

## Inventory of Support Materials

### Resources related to overview of the college

- Annual Institutional Profile. This report, submitted to Middle States early in each calendar year, contains updated enrollment, demographic, retention, and graduation information on DCCC students. It also contains descriptive information on faculty and staff, library resources, special programs at DCCC, off campus programs, revenues and expenditures. Of special interest is a section that gives a brief description of the college, any significant changes during the past academic year, and significant changes that will occur in the upcoming year. Examination of the material in this section over several years reveals a picture of the college's recent history.
- Research Office reports on enrollment, retention, graduation trends  
Regularly issued enrollment reports include:
  - The Credit Enrollment Report, issued every semester after the official "third week" reporting date has passed. This report shows recent trends for key student groups (e.g., new/continuing, on/off campus, etc.).
  - Fall and Spring semester reports on groups of special interest -- profiles of recent high school graduates, new students, off campus students; enrollments and yields from the Delaware and Chester County school districts.
  - Fall-to-spring, Spring-to-fall, and Fall-to-fall retention rate reports. These reports include breakdowns by student category and recent trends.
- Reports from previous self study, including:
  - General Education: A Dynamic Focus for Delaware County Community College (March 8, 1991) An Executive Summary of this report is also available. This report describes the Strategic Planning model followed in preparing the college's strategic goals for the 1990's. It also describes the college's first systematic attempt to assess the college competencies.
  - Report to the Faculty, Administration, Trustees, Students of Delaware County Community College by the Middle States Evaluation Team. (April, 1991). This report contains comments and reactions to the self study as well as recommendations from the visiting team.
  - Periodic Review Report submitted to Middle States on June 1, 1996. This is an "interim" report required by Middle States. It is due midway between self studies and it reports on progress made in addressing recommendations from the visiting team. Significant portions of this report are devoted to planning. Chapter 3, "Evidence of continuous self study and planning", includes sections on academic planning, enrollment planning, financial planning, and facilities planning.

### Resources related to Strategic Planning

- A Planning Brief for Planning Sessions with DCCC "Family": Faculty, Administrators, and Support Staff (September 1990). The Research and Planning offices conducted an environmental scan and prepared a summary of the findings for the Board of Trustees. The report was shared with faculty, administrators and support staff as background material to help staff prepare for the planning sessions held in 1990-91.
- Vision 2000: A Work Plan for the Future. This document describes the college's strategic goals for the 1990's. It is the result of the planning sessions held with faculty, administrators, and support staff.
- Hoshin Planning applies quality management to the planning process. (1993) This article describes the key characteristics of the model used to develop the previous strategic planning process at DCCC (specificity and focus, continuous improvement, daily management and data, total staff involvement, and continuous communication). It might be useful to use these characteristics as the basis for assessing the planning process.
- Vision Chester County (1998-99) See pages 29 - 30, which describe some recent partnerships. One of the strategic goals for the 1990's was to forge partnerships with our stakeholder organizations; the partnership descriptions can serve as part of the assessment of DCCC' s success in carrying out its strategic plan.

### Resources related to Assessment of Learning

- Report from previous self study: General Education: A Dynamic Focus for Delaware County Community College (March 8 , 1991) See pages 20-56 and pages 90-133.
- Periodic Review Report submitted to Middle States on June 1, 1996. See pages 14 - 20 and pages 28 - 34.
- Vital Signs: Spring 1998 The "Vital Signs" are indicators selected by the Quality Council to use in assessing the general health of the College. These measures can be thought of as indicators of institutional effectiveness. The teams associated with the Quality Council used the College's mission and goals as the primary reference point in identifying the indicators. The Vital Signs report describes the rationale for each measure, how each measure is defined, its source, and when it is updated. The report presents recent trends for each indicator and an analysis of the findings.
- Report to Learning Processes Team - Summary of Assessment Data: College Competencies (March 1997) This report summarizes the assessment data available on each of the college competencies.

