supportive Services (information for students needing accommodations)
- Get Connected at CCAC—Important CCAC Phone Numbers
- “my.ccac.edu” (portal) bookmark
- Emergency Information bookmark
- Roadmap to Your Destination (publication providing milestones for students leading to graduation)
- Academic Calendar
- Student Handbook cover with a link to the ccac.edu website giving the entire publication

All new students must meet with an academic advisor. In addition, students need to see an advisor if they are seeking a new degree or certificate, have not completed the required developmental classes, are changing majors, are on academic probation or on financial aid probation that requires a degree audit, or when they are applying for graduation (9FE 4).

CCAC encourages students to meet with an advisor periodically. Students may schedule an appointment online through Appointment Central or by contacting the advising department directly. Walk-ins are also available, as is Web Based Advising (9FE 4).

During each semester, mandatory Academic Advisor in-service training sessions occur approximately five times. Beginning with the Fall 2015 semester, these in-service sessions occur simultaneously across the college via LYNC. All advisors have access to an Advising Manual, Blackboard training modules, academic information, changes to policies, etc. The Blackboard site keeps advisors abreast of changes or announcements critical to accurate advising. In addition, each campus may hold small training sessions as required. Typically, new advisors receive a small or
individual training session. New advisors also shadow experienced advisors until the Director of Registration determines the new person is qualified to work independently (9FE 4).

All Directors of Registration are members of the National Academic Advising Association (NACADA), which publishes materials on suggested practices that the Directors of Registration implement in training. The Directors of Registration also monitor the results of the various student surveys such as the Community College Survey of Student Engagement (CSSE) to determine the students’ views on advising and the needs for additional advisor training (9FE 4).

Advising also receives periodic assessment through the Five Year Student Development Program Review process. This process recently resulted in the development of an advising syllabus identifying the learning outcomes for advising (9FE 4).

CCAC complies with Title IX policies in prohibiting gender or sex discrimination in activities and programs, and women enjoy equal opportunities in CCAC’s athletic programs. In addition to this, the college follows a comprehensive Nondiscrimination Policy. This policy and a detailed description of the Title IX Notification also appear in the Student Handbook, of which all new students receive a copy (9FE 5).

CCAC is a member of the National Junior College Athletic Association (NJCAA), which serves as the national governing body for two-year collegiate athletics in the US. In addition, CCAC maintains membership in the American College Hockey Association. CCAC offers 32 sports teams for students (fig. 4.3). Statistics from each year appear in the institution’s 2016 Equity in Athletics Data Analysis (EADA) reports (9FE 5).

CCAC is a multi-campus institution with NJCAA intercollegiate sports offered on all four campuses. CCAC follows NJCAA regulations as found on their website (www.njcaa.org) and each Student Life office on all four campuses receives a manual of these regulations to use as a reference. Coaches and administrators must follow the by-laws set by the executive committee of the NJCAA. Each campus allocates funds for athletics based upon the same procedures used for all other student life activities (9FE 5).

CCAC also offers intramural teams including Co-ed Soccer (20-24 players), In-line Hockey (15-18), and Men’s Basketball (12-15). These sports provide excellent opportunities for students to include on their Student Engagement Transcripts. The Student Engagement Transcript is a free service offered by Student Life to document and verify participation in athletics, student clubs and organizations, campus events, and community service. Students may add official copies of the Student Engagement Transcript to a resume and academic transcript (9FE 5).

Each campus location also has a well-equipped fitness center, which all students can use without charge, to encourage physical fitness without the need to participate in a formal sports program (9FE 5).

In Fall 2010, CCAC hired Brett Sokolow from the National Center for Higher Education Risk Management (NCHERM) to advise CCAC on compliance issues related to student complaints or grievances and processing of student conduct cases. Mr. Sokolow consulted with the college on preparing these processes, which CCAC publishes in the student handbook. These policies include the college’s Nondiscrimination Policy and Civil Rights Complaint Procedure, Student Academic Complaint Procedure, Appeal of Academic Suspension, Student Code of Academic Conduct Right to Appeal, Student Code of Behavioral Conduct, and Grievance Procedures for Individuals with Disabilities. Annually, NCHERM representatives provide training to the student development staff and others about risk assessment, processing student complaints and similar topics (9FE 6).
In addition to the formal procedures for equitably addressing student complaints and grievances, CCAC also makes available to students informal means of communicating issues or concerns. Examples of these informal communication tools include the Online Dean and Ask the President. The Online Dean provides opportunities for students to communicate with the Deans of Student Development electronically. This web-based program provides a central location for the Deans of Student Development and the student body to communicate and respond to a variety of student issues and concerns. Similarly, the college president invites all members of the CCAC community to contact him via the “Ask the President” tool to offer feedback, ask questions, express concerns, share great ideas, suggest an opinion, or make recommendations on any topic related to CCAC. “Ask the President” is a safe and anonymous service that enables students and other community members to communicate directly with the college president (9FE 6).

Details related to student complaints or grievances are provided in Chapter II on Ethics and Integrity. Students have multiple opportunities to have complaints formally addressed at CCAC. In general, academic concerns are processed through the Academic Appeals Procedure while other complaints or grievances are addressed by the Student Appeals Process (9FE 6).

In relation to policies and procedures for safe and secure maintenance of student records, the college complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), which is also known as the Buckley Amendment. FERPA allows students to access their own school records and sets guidelines for outside agencies who want to evaluate a student’s records. Students must provide written permission before the college will release personal information about that student. Students have access to CCAC’s FERPA information through the college web site. In June of 2016 the college updated its Records Management Regulation and Record Retention Schedule outlining the records to be maintained and the length of time each type of record is to be available (9FE 8).

CCAC will disclose student information to state agencies for longitudinal studies on student outcomes in keeping with the FERPA Amendments. Students may opt-out of having any personal information released. Additional information is available in the Student Handbook. CCAC has adopted a student records policy which is a consistent general statement appearing on all registration forms (9FE 9).

The college has two training programs related to the proper maintenance and handling of student records. The Institutional Technology Systems (ITS) department developed and implemented the iSOS Information Security Training System (iSOS) addressing data breaches. This course is located within the Moodle platform and provides training for employees with direct access to student records. Training reinforces FERPA guidelines and ensures the security and protection of sensitive student data. Moodle administrators track those who have completed training (9FE 8).

The Student Development Services Assessment Process
The Student Development Services Assessment Process reinforces the One College Concept through annual program assessments conducted on a college-wide basis. The department directors at all four campuses collaborate to select the program objective and develop an assessment plan in accordance with CCAC’s processes. Assessment findings are advanced through the governance process to provide continuous improvement of the college’s student development services and continuous improvement of student outcomes.

Student Services departments assess their performance using a continuous improvement model. Each Student Services department completes an annual assessment and a five-year comprehensive assessment. Each year the student development offices review their objectives to make sure they are
meeting their goals. There is an Assessment Process and Template for each department to use. All the information is stored in the TracDat assessment management system. The assessment results inform decisions about services provided, best practices, development of policies and procedures, formulation of action items, and budget planning for individual units. A review and analysis of the identified action items found that 150 action items were defined, and 92% of them were completed in some fashion since the implementation of this process in the 2006-2007 academic year. Where assessment results informed a change to services, policies, practices, or procedures, departments posted changes to the CCAC website and department landing page, promoted changes in the course schedule publication, and developed checklists, brochures, posters, and manuals to inform our students and college personnel about the various changes. The procedure developed for the Student Services areas mirrors that used by the Academic Departments in regard to program review. The chart below shows the nine Student Development departments and what stage of assessment they are in each academic year (9FE 10).

Table 4.4 Student Development Services Assessment Timetable

<table>
<thead>
<tr>
<th>Year</th>
<th>Registration &amp; Advising</th>
<th>Job Placement &amp; Career</th>
<th>Supportive Services</th>
<th>Financial Aid</th>
<th>Admissions</th>
<th>Counseling</th>
<th>Student Life</th>
<th>Child Development Centers</th>
<th>Student Success Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2007-08</td>
<td>First Year</td>
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<tr>
<td>2008-09</td>
<td>First Year</td>
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<tr>
<td>2009-10</td>
<td>First Year</td>
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<tr>
<td>2010-11</td>
<td>Program Review</td>
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<tr>
<td>2011-12</td>
<td>Program Review</td>
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<tr>
<td>2012-13</td>
<td>Program Review</td>
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<tr>
<td>2013-14</td>
<td>Program Review</td>
<td></td>
<td></td>
<td>Program Review</td>
<td>External Accreditation</td>
<td>Discontinued</td>
<td>Program Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>Program Review</td>
<td></td>
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<tr>
<td>2015-16</td>
<td>Program Review</td>
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<tr>
<td>2016-17</td>
<td>Program Review</td>
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</table>

In addition to the original nine areas, other programs also use database reporting systems. The Perkins Program uses a standalone database reporting system that is not a part of the college's Datatel Colleague system. The Student Success Coaches also use a database system to track the progress of students completing the developmental sequence of classes. This database system is connected to the Datatel Colleague system (9FE 10).
Separate from the assessments conducted using the Program Review and other internal programs, the college often employs external consultants to review the operations of various student development departments. For example, in Spring, 2015 Kay Jacks and Associates completed a review of Financial Aid that resulted in the centralization of financial aid processing (9FE 10).

**ANALYSIS**

**Strengths**

- Student life offers many opportunities for students to grow intellectually, socially, and emotionally, especially through clubs and organizations, robust sports programs, and well equipped fitness centers.
- The college offers an extensive variety of services for students at all levels on the campuses, centers, and online.
- There is a belief in and commitment to student success as evidenced by the employment of Student Success coaches and Student Support Specialists.
- The college documents and studies student success through the Student Success Matrix, national assessments like CCSSE, and takes appropriate action to assist students.
- The Math Cafés have made a huge difference in the success of students and thus the services provided through this grant funded program have been incorporated into the college’s operating budget.
- The college has pursued a number of grants in the area of student support such as Title III.
- NCHRM was consulted in the preparation of the college’s student complaint and conduct procedures.

**Strategic Improvement Opportunity**

- Consistent with the mission and with strategic goals for academic success and completion using a guided pathways strategy, and for the incorporation of innovative use of technology to advance the delivery of services, the college should leverage the implementation of the CRM Advise system as an opportunity to evaluate, redesign and expand student use of support services. This effort should be coordinated with the improvement opportunity stated under Standard 8.
CHAPTER V: EDUCATIONAL EFFECTIVENESS ASSESSMENT
The Self Study Design document charged Working Group V: Educational Effectiveness Assessment with gathering and analyzing evidence related to CCAC’s compliance with Standard 12 and Standard 14. The Working Group established and documented the institution’s compliance with the fundamental elements of Standard 12 and Standard 14. Additionally, the Working Group identified strengths, outlined areas for improvement, and made suggestions regarding Educational Effectiveness Assessment at CCAC.

STANDARD 12: GENERAL EDUCATION OVERVIEW
CCAC’s program of general education provides ample opportunities for students in the institution’s degree programs to achieve the learning outcomes for each of the college’s six general education goals—communication, technological competency, critical thinking and problem solving, quantitative and scientific reasoning, culture, society and citizenship, and information literacy.

MEET
Shawn Hinnebusch
AS General Studies, 2014

The General Education Core is an essential part of preparing students for educational and career success. Shawn’s journey with CCAC began when he was a home-schooled teenager attending CCAC’s Dual Enrollment program. When the time came for Shawn to choose a college, he had no doubt that CCAC would be his academic home for the next two years. His General Studies degree provided him with the basic general education classes he needed for transfer. In 2014, Shawn was part of an eight-member CCAC student delegation that traveled to the State Capitol in Harrisburg, PA, to attend Lobby Day, an annual event designed to rally support for the state’s community colleges. Shawn is currently a student at the University of Pittsburgh, majoring in mechanical engineering.

Documentation indicates that CCAC provides a program of general education of sufficient scope to enhance students’ intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs. Evidence indicates that CCAC’s program of general education develops the skills and abilities that are applied in the major or concentration. Our institutional mission incorporates study of values, ethics, and diverse perspectives. Moreover, our institutional requirements assure that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline. These elements of general education
requirements are clearly and accurately described in our primary official publications of the institution; and assessment of general education outcomes fits within the institution’s overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.

SELF-STUDY METHODOLOGY
To assess Standard 12, four subgroups were developed to assess (1) The Program of General Education, (2) The Assessment of General Education, (3) General Education Publications, and (4) Integration Points with the other standards. To determine the connection between the Working Groups topics with those of other groups, group members conducted a global search within Characteristics of Excellence in Higher Education using key terms related to General Education. The group determined that Standard 12 integrated with the work of Standard 8: Student Admissions and Retention and with Standard 11: Educational Offerings. Working Group V shared assessment results with Working Group III.

FINDINGS AND DISCUSSION
Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.

CCAC’s Basic Skills and General Education Core includes courses that collectively represent a wide range of disciplines, including English, humanities, mathematics, science, and social science. The Associate of Arts degree includes thirty semester hours of General Education coursework, while the Associate of Science degree includes eighteen semester hours. The Basic Skills and General Education Core requirements for the AA and AS degrees appear in the CCAC Catalog. See Table 5.1. (12FE 1, 12FE 5).

The Working Group used a checklist to analyze a random sample of CCAC’s associate degree programs to assure that upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency (See Appendix Checklist). CCAC’s Basic Skills and General Education Core requirements are consistent with the criteria listed in the standard, with one exception. Whereas the standard lists technological competency as a criterion, CCAC specifically recommends that “all graduates be computer literate” (Fig. #). From the college’s associate degree programs, reviewers randomly selected 54 for evaluation of compliance (66.67%) providing an 80% confidence interval and a 5% error rate. Analysis indicates that 94.44% of CCAC’s associate degree programs meet the institution’s Basic Skills and General Education Core requirements. Although the Basic Skills and General Education Core only recommends (rather than requires) computer literacy, reviewers concluded that 88.24% of the programs that meet the core requirements also fulfill the technological competency criterion listed in the standard. Among those programs that met all the general education core requirements, 68.63% met the computer literacy recommendation, and an additional 19.61% met the technological competency criterion. Thus 88.24% of programs that met all the general education requirements also contained a computer skill or other technological competency component (See Appendix 1. 12.4) (12FE 4).
For assessment purposes, CCAC further elaborates upon the Basic Skills and General Education core in establishing its six General Education Learning Goals, last reviewed through the governance process in 2013. These General Education Learning Goals and their associated behaviors allow analysis of general education as practiced within a student’s program of study. Every program at CCAC undergoes periodic review, which involves documenting whether a program’s discipline-specific courses address the six General Education Learning Goals (Appendix 2: 12.6 Appendix H). The review showed that in addition to providing general courses to meet the institution’s Basic Skills and General Education Core requirements, 88% of the program reviews matched all six General Education Learning Goals with core course learning outcomes, indicating that students apply the general education core requirements to concepts within their program of study (12FE 2).