- Graduate follow up report, Placement report, Nonreturning student follow up report. Graduates are surveyed annually. Nonreturning students are surveyed every two years. Both surveys contain a subset of items that all Pennsylvania community colleges have agreed to use, enabling comparisons across the colleges. Some of the data in these reports were selected as "vital sign" indicators and thus appear in the Vital Signs report and in the Report to the Learning Processes Team. The Graduate, Placement, and Nonreturning reports contain more extensive and more detailed information. For example, the Placement Report shows the transfer and employment status of each individual DCCC graduate or program completer.
- Pew grant reports and faculty development project reports. These documents describe a variety of projects conducted by faculty and many contain assessments of learning.
- Minutes of Retention Team meetings. The Retention Team reviewed Research Office reports to identify students with high attrition rates and interviewed faculty to identify approaches to improving retention. The findings formed the basis of several efforts to improve retention. Examples include: pilot testing developmental English as a *co-requisite* (rather than a *prerequisite*) for Personal and Career Development; implementing the Supplemental Instruction model in selected courses with low success rates; increasing the visibility of the Master Student course. These efforts are monitored and assessed by the team.
- Predicting Retention from Students' Experiences with College Processes (1999) Describes a telephone survey from several years ago that targeted a random sample of new students. Their reported satisfaction with specific experiences at DCCC was correlated with retention the following semester.
- Grade analysis reports. Analyses are conducted to assess the fall and spring semester grade patterns. Success rates and withdrawal rates are examined for different types of courses. Courses with telecourse sections are assessed by comparing the success rates and grade distributions of the "traditional" and telecourse sections.
- Using Key Indicators to Guide Curriculum Review at a Community College. (1989) Describes the previous academic review model at DCCC, its shortcomings, and the development of the currently used "Key Indicators" model. The key indicators are a small set of measures that provide an overview of all academic programs. Programs showing unusual patterns of change are flagged, in order to determine if a more extensive program assessment is needed.
- Guide to Program and Course Assessment (1998) and academic program assessment reports. The Guide is a draft document describing the recently developed model for conducting a full fledged assessment of an academic program. Approximately 10 programs are selected each year for this in depth assessment. The reports on these assessments provide extensive information on the programs.

- Key Indicator Report The Research Office compiles the key indicator data every year. The report includes a matrix showing which programs were "flagged" and the indicators that generated the flags. ("Flags" can be positive or negative -- increasing or decreasing enrollments, success rates, etc.).
- Special studies conducted within divisions. Examples would include special accreditation studies such as National League for Nursing (NLN) and the work of the math faculty to identify courses that address the math competencies.

### **Resources related to Technology**

- Request for proposal for developing a Technology Plan for DCCC (1999) This document solicits proposals from consultants interested in working with DCCC to develop a technology plan. It gives a good overview of key issues the college needs to address as it plans for the future.
- Vision Chester County (1998-99) See page 25, which describes the DCCC CyberCollege.
- Comparison of "Traditional", Telecourse, On-line classes These comparisons are done each fall and spring semester. The comparisons examine success rates, withdrawal rates, and grade distributions.
- High tech/high touch committee survey of faculty (1998-99) The committee asked faculty to rate the importance of, and their satisfaction with, aspects of computer technology at DCCC. Results available from the Research Office.
- Results of June 1998 DCCC staff survey on the use of information technology (October, 1998) Administrators and support staff reported their familiarity with the software available on the DCCC network and how often they use the network software.
- Computer use among high school seniors (1998) Four Delaware county high schools participated in the 1998 survey of high school seniors. Questions on computer use were added to the survey in 1998. Six high schools participated in the 1999 survey, which also included the questions on computer use.
- Questions on DCCC graduates' use of the web and DCCC home page Graduates were asked about their use of the DCCC home page and web based access to grades, registration, etc. Available from the Research Office.
- Spring 1998 Survey of Telecourse Students (June 1998) The Learning Center conducted this survey in May 1998. Questions asked were: What did you like most in your TV course? What did you like least in your TV course? What are the three most important improvements that need to be made in the TV course you took?

- Learner Support Services Focused Telephone Interview (July 1998) This report summarizes the results of a June 1998 telephone survey of students who took a telecourse in the Spring 1998 semester.
- Report of the Information Technology Review Group (June 1999) This group was convened in February, 1999 by Jeanne Buckley. Members included administrators, faculty, and support staff. The mission was to:
  - review the DCCC Computer, Network, and Internet Policy, and recommend modifications, additions, revisions, and clarifications as necessary
  - review procedures and practices related to DCCC computers, networks, and the Internet, and recommend modifications, revisions, additions, and clarifications as necessary.The report summarizes the group's findings and recommendations.

### **Research Office Resources and Services**

- Resources The Research Office has an array of resources available to the self study committees. They include:
  - publications that focus on strategic planning, assessment, and technology
  - web sites that focus on strategic planning, assessment, and technology
  - copies of many different types of surveys conducted at DCCC and elsewhere
- Services The Research Office can support the self study effort in many ways, such as:
  - answering committee questions by retrieving and analyzing data from the student database
  - identifying studies, reports, documents, and other materials that address committee questions
  - consulting with committees on issues related to research design, data analysis and interpretation. This would include helping committees identify available data, develop methods of data collection, collecting data, analyzing and interpreting data. The office recently acquired a scanner and a software package that enables us to create scannable surveys, thus eliminating the step of entering the data manually. Although this approach is not appropriate for all surveys, it reduces time and effort for other surveys.