In keeping with its mission to prepare its graduates “to succeed in a complex global society,” CCAC includes “Culture, Society and Citizenship” as one of its General Education Learning Goals. This goal states that students will “describe and explain behaviors and beliefs of various populations throughout the United States and the world,” which clearly indicates incorporation of “the study of values, ethics and diverse perspectives.” Through the program review process, programs are monitored every five years to ensure adhere to this criterion. See appendix 2: 12.6 for the outcomes of the review of Appendix H compliance (12FE 3).

There is strong evidence of institutional support for the general education program as evidenced in the administrative structure, budget, and faculty initiatives. CCAC has several student success initiatives designed to support student learning: free tutoring is available through each campus’s Learning Assistance Center, the Learning Commons, and Math Café. CCAC students also have free access to StudentLingo, “a series of interactive on-demand video workshops, action plans, and valuable resources focused on helping students achieve their academic, personal and career goals” (2015-2016 Catalog, 18). A summary of these student success initiatives appears on page 18 of the 2015-2016 Catalog. Additionally, the college developed an award-winning Roadmap initiative, providing students with a clear, step-by-step visual brochure delineating the process for advancing toward graduation, which includes enrolling in courses required as part of the Basic Skills and General Education Core.
In addition to these student success initiatives, in 2012, the college undertook a thorough review of its general education requirements. A Working Group consisting of seventeen faculty members and three administrators reviewed the General Education Learning Goals and the Basic Skills and General Education Core to determine whether or not they reflected both the needs of students and the college’s definition of an educated person. The group was also charged with designing a General Education certificate. After much deliberation and communication with the college community, the Working Group proposed a new **30-credit General Education Certificate**. These proposals received approval through the college’s governance process and took effect in 2013; 40 students have graduated with a General Education Certificate, and 151 students are currently enrolled in the program.

Disciplines without certificate or degree programs offer another example of institutional support for the general education programs. These include English, ESL, Journalism, Reading, Philosophy and Foreign Languages. Although these disciplines do not offer certificate or degrees, CCAC supports these disciplines, thus demonstrating commitment to the general education program.

To review general education publications for clarity and communication with key audiences, members of the Working Group reviewed print and online publications. Primary documents included the college course catalog and CCAC online content pages, and secondary official documents included the Student Handbook, Faculty Handbook, Graduation Check sheets, Transfer Guides, Enrollment Steps and Application for Admission to the Spring Semester 2013 to the current 2015 semester, Fall 2015 Credit Schedule, Dual Enrollment Brochure, and Application and CCAC Articulation Agreements. Secondary documents may reference general education requirements but do not serve as the primary point of reference.

Review indicated that the primary documents, both in print and online editions, clearly and accurately define the general education requirements. Three of the eight secondary documents referred to General Education requirements. In the 2016-17 course catalog, page 30 references general education requirements. It clearly defines how general education requirements are needed to fulfill degree completion. Also on page 30, program explanation and general education is defined; on page 32, a general education distribution requirement chart lists the general education requirements for both the Associate of Arts degree and the Associate of Science Degree. In pages 151-152, discipline electives clearly define the electives that complete the general education requirements of the associate’s degree. Similarly, the online content clearly defines the general education requirements in the following sections: Degree Explanation, Academic Program Requirements and Discipline Electives. Of the eight secondary document review, evidence of General Education was clearly and accurately described in these documents: Enrollment Steps and Application for Admission, Fall 2015 Credit Schedule and the Transfer Guide. Moreover, minutes from program advisory board meeting, advisement checklists for new and returning students and assessment of student learning glossary all show evidence of the definition and importance of General Education.

A survey of all Directors of Registration and Advisement as well as a random sampling of academic advisors and students at all campuses and select centers measured the communication of general education to college employees, advisors, and especially to students. All advisement directors convey the benefits of quality general education programs to the advisors and expect advisors to explain the importance of general education requirements to students. There are multiple training resources for advisors related to general education goals. Fifteen responses from advisors indicate that they discuss the benefits of quality general education to students, often and at different times along the student’s academic path. Advisors utilized multiple resources including the website, catalog, degree audits, and program check sheets in their discussion of general education with the students. Analysis
of eighty-nine student responses indicates that students, with different backgrounds in majors and with different levels of college completion recognize the definition and importance of general education. A moderate majority stated that they knew what classes counted towards general education requirements and the majority of students noted that they learned of the distinction during their advisement sessions.

Review of CCAC’s Five Year program reviews, focusing on Appendix H, which requires that faculty match program core courses to the General Education competencies, indicated that CCAC demonstrates a strong plan. The Assessment of Student Learning (ASL) committee was formed to provide CCAC with commitment and direction for the assessment process. The college adopted General Education goals through the governance process in Fall of 2007. Additionally, the Institutional Assessment Planning Committee (IAPC) acquired an $80,000 TracDat system, a software package that facilitates the systematic collection and storage of assessment information. A Director of Learning Outcomes and Achieving the Dream oversees the process. The college created and filled a Learning Assessment Analyst position in 2005 to address assessment deficiencies from the previous accreditation. The scope of responsibilities for the position expanded in 2008 to become Director of Learning Outcomes and Achieving the Dream (12FE 6).

For assessment at the program level, the CCAC website houses links with information to assist with program evaluation. The Director of Learning Outcomes and ATD visits faculty discipline meetings to assist with the development of assessment and also provides individualized assessment assistance. The researchers reviewed 100% of the submitted Appendix H reports from 2010-2014 to validate that a core course in each discipline fulfills the General Education goals (Appendix 2. 12.6). CCAC clearly supports the management of the assessment evaluation results with tremendous effort, consideration, and dedicated resources. Evidence indicates that the institution uses assessment results to improve student learning. The 2007-2008 recommendations from the Communication and Information Literacy assessment reviews, led by the Director of Learning Outcomes and ATD, resulted in the recommendation of the development of a library tutorial, i-CONNECT, designed to improve student research skills. The 2008 recommendation from the Information Literacy assessment review, led by the Director of Learning Outcomes and ATD, highlighting the need to incorporate a variety of sources into writing assignments and resulted in increased faculty awareness and integration of additional writing assignments into academic programs. The 2008 recommendation from the Communication assessment review highlighted the need for students to learn the mechanics, organization, and development of ideas. Faculty heard these results at an All College Faculty Professional Development program. The recommendation from the Communication assessment report resulted in the development of Scoring Rubrics available to all faculty.

Similarly, the 2014-2015 Technology competency assessment review resulted in a professional development information article in the September 2015 ATD Newsletter (Appendix 4. 12.6) and the Culture, Society and Citizenship assessment review information appeared in the November 2015 ATD Newsletter (Appendix 5.12.6). The 2009-2010 Quantitative and Scientific Reasoning assessment review results were similarly shared with the faculty at the Fall 2010 All-College Day program. Finally, all faculty from each campus met to review the data related to English to develop solutions to improve success in the Developmental Reading and English courses; a recommendation of a writing lab led to the 2013 Title III funded- Learning Commons at each campus. Similarly, a review of math assessment results led to the Heinz Foundation grant in 2012 that supported the creation of Math Cafés at four campuses and two centers.
How do we know that students have sufficient opportunities for student engagement outside of the classroom and to strengthen their general education? CCAC’s student clubs address all aspects of the GE goals: [www.ccac.edu/Clubs_and_Organizations.aspx](http://www.ccac.edu/Clubs_and_Organizations.aspx). Campus Job Placement and Career Services departments provide students with workshops regarding resume writing, job search, interview skills, and other important technological competencies. Data from the 2014-2015 Report on Culture, Society and Citizenship provides statistics that 65% of all students (n=81) interviewed participated in a service project or volunteer opportunity since enrolling at CCAC. Twenty-five percent participated through a CCAC club; 64% participated through another organization; 11% participated through both. Additionally, over the past five years, 53 student clubs participated in volunteer activities representing CCAC ([Appendix 7.12.6](#)). This clearly supports the General education goal of Culture, Society and Citizenship.

**ANALYSIS**

**Strengths**

The Working Group found that CCAC has a well-defined program of general education which is clearly described in the College’s official publications. The Working Group’s analysis found that skills defined in CCAC’s six General Education Learning Goals are applied in CCAC degree programs. General Education Learning Goals are assessed in accordance with a set cycle defined by the Plan for Assessment of Institutional Effectiveness and Student Learning.

**Challenges**

The Working Group determined that the assessment of general education could be improved by better cross matching of the program or discipline’s core with the General Education Outcomes. This can be achieved by delineating the Appendix H directions more plainly and clearly.

**Strategic Improvement Opportunity**

- To enhance students’ learning experiences, the college should support consistent communication of general education learning goals through ongoing professional development for faculty, advisors, and administrators who counsel or advise students.

**STANDARD 14: ASSESSMENT OF STUDENT LEARNING**

**OVERVIEW**

The first of five principles for assessment at CCAC states, “Assessment of student learning will be faculty led; however, all members of the college community and external stakeholders will be involved in the process.” ([Assessment of Student Learning Handbook for Faculty](#)) This principle, adopted in 2005, was the foundation for the development of assessment processes at the college. At CCAC, faculty decide what to assess and how and when to assess it during the academic year. They are supported by the Academic Deans and the Director of Learning Outcomes and Achieving the Dream (ATD) who provide guidance, training, and support.

CCAC conducts assessment of student learning at three levels: classroom, program and institutional. The college has learning goals for each level of assessment: course learning outcomes, program objectives, and general education goals.

The college promotes voluntary classroom assessment using *Classroom Assessment Techniques* by Angelo and Cross as the measures for student learning. Faculty submit a *Classroom Assessment Summary*, which serves as a measure of faculty participation, offers examples of best practices with the college community in the ATD Newsletter ([example](#)), and documents participation in classroom assessment for faculty teaching portfolios. The number of summary forms collected annually since
2005-06 has fluctuated from a low of 51 in 2007-08 to a high of 121 in 2011-12. The most recent five-year average is 116.

All programs and disciplines must participate in annual program assessment as defined in the “Comprehensive Program/Discipline Review Process.” The annual process, implemented in 2006-07, requires that faculty select one objective and two measures for conducting an assessment and mandates a meeting to discuss the results. A Faculty point person submits the assessment plan and results to the coordinating dean and Director of Learning Outcomes and ATD for their program/discipline. The plans and results reside in the college’s assessment management system, TracDat. The number of plans and results submitted annually has consistently increased for the last five years. (See Table 5.2)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Programs</th>
<th># of Plans Submitted (due September 15)</th>
<th>% of Programs Submitting Plans</th>
<th># of Reports Submitted (due March 31)</th>
<th>% of Programs with Plans Submitting Reports</th>
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</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>87</td>
<td>87</td>
<td>100%</td>
<td>82</td>
<td>94%</td>
</tr>
<tr>
<td>2014-15</td>
<td>67</td>
<td>59</td>
<td>88%</td>
<td>56</td>
<td>95%</td>
</tr>
<tr>
<td>2013-14</td>
<td>68</td>
<td>59</td>
<td>87%</td>
<td>46</td>
<td>78%</td>
</tr>
<tr>
<td>2012-13</td>
<td>68</td>
<td>52</td>
<td>76%</td>
<td>42</td>
<td>81%</td>
</tr>
<tr>
<td>2011-12</td>
<td>66</td>
<td>47</td>
<td>71%</td>
<td>42</td>
<td>89%</td>
</tr>
<tr>
<td>2010-11</td>
<td>63</td>
<td>45</td>
<td>71%</td>
<td>39</td>
<td>87%</td>
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</table>

General Education assessment is a collaboration between administration and faculty, conducted on a six-year cycle. The Director of Learning Outcomes and ATD recruits a team of faculty to design the assessment plan. Additional faculty, in targeted courses, volunteer to participate by providing samples of student work for the assessment. The submitted work often includes an existing course assignment, such as a research paper. Faculty members sometimes agree to include a specific assignment, such as a structured essay. Following collection of the artifacts, the design team evaluates the work using a rubric. The results then appear on the Assessment of Student Learning web page. To date, teams have assessed all six of the college’s general education goals. The percentage of artifacts meeting or exceeding expectations ranges from 19% in Culture, Society & Citizenship to 89% in Technological Competency. (See Standard 12 for a detailed discussion of General Education Assessment.)

**SELF-STUDY METHODOLOGY**

To ensure an objective evaluation of CCAC’s assessment of student learning processes, the Working Group examined the college’s compliance with the fundamental element three ways. The Working Group conducted a thorough examination of CCAC’s learning outcomes at the course, program, and institutional levels; analyzed CCAC’s assessment process documentation to ensure our processes meet Middle States’ standards; and audited CCAC’s assessment practices to ensure people are following the prescribed processes. The Working Group gathered ample evidence to address compliance with Standard 14.
**FINDINGS AND DISCUSSION**

*Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.*

The Working Group reviewed course learning outcomes and program objectives for measureable outcomes and for clearly articulated Bloom’s Taxonomy language. Group members verified that each program or discipline objective appeared in the college catalog and on the CCAC web site. The group also ensured outcomes were in alignment with the college’s current mission statement at the time of the review. Additional analysis included evaluation of the discipline or program objective’s alignment with CCAC General Educational Goals by examining completed program reviews with a focus on Appendix H, “Assessment of General Education Goals within a Program or Discipline.”

The scope of this analysis included forty-seven programs and disciplines that completed the program review process from 2011-2015. Group members developed a comparison form to document the integration of course outcomes with program objectives and completed this comparison form using the program objectives listed on the college website and in the catalog. (14FE 1).

The inquiry revealed that program objectives are listed in the catalog and on the website for all academic programs. (The catalog format for disciplines does not currently require the listing of program objectives. The English, Math, Developmental Studies and Speech disciplines have defined objectives and assess them according to CCAC’s prescribed process.) (14FE 1).

External accreditation of a program, advisory committee minutes and available external review reports (an element of program review) established alignment between student learning outcomes and the standards of higher education and of the relevant disciplines (14FE 1).

Examination of Appendix H revealed alignment between program objectives and General Education Goals. The vast majority (88%) of programs/disciplines accurately completed the required documentation when submitting program review. Version control seemed to be the biggest issue with some programs/disciplines submitting an older version of Appendix H after the spring 2010 program review revision (14FE 1).

Program review documents demonstrated consistent use of current program assessment forms (Appendix E and I) with only minor exceptions. One program contained outdated information, and three program reviews did not contain these forms (14FE 1).

Members of the Working Group completed an analysis of CCAC’s current program assessment process in fall 2015. Group members developed a checklist based on the features of effective assessment processes as defined in the Context section of Standard 14 on pages 64-65 of *Characteristics of Excellence*. The checklist comprised five categories: useful, cost-effective, reasonably accurate and truthful, planned and organized. The Working Group used the checklist to review program assessment documentation to determine how well the college’s assessment processes are meeting the current standard for assessment of student learning. The Working Group also conducted an audit of program/discipline assessment documentation. The researchers used a rubric to audit 110 randomly selected assessments from 87 programs over a five year period (2011-12 to 2015-16). The Working Group used the rubric to determine how well programs/disciplines are following the college’s prescribed processes.

CCAC’s assessment processes, as defined in the “Comprehensive Program/Discipline Review Process” document, help faculty and staff make appropriate decisions. The annual program assessment process is based on Barbara Walvoord’s “No-Frills Model.” The annual process requires
that faculty select one program objective and two measures for conducting an assessment, and that faculty meet to discuss assessment results. Mandatory fall and spring discipline meetings provide the venue for these activities, which result in the submission of assessment plans and reports to the appropriate coordinating dean and Director of Learning Outcomes and ATD. The “no-frills” process is simple. It focuses on five program objectives—one per year in a five-year cycle—encourages the utilization of existing products of student work, establishes deadlines within the existing academic calendar, requires no additional meetings, and minimizes the paperwork required for documenting assessment plans and results (14FE 2).

CCAC has learning outcomes at the course, program, and institutional levels. Processes are in place to assess achievement of the learning outcomes on an ongoing basis. Assessment plans outline the program objective, two measures, and details about the methods used to conduct the assessment. Assessment reports include findings, an analysis of strengths and weaknesses and the actions to take to improve learning. The review revealed an opportunity to improve CCAC’s process by reporting follow ups on those actions one year later to close the loop on the assessment and to document that improvements clearly stem from assessment results. At the January 2016 discipline meetings, the deans worked with faculty to collect the follow-ups on action items for the last four years of assessments. The information was entered into TracDat. To permanently fix this loophole, the college will need to work through governance to change the Program Review process (14FE 2).

The audit revealed that over the course of five years, 75% (82 of 110) of assessment plans were submitted. (This is consistent with the improvement documented in Table 14.1 over the same time period.) Ninety-one percent of assessment plans contained two measures, with at least one being a direct measure as required. The review revealed a strong understanding of direct and indirect measures, the relationship between the two and the relationship of the measures to the program objectives. Additionally, 82% (67 of 82) of assessments were completed with the submission of an assessment report. The review revealed an opportunity to improve the quality of assessment reports. Only 55% were determined to provide sufficient detail on the achievement of the program objectives (14FE 3).

The Working Group examined reasons for missing documentation and discovered the following:

- In 2015-16, all 87 programs/disciplines submitted assessment plans. And to date, 82 (94%) have submitted assessment results.
- Nine programs without full-time faculty or program coordinators did not begin conducting assessment until 2015-16 when the college began compensating part-time faculty for coordinating program assessment.
- 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. After consolidating programs and certificates and clustering related programs, the number of programs/disciplines required to conduct assessment was determined to be 87. This review identified a group of programs, union trades that did not previously participate in program assessment. In 2015-16, trade union programs were in compliance with assessment participation.

Faculty and the deans use program assessment results to make a variety of changes from reinforcing effective techniques to acquiring additional learning resources to developing new tools. (See three examples: Art 2010-11, Automotive Technology 2007-08 and Education 2012-13.) Evidence is documented on Appendix I, the Program Assessment Results Form, which includes action items for improving learning. This information provides a foundation for discussion in discipline meetings,
and during Comprehensive Program Review, it serves to justify the need for additional resources during the budgeting process. Program Review comprises seven elements including an examination of course alignment, annual program assessment results, actions taken to improve learning and the adequacy of resources. Faculty submit a list of recommendations in Appendix F of the program review report delineating those to be addressed by the program/discipline and those that require an institutional response. Each year by August 1st, the Provost responds to the institutional recommendations indicating how to proceed, who is required to take action and addresses any budget implications (14FE 2).

The Working Group brainstormed ideas to identify the places where assessment information is shared and discussed. The list included discipline and advisory board meetings, governance, and new faculty orientation.

**Discipline and Advisory Board Meetings**

Program assessment information is a standing agenda item for discipline meetings in the fall and spring. The fall meetings (typically mid-August) are used to plan the upcoming assessment which is due September 15. The spring meetings in January are used to discuss assessment results, which are due March 31. Many programs and disciplines have advisory boards which meet on an annual basis to discuss curriculum, job opportunities and the assessment of student learning. Board membership often includes local employers, alumni, faculty from four-year institutions, and members of professional/trade associations (14FE 4).

The Criminal Justice (CJC), Homeland Security (HLS) and Paralegal (PAL) discipline and advisory board meeting notes are a good example of assessment information being shared and discussed with appropriate constituents to improve teaching and learning (14FE 4).

**Governance**

Faculty and administration examine each academic program/discipline on an ongoing basis through shared governance. This examination is an important aspect of the college’s commitment to systematically assess institutional effectiveness and student learning. The Comprehensive Program Review process includes annual program assessment and an extensive review of each program/discipline at least every five years that includes an explanation of actions taken because of identified weaknesses in achieving objectives. Programs/disciplines are expected to explain how actions have led to improvement of student learning and to determine if additional resources are needed for further improvements (14FE 4).

The Psychology department’s program review document is a good example of this process. An analysis of the assessment process is on pages 12-16. Appendix E (pages 29-36) comprises the assessment plans. Appendix I (pages 50-58) contains assessment results. The external evaluators report includes a review of the department’s assessment process and findings (Appendix K, section 2 on pages 63-64) (14FE 4).

**New Faculty Orientation**

Each year Professional Development hosts a New Faculty Orientation to introduce important topics to new hires. Assessment of student learning has been a standing agenda item since 2008. The assessment session is an overview of the four-step process (including where to find learning outcomes for courses, programs and general education) and the development of a classroom assessment plan. In 2012 support to new faculty was expanded to include monthly follow-ups throughout the fall term to provide additional resources and feedback to help new faculty satisfy the assessment requirements for their teaching portfolio. The “Assessment 101” presentation is
evidence that assessment information is shared and discussed with new hires before the term begins (14FE 4).

Evidence of alignment between student learning assessment information and institutional assessment appears in three main areas within the existing procedures at CCAC: the “Program Review” process and documentation, the “Plan for Assessment of Institutional Effectiveness and Student Learning,” “Strategic Plan 2016,” and the Assessment of Student Learning documentation.

Program Review
Within the procedures set forth in the “Comprehensive Program/Discipline Review Process,” faculty and administration examine each academic discipline and program on an ongoing basis. Academic planning occurs largely through these review processes. The findings and recommendations of program review advance through the college governance process.

The comprehensive review process includes ongoing annual review and outcome assessment as well as an extensive review of each program and discipline every five years or, in the case of programs with external accreditation, in alignment with reaffirmation of accreditation. The recommendations from annual program reviews inform composition of campus-wide budgets.

The program review process received comprehensive revision in May of 2006 to incorporate annual program assessment and general education goal mapping. Further 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 most recent revision, in February of 2010, improved alignment between the timing of program review and budget cycles (14FE 5).

Plan for Assessment of Institutional Effectiveness and Student Learning
In 2007, a comprehensive “Plan for Assessment of Institutional Effectiveness and Student Learning” was written and implemented. Revisions and updates of this document in 2011 and 2017 reflected progress in the development, implementation, and the results of assessment initiatives. Element Five of the “Plan for Assessment of Institutional Effectiveness and Student Learning” outlines methods for assessment of student learning at CCAC with the various levels and descriptions. It also documents the link between assessment of student learning and Institutional Planning, Program Review, as well as Planning and Budgeting (14FE 5).

Assessment of Student Learning
In 2005, the Assessment of Student Learning (ASL) Committee formed to address coordination of learning outcomes assessment at CCAC. In 2008, the college established and filled the position of Director of Learning Outcomes and ATD, which replaced the ASL Committee, to coordinate assessment activities and to manage participation in the “Achieving the Dream” initiative. Assessment of Student Learning occurs on three levels; classroom, program and institutional.

The college’s assessment information system, TracDat, stores assessment plans and results for general education, academic program assessment, and the student services program assessment. The assessment information system strengthens links between assessment of student learning and assessment of institutional effectiveness. The common database creates a shared language, set of definitions and the ability to roll up learning outcomes into institutional outcomes (14FE 5).

The Community College of Allegheny County recognizes and values student learning and the following examples illustrate this (14FE Optional).

Through a recommendation from the Assessment of Student Learning Committee, the college adopted a voluntary process for collecting classroom assessment results in 2005. These classroom assessment techniques are designed to promote classroom-level assessments at the discretion of the
instructor. When an instructor completes a CAT form, they receive recognition in the form of an official college certificate. These certificates are useful in documenting required participation in assessment for the faculty teaching portfolio. Full-time and adjunct instructors must provide evidence of assessment of student learning in their improvement of teaching portfolios as mandated in the Collective Bargaining Agreement, Article X for full-time faculty and in the Collective Bargaining Agreement: Adjunct Credit Faculty, Article X.

Since joining the Achieving the Dream network in 2006-07, the college has produced a monthly newsletter focusing on student success and assessment. It features the successful use of classroom assessment techniques and best practices for improving student learning and student success. This newsletter also contains articles written by faculty and administration discussing individual approaches to student learning and success. The newsletter is prepared and submitted by the Director of Learning Outcomes and ATD.

Assessment skills are a consideration in the hiring process. The interview process for hiring full- and part-time faculty includes questions about assessment experience. Additionally, the new faculty orientation features a workshop detailing assessment approaches at CCAC. This is an important introduction to all full-time faculty that describes the different levels of assessment and how CCAC focuses on student learning and student success.

Discipline meetings are another area where student learning is encouraged, recognized, and valued. They are held the week before classes start every semester and are a forum to discuss previous and future program and classroom assessments. This is where the majority of planning and discussion happens for the annual program/discipline assessments as well as preparation for the five-year program review. Topics of discussion include how to implement changes based on the assessments and how previous changes are working. (See Art discipline meeting notes for an example.)

**ANALYSIS**

**Strengths**

- CCAC has learning outcomes at the course, program, and institutional level. (14.1)
- Processes are in place to assess achievement of the learning outcomes on an on-going basis. (14.2)
- CCAC’s program assessment processes are useful; cost-effective; reasonably-accurate and truthful; planned; and organized, systematized and sustained. (14.2)
- There is a strong institutional understanding of direct and indirect measures, the relationship between the two, and the relationship of the measures to the program objective. (14.2)
- Assessment information is shared and discussed with appropriate constituencies through discipline and advisory board meetings, governance, and professional development. (14.4)
- Assessment of student learning information is part of institutional assessment as documented in the “Plan for Assessment of Institutional Effectiveness and Assessment of Student Learning.”
- CCAC makes efforts to encourage, recognize and value assessment efforts by rewarding participation in classroom assessment with certificates, promoting good assessment practices in the ATD newsletter, through the faculty hiring process and including assessment as a standing agenda item for discipline meetings. (Optional element)

**Challenges**

- The analysis of program objectives revealed that disciplines do not publish objectives in the Catalog or on the website. (14.1)
• The review of general education goals was complicated by the fact that some programs/disciplines used an outdated form for documenting alignment with course learning outcomes. The implementation of the college’s Faculty Portal in December 2015 will help ensure that the college’s goals are “appropriately integrated with one another” through version control of program review documents. (14.1)

• The review of course learning outcomes and program objectives revealed that some Master Course Syllabi have not been updated since 2006. An examination of course syllabi is required as part of the Comprehensive Program Review (element 2, page 7). In order to document that the college’s learning outcomes are “consonant with the standards of higher education and of the relevant disciplines” the approval dates on the Master Course Syllabi should reflect the most recent review even if no revisions were made. (14.1)

• The review revealed an opportunity to improve CCAC’s program assessment process by reporting follow ups on action items one year later to close the loop on the assessment and to document that improvements clearly stem from assessment results. (14.2)

• As Table 14.1 indicates, compliance with program assessment has steadily improved in recent years with more programs submitting assessment plans and results forms. The results of the audit revealed gaps in participation and a need for better quality when documenting assessment results. (14.2/14.3)

Strategic Improvement Opportunities

• Analyze the Program/Discipline Review Process, including the role of College Council, to identify and implement modifications that enhance engagement in program and discipline review.

• Provide professional development opportunities to improve the quality of information provided through the program review process.

• Continue to provide necessary supports to maintain 100% compliance with assessment activities.
CHAPTER VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The Self Study Design document charged Working Group VI: Planning, Resources, and Institutional Improvement with gathering and analyzing evidence related to CCAC’s compliance with Standard 2, Standard 3, and Standard 7. The Working Group established and documented the institution’s compliance with the fundamental elements of Standards 2, 3, and 7. Additionally, the Working Group identified strengths, outlined areas for improvement, and made suggestions regarding Planning, Resources, and Institutional Improvement at CCAC.

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

OVERVIEW

Through its strategic planning process, the Community College of Allegheny County establishes institution-wide goals and objectives on a five-year cycle. The 2016-2021 Strategic Plan was adopted by The Board of Trustees on September 1, 2016. The planning process is well established, having guided college decision making for over a decade. Recently, CCAC’s Department of Planning and Institutional Research streamlined existing institutional planning processes into a unified Strategy Management System (SMS). This integrated approach improves annual planning in our 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.

MEET

RyKai Wright

AS Mechanical Engineering Technology, 2017
AS Mathematics & Sciences, 2017

RyKai Wright decided to spend her first two years of college at CCAC for financial reasons, but she soon realized it was the best option due to the quality education and opportunities for personal growth the college afforded her. RyKai excelled academically and was accepted into the Honors Program. She was also selected as an Achieving the Dream 2017 DREAM Scholar. As such, she will participate in a unique learning and professional development experience culminating at the annual DREAM conference in San Francisco. There she will engage with 2,000 other community college leaders, all working to bring about powerful change for student success. A member of the Phi Theta Kappa Honor Society, RyKai has also developed her leadership skills as an Honors Program ambassador and as a student ambassador. Upon earning two associate degrees from CCAC, she plans to transfer to a four-year university to pursue a bachelor’s in Mechanical Engineering.

The annual planning system 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. For each objective in the strategic plan, the strategy management system documents actions to be taken and, for each action, the plan specifies the group or individual responsible for implementation, the resource implications, and the performance measure used to establish success.

**SELF-STUDY METHODOLOGY**

The Working Group focused first on gathering documentation to establish compliance with the fundamental elements of the standard, reasoning that the research was necessary to demonstrate compliance with the Fundamental Elements and to then inform responses to Research Questions. Additionally, the Working Group created and implemented a Department Head Survey to better understand and address the integration of planning, assessment, and resource allocation throughout the academic departments.

**FINDINGS AND DISCUSSION**

*Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.*

CCAC uses a well-established assessment and planning process to make decisions concerning allocation of limited resources (2FE 1). The five-year Strategic Plan informs development of an annual operating plan, which clearly indicates action items, expected outcomes, responsibility for these outcomes, and resource implications (2FE 3).

CCAC’s recently completed strategic planning process reaffirmed the One College Concept. The revised values statement states that we strive to serve the educational, economic, and social needs of the community as one college through creative collaboration and teamwork. The strategic plan itself established institution-wide goals and objective for the next five years. The strategic plan was developed through a sequence of college-wide gatherings that include meetings of the Administrative Forum and All-College Days. A newly developed Strategy Management System was developed to facilitate annual planning as One College in our multi-campus environment.

**Strategic Planning**

Numerous stakeholders participated in this strategic planning process. The most recent iteration of the strategic planning process exemplified the increasingly participatory nature of the planning process (2FE 2).

Refer to Standard 1, Mission and Goals for a complete description of the comprehensive and inclusive effort to review and revise the mission statement.

A thorough discussion and update of the college core value statements is one of the significant results of this planning process. Core values were initially probed through the organizational climate survey conducted in fall 2014. Insights into our values came from an analysis of the responses to the open ended question “What are the most positive aspects of working at CCAC?” In July 2015, Dr. Bullock led a dialog session on the core values at the July 2015 Administrative Forum. A storyboard technique was used to begin to synthesize the ideas about the core values. Subsequently members of the strategic planning committee and campus presidents organized dialog sessions at their locations to broaden the base of input into the values statement. A subcommittee of the strategic planning committee synthesized the climate survey information, the storyboard from the July 2015 Administrative Forum, and the records from the campus dialog sessions into several draft alternative values statements. Progress on the core values work was reviewed at the October 2015 Administrative Forum and the January 2016 All College Day.

A small environmental scanning steering committee comprised of internal subject matter experts was formed to prepare an environmental scan report and guide the college community in
conversations concerning external influences on the future of the institution. This committee consisted of the Executive Director for External and Governmental Affairs, The Vice President for Workforce Development, the Special Assistant to the President for Diversity & Inclusion and the Assistant Vice President for Information Technology Services and Chief Information Officer. This process incorporated an environmental scan based on the PEST framework (Political, Economic, Social, and Technological aspects of the external environment).

Environmental scanning breakout sessions occurred as a part of the fall 2015 All College Day, during which members of the environmental scanning committee gathered initial feedback from the college community. Further dialog was conducted during the October 2015 Administrative Forum, where four subject matter experts facilitated breakout sessions focused on the four framework elements.

Members of the environmental scanning steering committee conducted an analysis of external opportunities and threats suggested by the scan and presented those findings for additional feedback and discussion to the Administrative Forum in spring 2016. The Strategic Planning Committee and the Environmental Scanning Committee convened four times between January and March of 2016 to discuss each of the four P E S T elements and identify opportunities and threats as a component of the strategic planning SWOT analysis. The Environmental Scan Report was completed in March 2016 and an update on the opportunities and threats analysis was presented at the March 22, 2016 Administrative Forum on South Campus.

In March 2016, the Strategic Planning Committee convened for a workshop to conduct the SWOT analysis. This workshop combined a Strategic Scorecard driven assessment of the 2011-16 strategic plan and the environmental scan findings to develop preliminary insight into the college’s new strategic goals. In May 2016 the Strategic Planning Committee convened for a workshop that included a visioning session to identify the key ideas that would go into a draft of the vision statement. This workshop also produced an early draft of the strategic goals.

During the summer of 2016, the strategic planning committee finalized a draft of the 2016-21 strategic plan that included updated mission, core values and vision statements along with strategic goals and objectives. A framework for a strategic scorecard to assess the plan was also developed. The strategic scorecard was finalized by the institutional research staff. A draft of the strategic plan was presented at the August 2016 All College Day. The strategic plan was presented at the September 2016 Board of Trustees meeting and subsequently accepted by the Board.

The strategic plan is a focusing document that provides a framework for other planning endeavors and decision making at the college, including resource allocation. On October 2, 2014, the Board of Trustees adopted a new budget policy. The stated purpose of this new policy is “to ensure that the College’s operating and capital budgets are aligned with the College’s strategic goals. Under this policy, budget requests will focus on achieving the College’s strategic goals, with input from the President’s Cabinet, faculty and staff. The requests will specify how the total budget, as well as how new staff, equipment, and other resources align and support the strategic goals (2FE1).
Table 6.1.

Annual Assessment, Budget and Planning Cycle

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<th>ASSESSMENT SEASON</th>
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<th>PLAN ~ BUDGET SEASON</th>
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from Strategy Management System Presentation to College-Wide Council, March 2015

Annual Planning

The planning process is well established, having guided college decision making for over a decade. The Strategic Plan clearly lays out goals and objectives for the college, which are then implemented in the annual operating plan. The operating plan for each year clearly indicates action items, expected outcomes, assignment of responsibility, and budget implications. 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. Table 6.1 provides a conceptual overview of the planning, assessment, and budgeting cycle at CCAC.

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 (7FE 1, 7FE 2).

To track improvements and ensure accountability, quarterly reviews track the progress of the operating plans and provide a record of institutional and unit improvement efforts and their results. Quarterly action plan assessment at the unit level provides a basis for subsequent year action planning as well as unit budget development (2FE 4, 2FE 6). The quarterly review process documents 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 expected outcomes are met.

Recently, CCAC’s Department of Planning and Institutional Research streamlined existing institutional planning processes into a unified web-based Strategy Management System (SMS). This integrated approach 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 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 (7FE 1).

The planning process was assessed using the Climate Study which contained a Mission and Goals Index. This data identified opportunities to improve engagement in the strategic planning process. The intentional effort to engage stakeholders in the planning process described above and the development of the Strategy Management System yielded improvements in perceptions about the planning process between 2014 and 2016, as shown in Table 6.2, below.

<table>
<thead>
<tr>
<th>Table 6.2 Climate Survey: Mission and Goals Index</th>
<th>2014</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand our organization's mission and strategic goals</td>
<td>4.41</td>
<td>4.76</td>
<td>0.35</td>
</tr>
<tr>
<td>The college's mission statement is relevant for today's challenges</td>
<td>4.18</td>
<td>4.63</td>
<td>0.45</td>
</tr>
<tr>
<td>I believe the daily work at the college is tied closely to our overall mission and goals</td>
<td>4.09</td>
<td>4.48</td>
<td>0.39</td>
</tr>
<tr>
<td>The college seems to be heading in the right direction</td>
<td>3.43</td>
<td>4.11</td>
<td>0.68</td>
</tr>
<tr>
<td>Processes are in place to give all employees a voice in college planning</td>
<td>3.09</td>
<td>3.74</td>
<td>0.65</td>
</tr>
</tbody>
</table>

**ANALYSIS**

**Strengths**
The planning process is well established, having guided college decision making for over a decade. The most recent strategic plan was adopted by The Board of Trustees on September 1, 2016. A newly developed Strategy Management System was developed to facilitate annual planning as One College in our multi-campus environment. Assessment of the planning process indicates some strengths. Responses to the 2014 and 2016 Climate Survey show that understanding of the college’s mission and strategic goals is strong.

**STANDARD 7: INSTITUTIONAL ASSESSMENT**

**OVERVIEW**
The institutional assessment materials generated at CCAC are strong and provide a diverse range of information for use in program development and improvement. Scheduled assessment processes are in place from the institutional summary level to specific program details and these assessments are available to the community through the college website and through interactive presentations to various communities within the college. Assessments appear in the context of improvements within CCAC over time, often benchmarked against other institutions.

The college tracks outcome statistics crucial to its community-focused mission, such as graduation rate and job placement, through monitoring leading indicators of eventual program success including retention, developmental program completion, and enrollment in gatekeeper courses. The college’s program of institutional assessment remains integral to the strategic planning process, and annual operating plans contain the assessment process as integral components. The college conducts regular student surveys and engages external consultants to provide fresh perspectives and feedback. CCAC’s engagement with Achieving the Dream encourages continued development of a culture of evidence and opportunities for the college community at large to participate in renewal efforts.
SELF-STUDY METHODOLOGY
The Standard 7 Working Group devoted its initial efforts to gathering data currently used to assess college processes. In some cases, the Working Group identified areas for improvement and engaged with Workforce Development leadership and ITS staff to implement improved record keeping and reporting protocols. In addition to its focus on current assessment reporting operations, the Working Group also scrutinized assessment’s role in informing planning decisions and the sufficiency of this assessment. In accordance with assessment’s place as one of the elements of a complete planning cycle, the Working Group set out to explore disposition of the seven priorities included in the 2011-16 Strategic Plan, and to track the ways in which data inform evaluation and decision-making across the college’s implementation of those priorities. Each Working Group member adopted a priority to investigate, and members met regularly to discuss findings. Each member reported on the ongoing assessment of that priority. Working Group members also consulted the operating plan to identify the ongoing processes that require assessment.

FINDINGS AND DISCUSSION
Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.

Leadership in Achieving the Dream and the Voluntary Framework of Accountability demonstrate CCAC’s commitment to continued development of a culture of evidence and systematic, data informed institutional renewal (7FE 2).

The college has been a member of Achieving the Dream (ATD) since 2006. ATD is a national community college initiative that emphasizes improving learning outcomes and institutional transformation through the analysis and application of data. In 2010, CCAC applied and was accepted to be one of 40 pilot colleges to test a new national Voluntary Framework of Accountability (VFA) a system designed to provide accurate data, operational transparency, and the ability for colleges to benchmark student progress and completion data against peer institutions. CCAC’s acceptance as a VFA pilot site reflects, in part, its commitment and capabilities as a data-driven college. Their role, in essence, is to raise the bar in data analysis and decision-making.

One of the many important benefits of being an ATD college is access to an external data facilitator. ATD data facilitators are seasoned and recognized leaders in institutional research, from outside the college, who provide coaching and monitor progress on the development of learning outcomes measures in the context of the institution’s membership in ATD.

Since its inception during the 2006-07 academic year, the ATD committee has used assessment as a means for developing and improving student success initiatives throughout the college (7FE 2). The ATD committee has successfully championed a number of initiatives and steered them through the governance process. In 2007-08, the ATD committee successfully proposed a change to the grading policy for developmental students, requiring them to receive a C or better to be deemed successful in those courses. Through the ATD committee, CCAC also implemented a prohibition on registering for courses after the official course start date, due to concerns about late registering students’ success rates. The college recently extended the registration period in response to concerns with implementation of the policy, but the revised policy remains significantly more restrictive than previously. The ATD committee identified both changes as major contributions towards CCAC’s eventual recognition as a leader college, a distinction the institution held from the 2011-12 academic year through the end of the 2014-2015 academic year (7FE 1.1).

Achieving the Dream has also been the impetus for the creation of leading indicator metrics that track student progress in developmental courses and gatekeeper courses. These metrics track...
progress at one, two, and three years after a student first enrolls at CCAC and shape expectations of how efforts might influence growth in lagging indicators such as graduation rate. These metrics contribute to the Scorecard and serve as a model for the assessment plans of initiatives aimed at increasing developmental completion rates, such as the Learning Commons (7FE 1.2).

The college provides an appropriate level of resources to support the increasing demands for data and analysis for assessment and decision making (7FE 1.4). The Office of Planning and Institutional Research staff and the Director of Learning Outcomes and Achieving the Dream manage primary support and coordination for college assessment processes. Five professionals directly support various aspects of assessment of institutional effectiveness within the scope of their duties, supported by appropriate investment of institutional resources (7FE 1). Professionals involved in assessment have a strong, collaborative working relationship with their colleagues in the Information Technology Services Department. Furthermore, the Chief Information Officer, The Director of Learning Outcomes and Achieving the Dream, and the Assistant Vice President for Strategic Planning and Institutional Research all report directly to the Provost.

CCAC's commitment to institutional assessment begins with the Plan for Assessment of Institutional Effectiveness and Student Learning (7FE 1). The assessment plan provides the guidelines and timetable for an annual institutional assessment process. This comprehensive assessment plan was initially developed through a leadership team called the Institutional Assessment Planning Committee or IAPC, which was disbanded when the first plan was completed. The Director of Learning Outcomes and Achieving the Dream and the Assistant Vice President for Strategic Planning and Institutional Research currently maintain the Assessment Plan.

Ten elements comprise the plan for institutional assessment, including strategic plan, the creation of annual operating plans, program review, and an assessment master calendar. The format of the assessment plan accommodates the evaluation of the college’s assessment process; each of the ten elements of the assessment plan contains a space for reporting on the status of the implementation of an assessment element and another field for action items related to the assessment process itself. Status reporting on the implementation of an assessment element often identifies potential improvement opportunity, and the resulting action items represent a plan for improving the assessment process (7FE 1). The effectiveness of educational offerings receives assessment through program review in accordance with element six of the assessment plan. College Council approved the current operating process for these reviews in the spring of 2010. The process provides a structure for the timeline, staffing, and materials used in the assessment. Program review stands as an important element within the college’s commitment to systematic assessment of institutional effectiveness and student learning. Academic planning occurs largely through these review processes.

The office of Planning and Institutional Research maintains on ongoing program to support the program review process with graduate employment data and reports on program details such as registrations, student credit hours, average section size, and successful completion ratios (Program and Discipline Review Data).

The comprehensive program review process includes ongoing annual review and outcome assessment, and an extensive review of each program and discipline at least every five years or in alignment with the requirements of external accreditors. The faculty and administration, with the involvement of stakeholders from the external community, review each program and academic discipline at these established intervals (7FE 1.3). The findings and recommendations of program review advance through the college governance process.
CCAC’s governance structure provides an opportunity for faculty and administration to collaborate as a body and discuss evidence-based curriculum proposals. Governance’s sub-committee structure, which includes an Assessment and Research sub-committee, serves to solicit input and proposals throughout the college community and provides an open forum for interested and invested employees to provide feedback (7FE 1.3). The process has a large presence through email with regular announcements, timelines, and meeting minutes provided directly to all college employees.

The effectiveness of support services is assessed using element seven of the assessment plan. Student Development Services Assessment occurs using a model based on academic program review (7FE 2). This process was developed and approved through the college governance system in 2007.

The Deans of Student Development on each of the four campuses provide leadership for assessment in this area. In addition, the Director of Learning Outcomes and Achieving the Dream provides technical support and training, and maintains a website that contains instructions, timetables and templates to support assessment of student services processes. Support service assessment information is managed using TracDat (7FE 1).

The annual operating plan, with its administrative unit level action planning, is another vehicle for 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 (7FE 1, 7FE 2). 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. Quarterly action plan assessment at the unit level provides a basis for subsequent year action planning as well as unit budget development. Action planning at the budget unit level contributes to the integration of planning and budgeting.

The structure of the annual operating plan 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 improvement and renewal efforts in the context of the seven accreditation standards (7FE 1).

CCAC assesses achievement of institutional goals as a whole using a strategic scorecard. At the time of this writing, the scorecard report is titled Scorecard for an Investment in the Community. This title derives from the vision statement in the 2011-16 strategic plan (7FE 1.1).

It contains thirty-seven strategic indicators that are institutional in scope. Where possible, the scorecard builds upon existing data collection and benchmarking efforts such as IPEDS and the National Community College Benchmarking project. These indicators are organized into seven chapters that align with the seven strategic goals in the 2011-16 strategic plan (7FE 1.2). The Scorecard relies on the participation and contributions of units across the college (7FE 1.3). It is maintained by institutional research staff with the support and cooperation of numerous divisions of the college including the budgets office, the educational foundation, the workforce development division, faculty members and others. Tracking licensure and certification pass rates alone requires input from twenty academic programs at five different locations, involving the participation of both full-time and adjunct faculty. [6.14.i]

The bulk of the scorecard is updated and published to the CCAC website in the Fall semester, with the remainder being updated in the Spring. This bi-annual update is a product of internal and external reporting timelines (7FE 1.4).
The strategic plan reflects consideration of assessment results documented in the scorecard (7FE 3). The Strategic Planning Committee used the scorecard to assess the 2011-16 strategic plan in the course of developing the strategic plan for 2016-21. Specifically, the committee used it to identify institutional strengths and weaknesses during the SWOT analysis. A component of the development of the 2016-21 strategic plan includes a revision of the scorecard so that it clearly and purposefully relates to the new strategic goals. A detailed description of the Strategic Planning Process is in Standard Two: Planning Resource Allocation, and Institutional Renewal, contained earlier in this chapter.

The Student Success Matrix is a report that provides student success metrics, such as institution-level student success outcomes, over a five-year window based on a framework provided by Achieving the Dream. Metrics include a three-year graduation rate, developmental program completion at two years, credits, and GPA at two years, with all metrics disaggregated by ethnicity as well as program type and other special initiatives or cohorts that the college is tracking.

**Student Feedback**

Student feedback is an essential part of our assessment process. CCAC has a long and steady history of conducting student surveys. (OA5) The college’s regular use of CCSSE and the Ruffalo Noel Levitz (RNL) student satisfaction survey demonstrate the practice of regular, sustainable and reasonably resourced assessment efforts. The student surveys are a part of the institutional effectiveness plan, noted in the Master Calendar. The Ruffalo Noel Levitz (RNL) Survey is conducted in odd numbered years. CCSSE was conducted in 2007, 2009, 2011, and 2013. The CCSSE cycle has been expanded from alternating years to every third year with the most recent administration completed in 2016.

CCAC’s use of the Community College Survey of Student Engagement (CCSSE) instrument demonstrates the college’s commitment to broadening awareness of data use in decision making, particularly as it applies to improving student learning outcomes. According the college’s CCSSE web page:

> “CCSSE encourages institutions to develop a culture of evidence – an institutional standard of using data to drive decisions. Sharing and objectively discussing data can be difficult. When used effectively, however, data can help identify areas for improvement so that efforts and resources are allocated to improve student success.”

Following each administration of the CCSSE instrument, faculty and student support personnel at each of the four campuses receive presentations on the results. Each session includes opportunities for campus personnel to provide input on possible strategies for addressing issues identified by the survey. A CCSSE newsletter and web page serve as vehicles for sharing data and information on interventions related to the data (7FE 2).

Each consecutive use of the CCSSE provides new information that is used to assess the effectiveness of interventions. Examples of interventions to increase student engagement include:

- Creating the Ultimate Pocket Guide to Student Services
- Identifying spaces on campus devoted to student study and promote study group formation
- in those spaces
- Working with the professional development office to offer workshops on group work in the classroom for faculty

The Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory replaced the defunct ACT student satisfaction survey in 2013 and 2015. Prior to converting to the Ruffalo Noel Levitz satisfaction

The results of the satisfaction surveys provided material for presentations at each campus to allow for program and service improvement at the campus level (Allegheny Campus example). A college-level aggregate report is also available. Repeated survey efforts revealed a substantial improvement in student opinion regarding student services at Boyce Campus [6.16.c]. Other campuses also saw smaller improvements, but the Boyce Campus results show how useful this instrument can be as an element of the planning processes for student service areas.

Specifically, student survey results inform a larger effort to improve advising services at the college. Advisors received training developed to address five specific RNL survey questions. Between the 2013 and 2015 RNL surveys, there has been an improvement in the RNL data on advising, as noted earlier in Table 4.2 (7FE 2).

**ANALYSIS**

**Strengths**

Planning and Institutional Research generates ad hoc assessment material throughout the year in addition to creating several larger annual reports. These are data rich reports, detailed enough to serve multiple purposes and assist in many functions that require data, such as grant applications. The development and implementation of assessment processes has become a strength of CCAC in recent years. Our assessments employ a variety of methods, such as tracking leading indicators, benchmarking against other institutions and over time, longitudinal tracking of student cohorts, outcomes tracking such as graduation rate, transfer rate and employment.

**Challenges**

Multiple channels are used for sharing assessment data, although sharing and discussing assessment data can be a challenge in our complex multi-campus environment.

Assessment materials used in program review and the faculty hiring process, the Scorecard, and our extensive Bottom Lines report reside on the college’s public website. Email is sometimes used for mass distribution of data, and we know from comments solicited through the 2014 Cultural Climate Survey [6.14.j & k] that employees are dissatisfied with that approach. Lync (video conferencing) is a valuable tool for facilitating institution-wide assessment data discussions and planning discussions. Much of the 2016-21 strategic plan is being developed through Lync meetings.

IR has been constrained in the past by the lack of an intranet or portal for sharing sensitive internal assessment data with appropriate internal constituencies, but the pace of implementing new technology is picking up. Recent personnel changes and assessments have helped identify communication challenges, and resources are being reallocated to support technology investment. An employee portal implementation committee has been formed and includes representation from IR.

There is opportunity for improvement in the process of distributing assessment data, ideally conducted through an employee portal or intranet that is both engaging for staff across the college and user friendly enough to accommodate broader use. The value of the work being generated would become enhanced and the college would also have a centerpiece to aid in the enrichment of a culture of assessment.
Strategic Improvement Opportunity
- The college will develop an integrated and user-friendly intranet or portal site to increase transparency, awareness and engagement in planning, budget development and institutional assessment. The site will be a centerpiece that enriches the institution’s culture of assessment and systematic renewal.

STANDARD 3: INSTITUTIONAL RESOURCES
OVERVIEW
As the Community College of Allegheny County (CCAC) celebrates its fiftieth anniversary, the institution is taking the opportunity to expand and improve upon existing facilities and technological systems and infrastructure. Innovative funding streams and the cost savings resulting from capital improvements allow the college to utilize finite financial resources to greatest advantage. These improvements, guided by the strategic plan, attest to the vitality of the college and its commitment to its mission and vision.

In the years since its last self-study, the college has undertaken various initiatives to study institutional resources and to maintain broad involvement in planning processes. The institutional budget process has become more forward thinking, focusing on planning for tomorrow by establishing broad strategic goals and objectives, and budgeting for them as a component of ongoing operations. Facing limited financial contributions from state and local sponsors, CCAC has become more innovative in meeting financial obligations. This innovation feeds continued improvements in physical and technical resources. A recent Early Retirement Plan (ERP) allowed for reallocation of some payroll resources and opened the door for reinvigoration of the institution’s human resources.

SELF-STUDY METHODOLOGY
Members of the Standard 3 Working Group initially divided the work to address human, financial, technical, and physical resources. Members worked to gather existing evidence then identified and interviewed subject matter experts. Members of the Working Group then conducted interviews with the identified individuals to continue gathering evidence and to begin addressing the Research Questions. The Working Group met several times to evaluate and reflect upon the evidence and to compose the report.

FINDINGS AND DISCUSSION
Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.

Financial Resources
In an evaluation of the institution’s financial stability, Moody’s cited as a strength CCAC’s “diversified revenue which helps insulate the college in the event of a downturn in any single revenue stream” (Moody’s). CCAC’s county sponsor has demonstrated commitment to the institution by increasing its allocation to the college through an ordinance that calls for a 2% annual increase in the college’s operating allocation (3FE 4).

State funding has been generally flat, and there is limited state funding available for capital projects. Moreover, the state capital funding allocation framework does not factor in the size of the institution in comparison to the other 13 community colleges. Variations in state allocations from year to year make multi-year budgeting difficult, if not impossible (3FE 4).
Due to the Commonwealth of Pennsylvania’s 2016 budget impasse, the state did not send the $8.4 million quarterly appropriations payments due to the college on July 1, 2015 and December 1, 2015 until January 26, 2016 and January 29, 2016 respectively. In order to provide the college the working capital it needed to sustain operations, the college utilized reserves and controlled discretionary spending. In addition, the college signed a banking agreement with PNC Bank for a $22.0 million Committed Non-Revolving Line of Credit (Line) in December 2015. The college drew down $8.4 million on the Line in December 2015 which was paid back in the subsequent month when the first and second quarterly state appropriation payments were made. The Line expired on March 1, 2016.

The college has responded to funding limitations and fluctuations with small tuition increases and restructuring of its lab fees. As of May 2014, course lab fees reflect more accurately the costs associated with the courses (CCAC Laboratory Fees). These fees, individually approved by the Board of Trustees, make annual financial expectations marginally more predictable and thus mitigate some variability in budgeting. Lab fees feed directly into department budgets for allocation (3FE 2).

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 internal community review and discussion of the budget process including meetings between the campus community and the VP of Administration, and during All College Day in January of each year. A largely parallel process exists for capital budget development.

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

The Fiscal Administration Regulations sets forth rules which govern the management of the college’s funds, accounts and fiscal affairs. These regulations are developed and revised, as needed, by the Finance Office and approved by the President. These regulations are reviewed on an annual basis. On or before July 1st of each year, the Chief Financial Officer for the college verifies to the President of the college that the review has been completed and, if any updates or changes are recommended, submits the updated regulation or handbook to the President for review and approval (3 FE 2).

CCAC’s Enterprise Resource Planning (ERP) system provides the administration with user friendly, on-demand budget monitoring reports. This capability allows departments to monitor their own budgets. At the mid-point of the fiscal year, a Discretionary Expense Analysis is sent to the campus Presidents and the Deans of Administration that alerts them to departmental budgets that are likely to exceed budgeted amounts. The Board of Trustees receives detailed financial reports at every Board meeting. The ERP system and regular financial reports to the Board facilitate the assessment of the effective use of institutional resources (3 FE 2).

Cost savings have been another important element in maintaining financial stability. One important step in the efficient allocation of resources was the college’s admission into the Allegheny County Schools Healthcare Insurance Consortium, which continues to save the college a significant amount
in healthcare premiums (3FE 1). Another significant development in maintaining financial flexibility was the outsourcing of bookstore operations in 2013, which has allowed for the expansion of student options in the acquisition of textbooks and learning materials (3FE 8). Finally, CCAC offered a Retirement Incentive Plan during the spring of 2014. Eighty-six employees took advantage of incentives for early retirement, and the college has realized cost savings by leaving positions unfilled or through lower salaries for replacement hires.

The Contracts and Grants department and the CCAC Educational Foundation represent college strategies to augment revenue streams and support the college's financial stability. The CCAC Educational Foundation is the fundraising and benefactor arm of the college. It seeks to create vital connections between the college and the wider community to ensure the ongoing viability of the college. The foundation solicits funds for new, expanding, or otherwise novel programs at CCAC to ensure the college's ability to anticipate and fulfill the needs of the community. The Contracts and Grants department works to facilitate the procurement of external funding by means of federal, state and local government grants. Over the past four years these two office have secured $36.5 million in support of the mission of CCAC, as shown in Table 6.3 below.

<table>
<thead>
<tr>
<th>Table 6.3 Public Grants &amp; Private Fundraising</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
</tr>
<tr>
<td>Grants and Contracts</td>
</tr>
<tr>
<td>Educational Foundation</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*As of 9/30/16

Physical Resources
CCAC is the steward of 1.5 million gross square feet of buildings located on 400 acres of land. The development and maintenance of these significant assets is facilitated by systematic facility master planning and well defined capital budget planning. Since our Periodic Review in 2011, CCAC has invested in the development of these major facilities projects as summarized in Table 6.4.

The college has a history of regular facilities master plan updates with master plans developed with Saratoga Associates in 1991, Sasaki Associates in 2004, and Perkins Eastman in 2009. The college is currently engaged in a facilities master planning process with the planning consultant Celli-Flynn Brennan. The college is also conducting a separate Facilities Condition Assessment with the consultant ENG, which began in August of 2015 (3FE 5).

The college’s Facilities Master Planning (FMP) identifies the type, quantity and location of spaces required to support academic initiatives for student success and is framed within the organization’s vision. Components of the strategic facility plan include facility portfolio analysis and documentation; condition surveys; building and site usage, and capacity analysis; industry benchmark studies; staff and technology projections over time; project identification; cost projections; presentation materials for Board approval; and a facility development schedule. The college’s strategic facility plan guides a master plan by adding long-range strategic analyses of project drivers and restrainers. The following case studies provide evidence of two examples in which the college implemented master plan recommendations.

Math Cafés and Learning Commons.
The 2009 Perkins Eastman master plan endorsed the idea of a larger “Learning Commons,” which is the integration of library, study space, and academic support services. The planners noted that CCAC has embraced the learning commons concept in the integration of library services and tutoring, but noted the lack of unscheduled open labs found at peer institutions. The college’s
ongoing assessments of developmental education outcomes, guided largely by CCAC’s involvement in Achieving the Dream, also identified a need for an intervention to improve math, writing, and reading outcomes.

Table 6.4

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Project</th>
<th>Cost $M</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IT Infrastructure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Technology Upgrades-Classroom PCs, Workstations, Phone System &amp; Firewall</td>
<td>$2.10</td>
</tr>
<tr>
<td>2012</td>
<td>CCAC Website Upgrade</td>
<td>$0.40</td>
</tr>
<tr>
<td>2012</td>
<td>Network Operations Center Upgrade-ITS</td>
<td>$0.40</td>
</tr>
<tr>
<td>2015</td>
<td>Security Upgrades</td>
<td>$0.80</td>
</tr>
<tr>
<td>2015</td>
<td>ITS Infrastructure-Wireless Access</td>
<td>$0.40</td>
</tr>
<tr>
<td>2016</td>
<td>Improve Cellular/Wi-Fi Coverage (West Hills)</td>
<td>$0.30</td>
</tr>
<tr>
<td><strong>Building Mechanicals and Lighting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Elevator Upgrades-New Elevator Phys Ed Building</td>
<td>$1.30</td>
</tr>
<tr>
<td>2011</td>
<td>Upgrade College-wide Parking Lot Lighting</td>
<td>$0.50</td>
</tr>
<tr>
<td>2016</td>
<td>HVAC Retro commissioning - South</td>
<td>$3.70</td>
</tr>
<tr>
<td><strong>Paving</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>South 2nd Entrance Egress Road</td>
<td>$3.20</td>
</tr>
<tr>
<td>2016</td>
<td>Parking Lot Upgrades (Allegheny and West Hills)</td>
<td>$1.50</td>
</tr>
<tr>
<td><strong>Roofs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>Roofs-Deck Repairs &amp; Replacement (South)</td>
<td>$0.40</td>
</tr>
<tr>
<td>2016</td>
<td>Roof &amp; Deck Repairs &amp; Replacement (North, South C Deck &amp; Allegheny Library)</td>
<td>$2.30</td>
</tr>
<tr>
<td><strong>Science Labs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Science Labs-West Hills</td>
<td>$0.20</td>
</tr>
<tr>
<td>2013</td>
<td>Science Labs-South Campus Biology &amp; Engineering Programs</td>
<td>$0.20</td>
</tr>
<tr>
<td>2014</td>
<td>Allied Health Equipment for Science Labs (Boyce)</td>
<td>$0.80</td>
</tr>
<tr>
<td>2014</td>
<td>Science Lab Renovation (Boyce)</td>
<td>$0.50</td>
</tr>
<tr>
<td>2015</td>
<td>Science, Biology &amp; Chemistry Lab Renovations (Boyce &amp; South)</td>
<td>$2.20</td>
</tr>
<tr>
<td><strong>Instructional and Student Spaces</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Math Cafes (Campuses, West Hall &amp; Homewood Brushton Center)</td>
<td>$0.60</td>
</tr>
<tr>
<td>2014</td>
<td>KLI Science Center-Construction Phases</td>
<td>$26.10</td>
</tr>
<tr>
<td>2015</td>
<td>Academic Improvements for Math Café &amp; Learning Commons Area (Boyce)</td>
<td>$0.10</td>
</tr>
<tr>
<td>2016</td>
<td>Replace/Repair Gym Floors (Allegheny, Boyce &amp; South Campus)</td>
<td>$0.50</td>
</tr>
<tr>
<td>2016</td>
<td>Energy Innovation Center</td>
<td>$0.60</td>
</tr>
<tr>
<td>2014</td>
<td>Student Support-Food Service Upgrades (Allegheny &amp; South)</td>
<td>$0.30</td>
</tr>
</tbody>
</table>

The facilities master plan recommendations and assessment findings supported a grant, which allowed CCAC to secure funding from the Heinz Foundation and Richard King Mellon Foundation for the Math Cafés, which began opening across the college in the fall 2012 semester. Assessment of the Math Cafés through monitoring of student use, soliciting student feedback, and tracking completion rates of students enrolled in the developmental math sequence affirmed the predicted benefits of facilitated, drop-in tutoring. CCAC used this data to make improvements and plan future
budgeting to continue operation of the Math Cafés upon the cessation of grant funding. A Title III grant, secured from the U.S. Department of Education/Office of Post-Secondary Education, funded creation of a Learning Commons at each campus in the hopes of replicating the success of the Math Cafés for reading and writing students. These centers opened at each campus between 2013 and 2014. For the more recently established Learning Commons, assessment data will guide improvements in the support offered, as well as planning its future direction and resource allocation needs after the Title III grant expires in September 2017. Additionally, the Learning Commons has the benefit of following the successes of the Math Cafés; thus, the success of one serves as a model for the other (3FE 1, 3FE 2).

Ridge Avenue Revitalization and K. Leroy Irvis Science Center
The 2009 Perkins Eastman master plan provided the following recommendation: “CCAC must continue to develop Ridge Avenue as a vital campus street including acquiring new properties and constructing new facilities.” Recommended development and renovations included:

<table>
<thead>
<tr>
<th>Table 6.5 Master Plan Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009 Master Plan Recommendation</strong></td>
</tr>
<tr>
<td>Renovate: West Hall for the visual arts department, exhibit space and academic offices</td>
</tr>
<tr>
<td>Renovate: the Library into a fully developed Learning Commons including traditional library elements, academic and faculty instructional support, and additional academic offices</td>
</tr>
<tr>
<td>Renovate: the Physical Education Building into a campus retail complex including food and a book store in the location of the existing pool, which relates the campus to the street with the retail and provides a link to the new science building</td>
</tr>
<tr>
<td>Renovate: Forester Student Services for class labs and student lounge space at the existing food service area</td>
</tr>
<tr>
<td>Renovate: 915 Ridge Avenue for academic offices</td>
</tr>
<tr>
<td>Renovate: the parking lot adjacent to the new science building into an future open space resembling a traditional college quadrangle</td>
</tr>
<tr>
<td>Construct an additional 100,000 gsf of space along Ridge Avenue to reinforce the college’s presence along the street</td>
</tr>
</tbody>
</table>

CCAC has been carrying out energy-saving projects since 2011. Total savings from these measures and the utility rebates that we received for carrying them out was $817,255. The Facilities Management Department is exploring future energy reduction projects in which the project energy savings will recover project costs. Facilities Management assesses its conservation efforts through participation in the APPA Facilities Performance Indicators which will provide metrics that compare our energy usage with that of peer institutions.
Our President has signed on to the Department of Energy’s Better Buildings Challenge, pledging to reduce our source energy use college-wide by 20% over the next 10 years. CCAC is in the process of installing the following grant funded solar projects:

- An approximately 60 kW array on the roof of the Field House building on Allegheny Campus. This building faces the largest student parking area on the campus, and will therefore greet our students with an environmental message.
- A smaller array and a solar-powered electric vehicle charging station at the West Hills Center. These arrays will be particularly informative for Alternative Energy and Automotive Technology students.

The majority of exterior lighting is now LED, interior lighting is the most energy-efficient type of fluorescent available, and efforts are underway to convert interior lighting to LED as well. The college is realizing significant savings on natural gas and water through control upgrades and the installation of energy-efficient equipment. The college has also kept the equivalent of 4,202 metric tons of CO2 out of the atmosphere.

Facilities Management utilizes industry standard software systems and controls systems, such as Energy CAP and JCI Metasys to control and track our systems and energy usage. Each of these allow for the college to make real time decisions for energy usage. Facilities Management is currently writing college-wide energy guidelines for the institution in support of the Energy Policy adopted by the Board of Trustees [VI.04] in October 2015. These guidelines will be for most part behavior based actions which, at no cost, have the potential to reduce our energy usage 7% - 10%.

**Technical Resources**

Information Technology Services (ITS) continues to support CCAC’s Mission and Goals by ensuring that current technology and services are in place to enhance student and employee success. The 2015-17 ITS Technology Strategic Plan formalized ITS’s Mission and Goals, provided a S.W.O.T Analysis, defined projects, and formalized staffing and training plans. IT and facility planning are aligned and coordinated to ensure that the infrastructure is in place to support the expanding needs of the department. Both operating and capital monies fund projects following the same budgeting procedures as other departments in the institution. A student technology fee augments the ITS budget. [6.3.1.14, 15, 16]

The campus libraries continue to increase their collections of electronic resources, which also include remote access for all students, including a new addition of a streaming video component to support all disciplines.

In 2015, CampusWorks, an external consulting firm, assessed ITS and reported that ITS was appreciated, responsive, capable, and helpful, especially when developing departmental custom applications such as Appointment Central and the online Application for Admissions. CampusWorks made recommendations for the advancement of technology at CCAC, with emphasis on one-college, IT governance, and security. The CampusWorks report also cites opportunities to increase the involvement of the campus community in the technology planning process, and to improve communication between ITS and the rest of the institution. ITS has sought input from leadership and stakeholders in the development of its 2015-17 Strategic Plan, increased the involvement of users in technology projects, and has instituted quarterly updates for ITS projects.

As a part of their strategic planning process in Spring 2015, ITS conducted a “Survey of Students,” soliciting feedback from students on their use of technology and CCAC online resources. Results and valuable insight from the student perspective was included in the development of the ITS strategic plan. After finding that lack of Wi-Fi spots and access issues were the biggest complaints
from the survey, ITS accelerated the installation of hotspots and doubled the number of access points before the Fall 2015 semester. CCAC continues to expand Wi-Fi and cellular coverage at all campuses. Due to the decreased per unit cost of these devices, the college has been able to leverage its available funding to provide increased availability of laptops and tablets to facilitate staff mobility and educational delivery modalities. The college continues its four-year computer replacement cycle (3FE 7). Students rate satisfaction and importance of campus computer labs when completing the biannual satisfaction surveys.

Gartner Self-Assessment
As part of the service we receive from Gartner, an information technology research and advisory company, CCAC ITS participated in a self-assessment to measure a baseline for where we are with our core services in IT at CCAC. The ITS managers completed a self-assessment instrument called Infrastructure and Operations (I&O) in April 2016. The Gartner executive consultant spent some time with the managers in July 2016 reviewing the results of the assessment. ITS plans to undertake this self-assessment on a regular basis to continuously assess progress, at least annually [Gartner Self-Assessment].

Another recent accomplishment is the development of MyCCAC, the academic portal, which streamlines online services for students and faculty. Informational emails kept the college community informed about the product and progress, and many faculty, staff, and administrators were involved in the taxonomy and content development. Two student groups and five faculty members conducted usability testing before a formalized pilot and assessment by 366 students in nineteen classes during the Fall 2015 semester. [6.3.1.13]

Additionally, the use of technology allows for improved collaboration and information sharing across the college. The ITS Department currently supports Microsoft Lync on select systems across the college. This tool allows for instant messaging, presence, impromptu and planned conferences utilizing both audio and video. The software and servers are to be updated this fiscal year to Skype for Business, which will allow for expanded use of the technology throughout the college. The implementation and current deployment of this software has had a significant and positive impact on college communications and allowed for greater collaboration, planning, problem-solving, and information sharing throughout the college, regardless of location.

Human Resources
In 2014, CCAC offered early retirement through a Retirement Incentive Program (RIP). Eighty-six employees took advantage of incentives for early retirement, and the college has realized cost savings by leaving positions unfilled or through lower salaries for replacement hires. We have annually retained, at a minimum, the estimated dollar value ($2.008 million) of 25 (undesignated) RIP positions as unfilled in each of the subsequent budget years. This means that we have now completely paid for the cost of the retirement plan and are realizing savings from it.

Like many retirement incentive plans, the college did not target select positions, which has resulted in some staffing imbalance. This allowed for reallocation of some payroll resources and provides the opportunity to restore balance and strategically manage the filling of vacant positions, and for the reinvigoration of the institution’s human resources.

The college has increased its investment in the development and well-being of its employees. CCAC maintains an internal Leadership Development Institute to develop promising future leaders. CCAC’s Faculty & Staff Professional Development Program offers training opportunities for incumbent employees, orientation for new hires, and a full calendar of professional development events and gatherings throughout the year. The president initiated the We Are Civility campaign to
improve the organizational climate by providing professional development on mediation and conflict resolution. A CCAC Wellness Committee has organized wellness fairs relating to health, fitness, and financial wellness.

In addition to CCAC’s own internal climate survey process, the human resources department has committed to participate in The Chronicle of Higher Education’s Great Colleges to Work For program in the spring of 2017. Faculty and staff will complete the Modern Think Insight Survey which will provide the college with aspirational peer benchmarking data to assist in strategic planning, improving organizational performance, culture, and recruitment.

CCAC was one of 100 public community colleges selected to participate in the Smoke-Free and Tobacco-Free Community College Grant Initiative and received a grant to support our efforts to become a college 100% free of smoke and tobacco use. A task force has been formed to help educate CCAC community and involve all members in the smoke-free/tobacco-free movement.

The college will implement a learning management system for employees in April 2017 which will allow reporting for participation in professional development activities, self-reporting of other professional accomplishments, and compiling annual performance reviews.

To restore balance and strategically fill vacant staff and administrative positions, a Strategic Position Review (SPR) process was developed. The SPR formalizes requests to post vacancies and requires the requester to analyze and justify the need to fill the vacant position. The SPR is reviewed by the Vice President for Finance and then the Vice President for Human Resources before being sent to the President for approval to fill. The College President approves every position prior to posting, which links staffing to the strategic plan approved by the Board of Trustees (3FE 3).

The faculty hiring process begins with the Five-Year Program review and incorporates data of past and predicted course loads, balance of full-time and part-time instructors, and retirements. This process receives detailed treatment under Standard 10: Faculty. The process used for administrators and support staff is based on identified need by departments and/or direct supervisors with consideration of each individual’s impact on the budget.

ANALYSIS

Strengths
The college president, with oversight by the Board of Trustees, guides effective planning and financial management. Steady financial support from our local sponsor, Allegheny County, combined with enhanced revenues from the restructuring of student fees, and savings from healthcare insurance consortium membership along with reduced utility costs from energy conservation measures have made it possible for the college to maintain an auxiliary fund balance and invest in classroom technology and an academic portal while increasing support services for students such as veterans services and student success coaches.

Challenges
As CCAC completes its fiftieth year of service, aging technology infrastructure, and facilities remain ongoing challenges, which will impact the allocation of resources. Limited state funding for capital improvements and maintaining facilities compounds financial challenges accompanying the trend in decreased enrollment growth. Managing the demands of rapid technological change is another challenge. Employees who use and support technology will need ongoing training. As the technological infrastructure is updated, compatibility issues between new technology and aging facilities becomes a factor.
Faculty hiring is short-term and tactical, but guided by a well-defined process. Administrative and staff hiring decisions are subject to the Strategic Position Review process, although decisions are more reactive rather than proactive due to the absence of a longer-term framework.

**Strategic Improvement Opportunity**

- Develop a long-range plan, framed within the context of multi-year financial planning and a unified vision of college academic offerings, to guide all staffing decisions.
CHAPTER VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION
The Self Study Design document charged Working Group VII: Governance, Leadership, and Administration with gathering and analyzing evidence related to CCAC’s compliance with Standard 4 and Standard 5. The Working Group established and documented the institution’s compliance with the fundamental elements of Standards 4 and 5. Additionally, the Working Group identified strengths, outlined areas for improvement, and made suggestions regarding Governance, Leadership, and Administration at CCAC.

STANDARD 4: LEADERSHIP AND GOVERNANCE
OVERVIEW
The Community College of Allegheny County 2016-2017 catalog describes the institution as “a locally sponsored public college duly organized, approved and established under the Community College Act of 1963. The Board of Trustees constitutes the governing body of the college, and is empowered to govern, operate and maintain the college under and in accordance with the Act and the policies, standard, rules and regulations which may be adopted, from time to time, by the Pennsylvania Department of Education.”

GERAD GREGO

Gerad Greco chose to spend his first two years of college at CCAC North Campus so he could play on the golf team in his freshman year. He soon discovered it was the best choice for a number of reasons, including the quality academics and the accessibility of CCAC instructors. As the Student Trustee on the CCAC Board of Trustees, Gerad serves on the Student Success & Workforce Development Committee, acting as a voice for the student body. He is also a member of the Phi Theta Kappa and Psi Beta honor societies, and he serves as a student ambassador—roles that are helping him to develop his leadership skills and foster personal and professional success. Upon earning his associate degree in Engineering Technology, he plans to transfer to the University of Pittsburgh to earn a bachelor’s in Civil Engineering, with the ultimate goal of earning a master’s and becoming a well-established engineer.

The Board delegates “authority to the College President to manage the operations of the College.” A well-defined organizational chart, clear and easily accessible Community College of Allegheny County Policy Manual and three collective bargaining agreements guide college operations (AFT Local 2067 Full-Time Faculty, AFT Local 2067 Adjunct Faculty, SEIU). The CCAC shared governance structure, in
place since 1992 as a college wide endeavor, provides opportunity for all faculty, staff, and administrators to engage actively in addressing issues that affect the college and its mission.

**Self-Study Methodology**

Working Group members conducted research on the various aspects associated with the Leadership and Governance standard over a six-month period. The Working Group gathered supporting documents, reviewed and assessed those documents, interviewed various college personnel, and developed a written report to address the fundamental elements. The Working Group also consulted, especially in relation to the *Policy Manual* and *Administrative Regulations Manual*, with members from the Ethics and Integrity Working Group.

**Findings and Discussion**

*Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.*

The college’s Board of Trustees is the primary governing unit of CCAC (*Policy Manual* section I.02). the Allegheny County Chief Executive recommends, and Allegheny County Council appoints the fifteen Board members for six-year terms (*4FE 2.3*). The Board elects officers annually by majority vote. Staggered Board terms allow for new member orientation and consistency in governance. The members represent a varied cross-section of professions and communities (*4FE 4*). Their responsibilities are governed by the *Community College Act*, *Board Policy Manual*, and the *Board Bylaws*.

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Term Expiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Thieman, JD, Board Chair</td>
<td>Non-Profit Foundation</td>
<td>2021</td>
</tr>
<tr>
<td>Charlene Petrelli, Vice-chair</td>
<td>Vice President &amp; Chief Human Resources officer, Gas &amp; Oil</td>
<td>2018</td>
</tr>
<tr>
<td>Mona N. Generett, PhD, Secretary</td>
<td>Vice President, Community Development, Banking</td>
<td>2021</td>
</tr>
<tr>
<td>Martha Woodward Isler, Assistant Secretary</td>
<td>Education</td>
<td>2021</td>
</tr>
<tr>
<td>James M. Flynn Jr., Treasurer</td>
<td>Senior Vice President and Chief Financial and Administrative Officer, Engineering</td>
<td>2018</td>
</tr>
<tr>
<td>Honorable Jay Costa Jr., JD, Assistant Treasurer</td>
<td>PA Senator</td>
<td>2017</td>
</tr>
<tr>
<td>William T. Cagney</td>
<td>Retired Labor Management</td>
<td>2021</td>
</tr>
<tr>
<td>Mary Ann Eisenreich</td>
<td>Retired Government and Non-Profit</td>
<td>2021</td>
</tr>
<tr>
<td>Kevin Kinross</td>
<td>Attorney</td>
<td>2021</td>
</tr>
<tr>
<td>Ayanna M. Lee-Davis, Esq.</td>
<td>Attorney</td>
<td>2021</td>
</tr>
<tr>
<td>John Palmiere</td>
<td>Local Government &amp; Entrepreneur</td>
<td>2021</td>
</tr>
<tr>
<td>Amy Kuntz</td>
<td>Senior Vice President, Banking</td>
<td>2018</td>
</tr>
</tbody>
</table>
As indicated in the *Community College of Allegheny County Policy Manual* and reiterated in the *Board of Trustees Bylaws*, the Board of Trustees establishes college policy. College policy governs the institution in following all applicable federal, state, and local laws, and in adhering to best practices in the operation of the institution. The Board delegates to the college president the authority to enforce these policies.

The college undertook an extensive review of all Board policies and administrative regulations over a two-and-a-half-year period ending in mid-2016 (4FE 2). The *Community College of Allegheny County Administrative Regulations* manual further interprets the rules and procedures of the Board policies for college operations. A series of operational handbooks and regulations and procedures manuals specific to operational segments of the college augment and support the *Administrative Regulations* manual (4FE 2.1). Embedded with this most recent review is a procedure to ensure that the appropriate senior administrator will review all regulations and handbooks on a regular, yearly basis.

To keep the Board apprised of college activity between Board meetings, the College President sends a weekly report to the Board of Trustees. This report includes information about issues, concerns, activities, successes, and the status of accredited programs as appropriate. In addition, when the president receives information specific to a program with external accreditation from the accrediting body, he forwards that information to the Board of Trustees as well as all affected constituents.

In an effort to establish student involvement, the CCAC Board of Trustees established a procedure to include the participation of a CCAC student to serve on the Board as a non-voting member beginning with the 2015-16 academic year. The student trustee represents student interests at Board and committee meetings for a one-year term. The student candidate must be in good academic, financial, and behavioral standing; maintain a 3.0 GPA; and be registered for a minimum of twelve credits for the entirety of the term of office (4FE 3). *(Student Trustee)*

The college makes a concerted effort to apprise the community of Board activity by sharing Board meeting agendas with both the college community and the community at large. Following Board approval, the college posts Board minutes to the college website, which offers links to minutes dating back to 2005. *(Board Meeting Minutes)*

A collective bargaining agreement, initially established in 1972 and most recently renegotiated and ratified in September 2014, delineates the relationship between the college and The American Federation of Teachers Local 2067. The *AFT Local 2067 section of the CCAC* web site includes committee meeting minutes, documents and calendars, and forms for easy access by employees. Additional employment-related forms are accessible on the Human Resource web site.

CCAC recently ratified a contract, effective July 1, 2016 through June 30, 2019, with the adjunct faculty. The *Adjunct Credit Faculty Bargaining Unit* is open to individuals who are teaching credit courses on an adjunct basis. The agreement establishes an implementation team to address any concerns or questions that may arise with the implementation of this new contract.
The Service Employees International Union represents clerical, technical, maintenance, and custodial employees; excluding all management-level employees, supervisors, first level supervisors, confidential employees, and guards as defined in Act 195. Many contract-related forms are on the Human Resource web site.

College Council is the academic governance unit for the college and includes teaching faculty, librarians, counselors, and administrators (4FE 2.2). The Collective Bargaining Agreement establishes that “College Council and its sub-committees will be responsible for recommendations regarding policy and academic procedure formulation, review of policy and procedure implementation, and recommendations for policy and academic procedure modification” (69). The Collective Bargaining Agreement also defines College Council membership and establishes the structure and responsibilities of the four College Council subcommittees (67-71).

The governance process is available to the full college community in that any member of the college community can submit a proposal to College Council. The initiator must distribute proposals to the college community at least one week in advance of its presentation to the appropriate College Council subcommittee. Any member of the college community can provide feedback via email and/or attend any subcommittee meetings and College Council. Governance meetings are open to the college community, and visitors regularly attend these meetings. All forms and meeting minutes are available on the College Council website for review (4FE 1).

In the first year of President Bullock’s tenure, he and the Board of Trustees utilized two assessment activities related to institutional leadership. The first was an internally created Climate Study, and the Association of Community College Trustees (ACCT), Board Leadership Services completed a second assessment to evaluate the college’s leadership and administrative structure. The Office of Institutional Diversity and Inclusion, the Office of Planning and Institutional Research, and the Office of Human Resources worked cooperatively to coordinate the Climate Study. An online survey conducted in October 2014 yielded 528 responses (26% response rate). To allow for feedback and additional perspective on the data collected via the online survey, each of the four campuses, the Office of College Services, and the West Hills Center hosted a series of community dialog sessions. After reviewing the data compiled from the online survey and information collected during the campus dialog sessions, the college developed a Climate Study Action Plan. The plan, in addition to supporting the overall goal of improving the organizational climate at CCAC, helped to identify professional development needs and support the core values update conducted during 2016-21 strategic planning process of the college. Note: a follow-up climate survey was administered recently. A comprehensive analysis will be available at the time of the Team Visit.

The Board of Trustees solicited the Association of Community College Trustees (ACCT), Board Leadership Services to assess the college’s leadership and administrative structure. In order to gather information, ACCT used an independent consultant to conduct 49 confidential interviews with CCAC employees. The resulting report combines the findings of those interviews with a historical analysis of CCAC’s administrative structure (based on prior climate surveys and other assessments), creating a comprehensive picture of the lines of authority and communication flows that determine how decisions are made at the institution. ACCT’s final report presents a review of CCAC’s leadership and administrative structure and explores how well they meet the current and future needs of the college and the community. The report also provides a set of recommendations for the President, the Board of Trustees, and the college community to consider as we work to achieve long-term stability and to prepare CCAC for the next level of advancement. The utilization of the Cultural Climate Study, the development of the Climate Study Action Plan and the results of the
ACCT assessment illustrate the Board’s and President’s commitment to assessing the effectiveness of college leadership and governance structures (4FE 12).

CCAC’s Board of Trustees maintains a strong commitment to transparent and ethical operation. To that end, the college has a broad array of standards addressing issues of conflict of interest dating back to 1996 and most recently revised in 2016 (*Policy Manual* section II.04) and ethics approved in 2015 and revised in 2016 (*Policy Manual* section I.05) for Board members, leadership, faculty, staff, and administrators. The Code of Ethics provides a framework for ethical behavior requiring standards of conduct, including conflicts of interests, and requirements to disclose personal or private interest as well as outlines actions to be taken in the event of violations (4FE 7).

The Board of Trustees members as well the president and senior administrators are required to verify their ethical fitness on an annual basis. These groups complete the State Ethics Commission Statement of Financial Interest each year as required by the Commonwealth of Pennsylvania. The Office of the President maintains a repository of these forms, which currently contains forms dated back to 2004. In this statement, individuals must disclosure information regarding their real estate, credit, sources of income, gifts, and other items of value. The college is in full compliance with enforcing this standard for all appropriate individuals (4FE 7).

To further advance ethical standards and provide guidance to employees, the college provides a number of guidelines that address professional standards and ethical behavior (*Employee Manual* 5.19). This extensive list, which includes provisions addressing financial interests, personal interests, gifts, favors, loans, gratuities, and rewards, among others areas, demonstrates the college’s commitment to fostering a workplace free from employee conflicts of interests. These guidelines further emphasize employees’ responsibility and accountability for conducting themselves with professionalism and civility towards each other, as well as towards students and the community (4FE 7).

The CCAC Board of Trustees generates resources to facilitate and improve our organization in a number of ways. Board members assist in identifying and supporting new initiatives. For example, when the college was investigating possible involvement in the Energy Innovation Center (EIC), a Board member was actively engaged in bringing that initiative to fruition. Board members also engage in grant development by leveraging their networks with the larger community. CCAC’s Board members ensure prudent spending of public funding and work to assure that tuition remains affordable for our students while at the same time advocating for funding at both the state and local levels. Review and discussion of college finances appears on each Board of Trustees’ agenda along with all capital projects and spending. Lastly, in our most recent family campaign in support of the 50th anniversary, Board members made personal contributions in support of the college’s goal of creating 50 endowed scholarships (4FE 8).

As new Board members are identified they participate in an informal meeting with the Board Chair, and other Trustees who are available to attend the orientation, the College President and the Assistant to the President and Board of Trustees. They are provided with materials relevant to the college such as the Annual Report, College Catalog, budget, annual audit and our College fact sheet. To continue the Board's training and development, Dr. Bullock provides regular strategic initiative updates and invites members of the college community to highlight programs of study and those receiving special recognition to present to the Board as part of his Board report (4FE 9).

Board members participate in a self-assessment each year to gage each Board member's sense of the Board, its organizational structure, the role of the Board in relation to policy development and community relations and the Board's interaction with the College President and operations of the
college. Results of the assessment are reviewed and utilized to determine professional development needs (4FE 10)

**ANALYSIS**

**Strengths**
The college has a long history of shared governance, which is well established, collaborative, and transparent.

While still new to the governance structure, the addition of a student member to the Board of Trustees is a promising practice.

The utilization of the Cultural Climate Study, the development of the Climate Study Action Plan and the results of the ACCT assessment illustrate the Board’s and President’s commitment to assessing the effectiveness of college leadership and governance structures.

**Strategic Improvement Opportunity**

- The college will continue to implement the Association of Community College Trustees’ Comprehensive Review of the Leadership and Administrative Structure recommendations for building unity, improving communication, cooperation and collaboration. Processes for continuous assessment and organizational reform should be enhanced.

**STANDARD 5: ADMINISTRATION**

**OVERVIEW**
CCAC’s administrative structure allows campuses to address their individual needs and culture and at the same time provides a common goal of enrollment and retention of students who can best benefit from our program offerings. Well-documented hiring processes ensure that administrative staff meet or exceed qualifications required for their positions.

**SELF-STUDY METHODOLOGY**
The Working Group used existing documents such as Annual Reports, IPEDs data, Survey of Student Opinion, and college website data to compile its final report. Consideration of the Survey of Student Opinion, Ruffalo Noel Levitz survey data and the Community College Survey of Student Engagement helped to incorporate the students’ voice related to this standard.

**FINDINGS AND DISCUSSION**

*Note: Parenthetical notations in bold type indicate compliance items and match with the corresponding Fundamental Element (FE) for the Standard. See the Accreditation Readiness Roadmap for documentation of compliance.*

CCAC has a chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution (5FE 1). In March, 2014, Dr. Quintin Bullock arrived at CCAC as the ninth president. Dr. Bullock previously served as president of Schenectady County Community College in New York and before that as provost for Tidewater Community College in Virginia. Since his arrival at CCAC, he has actively engaged with the local and national community through his service on the boards of the American Association for Community Colleges, Vibrant Pittsburgh, Three Rivers Workforce Investment Board, Pennsylvania Economy League of Greater Pittsburgh, Buhl Foundation, Highmark Caring Foundation Board, Imani Christian School Board, Pittsburgh Parks Conservancy Board, Pittsburgh Public Theater Board, Youth Places.
His experience at Schenectady County Community College and Tidewater position him to address the goals and plans for CCAC moving forward. These experiences include strategic and enrollment planning; establishment of new business, industry, and community partnerships; development and implementation of new academic and career programs responding to workforce needs; and securing federal, state, and private funding to support and expand college services and the development of new academic and career programs.

Dr. Bullock holds bachelor’s and master’s degrees from Prairie View A&M University and a Doctor of Dental Surgery degree from the University of Texas Health Science Center: Dental Branch. His leadership training includes the League for Innovation in the Community College Executive Leadership Institute, the American Association for Community Colleges Future Leaders Program, the Thomas Lakin Institute for Mentored Leaders, the Wharton/RHE Program in Higher Education, and the Harvard Seminar for New Presidents.

As outlined in figure 7.2, Dr. Bullock represents the latest in a line of highly qualified presidents who have served CCAC over the past decade.

<table>
<thead>
<tr>
<th>Table 7.2 Most Recent Previous Presidents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>Dr. Alex Johnson</td>
</tr>
<tr>
<td>Dr. Michael Murphy (interim)</td>
</tr>
</tbody>
</table>

The biographies of the current and recent Presidents demonstrate the Board of Trustees hired a chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution’s mission (5FE 2).

To ensure that the college fills all other administrative positions with qualified administrators, CCAC uses the PeopleAdmin system to track applicants and disqualify candidates not possessed of the appropriate credentials for a given position. The college follows the Hiring Guidelines for every search committee for each full time position. Following the initial screening, a search committee provides another level of scrutiny. The search committee interviews selected candidates who meet the minimum qualifications of the position. Successful candidates must submit documentation of their credentials. Additionally, the college contacts professional references and conducts a background check before hiring. These measures provide additional assurance that the candidate’s
background and career experiences are examined. A candidate is not made an offer until all of these steps are completed. The employee’s credentials are maintained in the personnel file (5FE 3).

CCAC also applies the above referenced processes to current employees who seek new positions within the college. These current employees must apply for positions and be evaluated and are held to the same standards that new candidates are in regards to the requirement to meet minimum qualifications (5FE 3).

The college also has interest in ensuring that current employees are properly credentialed and current. To that end, Human Resources is conducting an audit of the credentials of current faculty, staff, and administrators. This audit entails a physical review of all materials in the personnel file to ensure the employee’s personnel files contains documentation that the employee meets the qualifications for the position that he or she currently holds. If any current employee is to be appointed to a position requiring additional credentials, over and above what he or she was originally hired for, then the employee must document that he or she possess those credentials (5FE 3).

CCAC is further concerned about the ongoing professional growth and development of employees, including the skills of its faculty. For that reason the Director of Staff and Faculty Development position was created and placed in Human Resources in 2014 (5FE 3).

In 2011 CCAC formed the Leadership Development Institute to develop future college leaders. Each year CCAC’s Leadership Development Institute (LDI) provides transformational experiences through building strategic relationships, gaining knowledge about CCAC’s organization, and opportunities to understand and implement leadership skills. Additionally, LDI Alumni have been involved in visible and exciting college-wide projects. LDI is open to all CCAC faculty and staff who are full-time employees and have completed two-years of employment by the advertised date of application with CCAC. Participants are called LDI Fellows and are expected to commit to attending all planned sessions, complete pre-work and homework assignments to be prepared for each session, complete a final project supporting student success and complete periodic program evaluations during the 9-month program.

An analysis of Human Resources processes of auditing credentials of employees, results of the Student Satisfaction survey as well as the 2014 IPEDS Data Feedback Report strongly suggests that CCAC has qualified staffing appropriate to the goals, type, size and complexity of the institution (5FE 4).

The Comprehensive Review of the Leadership and Administrative Structure report conducted by ACCT noted organizational challenges and opportunities for improvement. The report indicated that the college “has suffered from instability in leadership and organizational structure” resulting in “conflict and (at times) confusion over the respective roles of administrators” and a lack of understanding “behind decisions that affect” the work of administrators and the college. In tandem with the previously referenced report, the college commissioned a Cultural Climate Study followed by a series of community dialog sessions, resulting in an action plan for addressing these issues (Climate Study 2015-16 Action Plan). Previous attention to these issues has resulted in the identification of shortcomings, where this most recent approach was accompanied by a comprehensive action plan for addressing those identified areas of concern as discussed previously in Standard 4.

Additionally, since the college’s involvement with Achieving the Dream in 2006 the college has developed a culture of evidence. Collecting data and using it to make decisions facilitates common ground and common frameworks for individuals to come together when making decisions. Common data sets have been established for decision making related to touch points associated with
ATD activities. One example of a decision made to support the work of administrative leaders was the incorporation of the Math Café budget into the operating budget. The Math Cafés originated from grant funds. When the grant funds were exhausted the college leadership used the data from both student use and the resulting impact to student grades and success to make a case to the College President and the Board of Trustees to earmark operating funds to maintain this initiative in support of our students (5FE 5).

CCAC’s College Council also provides mechanisms for information sharing and dialogue toward decision-making. College Council has a far reaching scope within the college community and an established tenure (since 1992) within the college community (1992 AFT Collective Bargaining Agreement) as discussed in more detail under Standard 4. The investigation conducted found that while there are concerns related to the stability in leadership and organizational structure which seem to impact communication, CCAC has taken proactive steps to address this, and the college has long standing processes for gathering adequate information and decision-making systems to support the work of administrative leaders (5FE 5).

As displayed in the organizational chart (CCAC Org chart 1-3-17), CCAC has clear lines of organization and authority. The organizational structure of CCAC is designed to accommodate four equally robust locations as well as four community centers reporting to those locations. The organizational chart documents the hierarchy and levels of authority at the college. The organizational chart establishes the president as the highest authority within the college. Each campus has a campus president who reports to the college president. The campus presidents join with senior administrators, including vice-presidents, to form President’s Cabinet, which provides assistance and support to the president. Each position on the organizational chart has a position description that documents the formal reporting structure.

There is a clear distinction between role of the Board of Trustees and the administration. The President manages the daily operations of the college with the assistance of senior leadership and
administrators, while, as defined by the *Community College Act*, the Board of Trustees establishes policy, approves budgets, is the legal entity for the college and provides overarching guidance and support to the president in support of clear documentation of the lines of organization and authority (5FE 6).

The culminating determination can be made that, as a result of the ongoing assessment of the college’s operating plan and monitoring through the scorecard, of staff credentials conducted by Human Resources, the use and review of the Survey of Student Opinion, the Noel-Levitz and Community College Survey of Student Engagement, the annual and comprehensive student services assessment process, the academic program review process, *Comprehensive Review of the Leadership and Administrative Structure* completed by ACCT Board Leadership Services, and the internal Climate Study, CCAC is very strong in the establishment and ongoing periodic assessment of the effectiveness of administrative structures and services (5FE 7).

**ANALYSIS**

**Strengths**

The college is under the leadership of a qualified and experienced president. Well-documented hiring processes ensure that administrative staff meet or exceed qualifications required for their positions. The college is attentive to the development of its future leadership from all employee groups as evidenced by the establishment of the CCAC Leadership Development Institute. The college engages in periodic assessments of the effectiveness of its administrative structures, namely the ACCT study and the CCAC Climate Studies. These assessments identified opportunities for improvement and resulted in action plans to address them.

**Strategic Improvement Opportunity:**

- The development and utilization of an administrative portal is an opportunity to address the ACCT report recommendation of “creating a transparent decision making-process” by sharing information widely and often.
SELF-STUDY CONCLUSIONS

The Self-Study process has documented the Community College of Allegheny County’s compliance with Middle States Standards for accreditation. The opportunity for self-reflection provided by self-study has identified the following directions for institutional improvement and renewal. These directions align well with the mission, goals, and values of CCAC.

1. Prepare students for resilience and competitiveness in a global society.
   - CCAC will more fully articulate how it intends to prepare students for success in a global society and will plan for, and continue to assess and adequately resource that aspect of the mission [Standard 1: Mission & Goals].
   - To enhance students’ learning experiences, the college should support consistent communication of general education learning goals through ongoing professional development for faculty, advisors, and administrators who counsel or advise students [Culture, society, citizenship] [Standard 12: General Education].

2. Increase student access and completion through innovative uses of technology.
   - Consistent with the mission, and strategic goals and objectives for innovative use of technology, proactive and intentional access, and enrollment management, the college should utilize the planned implementation of CRM Recruit technology to examine and improve its admissions processes with an overall goal to improve student retention and goal attainment. [Standard 8: Student Admissions and Retention]
   - Consistent with the mission and with strategic goals for academic success and completion using a guided pathways strategy, and for the incorporation of innovative use of technology to advance the delivery of services, the college will leverage the implementation of the CRM Advise system as an opportunity to evaluate, redesign and expand student use of support services. [Standard 9: Student Support Services]
   - Explore expanded use of the Maxient system, currently utilized for behavioral misconduct complaints, to record academic complaints and their disposition and consider appointment of a team of faculty, staff, and administrators to periodically review and analyze academic complaint data and make recommendations on improvements in policies or procedures or other actions based on information contained in the data. [Standard 6: Integrity]
   - The college will develop a plan for a virtual campus that centralizes coordination of course and program planning to enhance the quality and rigor of online offerings and increase students’ sense of community. [Standard 13: Educational Offerings]

3. Connect and align educational and workforce program renewal processes.
   - Consistent with strategic goals and objectives for preparing individuals to meet the emerging workforce needs of the community, using labor market information and greater understanding of employers’ needs, and employer partnerships, the college will identify opportunities to enhance the use of advisory boards and labor market data in its curriculum development and renewal processes. [Standard 11: Educational Offerings]
   - Analyze the Program/Discipline Review Process, including the role of College Council, to identify and implement modifications that enhance engagement in program and discipline review. Provide professional development opportunities to improve the quality of information provided through the program review process. Continue to provide necessary supports to maintain 100% compliance with assessment activities. [Standard 14: Assessment of Student Learning]
4. **Develop a longer horizon and more comprehensive approach to human resource planning.**
   - Develop a long range plan, framed within the context of multi-year financial planning and a unified vision of college academic offerings, to guide all staffing decisions. [Standard 3: Institutional Resources]
   - The college will monitor and analyze the impact of reduced numbers of full-time faculty across the institution and prioritize maintaining a healthy full-time to part-time faculty ratio. [Standard 10: Faculty]

5. **Reinforce the One College Concept though the innovative uses of technology.**
   - The college will continue to implement the Association of Community College Trustees’ Comprehensive Review of the Leadership and Administrative Structure recommendations for building unity, improving communication, cooperation and collaboration. Processes for continuous assessment and organizational reform will be enhanced. [Standard 4: Leadership and Governance]
   - The development and utilization of an administrative portal is an opportunity to address the ACCT report recommendation of “creating a transparent decision making process” by sharing information widely and often. [Standard 5: Administration]
   - The college will develop an integrated and user-friendly intranet or portal site to increase transparency, awareness and engagement in planning, budget development and institutional assessment. The site will be a centerpiece that enriches the institution’s culture of assessment and systematic renewal. [Standard 7: Institutional Assessment]
**APPENDIX A: SELF-STUDY PARTICIPANTS**

**Self-Study Co-Chairs:**
Kevin Smay, Assistant Vice President of Strategic Planning, ALO, Office of College Services
Stephen Wells, Professor of English, South Campus

**Steering Committee Members:**
Mary Frances Archey, Executive Director for Strategic College Initiatives, Office of College Services
Joyce Breckenridge, Vice President for Finance, Office of College Services
Yvonne Burns, Dean of Student Development, Boyce Campus
Elizabeth Claytor, Professor of English, North Campus
John Dziak, Assistant Professor of Biology, Allegheny Campus
Mary Lou Kennedy, Acting Campus President, North Campus & West Hills Center
Gretchen E. Mullin-Sawicki, Acting Provost/Executive Vice President for Academic & Student Affairs, Office of College Services
Clyde Pickett, Special Assistant to the President for Diversity & Inclusion, Allegheny Campus
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Elizabeth Throesch, Associate Professor of English, North Campus
Tomi Waters, Associate Dean of Academic Affairs, Boyce Campus

Ex Officio
Anthony DiTommaso, Vice President and General Counsel, Allegheny Campus

**Working Group I: Mission and Goals**

*Standard 1: Mission and Goals*

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Standard 6: Integrity; Verification of Compliance with Accreditation-Relevant Federal Regulations
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  Kyle Mosley, Director Financial Aid, South Campus
  Michele Thomas, Student Success Coach, South Campus

Working Group III: Design and Delivery of the Student Learning Experience
Standard 10: Faculty; Standard 11: Educational Offerings; Standard 13: Related Educational Activities
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  David Sluss, Professor, Mathematics, Allegheny Campus
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  Barbara Thompson, Librarian, North Campus
  Dwight Bishop, Director of Distance Learning, Office of College Services
  Diane Jacobs, Registrar, Office of College Services
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  Justin Tatar, Assistant Dean, Washington Center, South Campus
  Deb Killmeyer, Director of Community Education, West Hills Center
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Standard 8: Student Admissions and Retention; Standard 9: Student Support Services
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Working Group V: Educational Effectiveness Assessment
Standard 12: General Education; Standard 14: Assessment of Student Learning
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Valerie Keibler, Director of Faculty and Staff Development, Office of College Services
Raymond Marks, Assistant Director of Facilities, Office of College Services
Lori McKinney, Assistant Controller, Office of College Services
James Messer, Chief Facilities Officer, Office of College Services
Joe Miller, Senior Staff Accountant, Office of College Services
Paul Swearengin, Assistant Vice President of Finance and Controller, Office of College Services
Sharon Mills, Dean of Administration, South Campus

Working Group VII: Governance, Leadership, and Administration
Standard 4: Leadership and Governance; Standard 5: Administration
Co-Chairs:
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