

# STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

## MINUTES

Thursday, March 1, 2012

1:30 p.m. - M2-34

**Presiding:** Ms. Stacy Holland  
**Present:** Ms. Helen Cunningham, Dr. Stephen Curtis, Ms. Varsovia Fernandez,  
Dr. Judith Gay, Ms. Lydia Hernández Vélez, Dr. Samuel Hirsch, and  
Dr. James Roebuck  
**Guest:** Dr. Mary Anne Celenza

### (1) Executive Session

The Committee was informed of the activities of the faculty recommended for merit promotion. An overview of the selection criteria was provided.

**Action: The Student Outcomes Committee of the Board agreed to recommend to the full Board acceptance of the recommended list of faculty for promotion.**

### (2) Public Session

#### a) Approval of Minutes of February 2, 2012 (Action Item)

The minutes were accepted.

#### b) Culture, Science and Technology Audit Follow-up Report (Action Item)

Dr. Celenza was asked to offer an opinion of the progress of the program to date. Dr. Celenza stated that the Curriculum Coordinator, Laura Davidson, printed out 5,000 plus data sheets to get a sense of the student profile. She also pulled together a conversation with Counseling and Advising. Based on the steps followed, she and Laura Davidson concluded that one strategy will not fit all students. They want to bring other resources, primarily from Student Life, into the conversation.

Board members stated that they believed the document provided seemed light for a follow up report. There are potentially rich collaborations possible but it is not obvious in the document.

Dr. Celenza responded that they do have a clear vision of a health track and a science track. She and Laura Davidson believe they need to explore further because the work needed for the program crosses areas at the College. A big

concern is the student who may never get into a health or science program. Many students come in looking for a career. Dr. Celenza stated that the next steps are: (1) put in place the next steps; (2) get the health and science pieces figured out; and, (3) engage in broader conversations related to developmental education.

Board members discussed whether the program is set up for students who are not transferring. Dr. Celenza responded that we need to factor in who the students are who are entering the program.

Board members stated that they need more specificity and context in the follow up reports. The document should tell the story of the program.

For the June update, the Board expects clarity on interventions (particularly for recommendation #5 related to developmental education).

**Action: None**

**c) Financial Aid Regulations Update (Information Item)**

The agenda item was deferred to a future meeting.

**Next Meeting:**

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, April 5, 2012 at noon (Jane S. Abrahams Award Interviews and Selections) in room M2-34.

**Attachments:**

Minutes of February 2, 2012  
Culture, Science and Technology Audit Follow-up Report

**STUDENT OUTCOMES COMMITTEE OF THE  
BOARD OF TRUSTEES**

**MINUTES**

**Thursday, February 2, 2012**

**1:30 p.m. – Room M2-34**

**Presiding:** Ms. Stacy Holland  
**Present:** Dr. Stephen Curtis, Ms. Varsovia Fernandez,  
Dr. Judith Gay, Dr. Samuel Hirsch, Mr. Chad Lassiter, Dr. James  
Roebuck, and Ms. Dorothy Sumners Rush  
**Guest:** Dr. Marian McGorry

**(1) Executive Session**

There was no Executive Session.

**(2) Public Session**

**a) Approval of Minutes of January 5, 2012 (Action Item)**

The minutes were accepted.

**b) Recommendation for Sustained Excellence Recognition for Dental Hygiene Program (Action Item)**

Dr. Gay recommended the Dental Hygiene Program for the Board of Trustees Recognition of Sustained Excellence. The nomination has the support of the Dean of the Division of Mathematics, Science and Health Careers, Dr. Celenza, as well as the support of Dr. Curtis. Dr. Gay reviewed the criteria that the Board of Trustees passed in June 2008. She stated that the Dental Hygiene Program exceeds the criteria, particularly by having a pass rate on the credentialing exam of over 90% for seven years (and 100% for three of the seven years) for more than 100 students in the program. There was a brief discussion of the retention rate in the program. Dr. Gay stated that the retention rate was discussed in the Dental Hygiene Program Audit. In addition to being a demanding program, students sometimes have life challenges that make it difficult to complete the program on time. Since 2008, however, retention has increased by 12.5% and currently exceeds the Commission on Dental Accreditation standard.

**Action: The Student Outcomes Committee of the Board agreed to recommend to the full Board the Dental Hygiene Program for the Board of Trustees Recognition of Sustained Excellence.**

There was a brief discussion about whether the recommendation should be presented in the public session of the next Board meeting or the executive session. Dr. Curtis agreed to confirm that the recommendation should be discussed in the public session.

**c) Academic Program Audit: Computer Science Program (Action Item)**

Dr. McGorry presented the highlights of the Computer Science Program Audit. After discussion, the Student Outcomes Committee of the Board postponed approving the Computer Science Audit. The Computer Science Program is required to provide a status report on achievement of the recommendations in the audit by January 2013. Additionally the Program must explain: What innovations are planned moving beyond the one year of activities in the audit? What is the program doing to enhance enrollment and improve graduation rates? Finally, the Student Outcomes Committee of the Board expect faculty to be present at the meeting when the status report is presented.

**d) Community College Baccalaureate (Information Item)**

Dr. Curtis provided an overview of a proposal to seek authorization from the Pennsylvania State Board of Education to offer selected baccalaureate-level curricula leading to one of three degrees: Bachelor of Applied Science; Bachelor of Applied Technology; or Bachelor of Science. The proposal is a collaborative effort with the College, Bucks County Community College, Delaware County Community College and Montgomery County Community College. The proposed model will enable the four community colleges to provide a core of baccalaureate offerings, at an affordable tuition rate, that will expand pathways for students, particularly in career and technical areas.

**Next Meeting:**

The next meetings of the Student Outcomes Committee of the Board is scheduled for Thursday, March 1, 2012 at 1:30 p.m. in conference room M2-34.

**Attachments:**

Minutes of January 5, 2012  
Academic Program Audit: Computer Science Program  
Community College Baccalaureate  
Recommendation for Sustained Excellence Recognition for Dental Hygiene Program

***Culture, Science and Technology***

***Audit Follow-up Report***

***Submitted by:***

***Laura Davidson***

***Curriculum Coordinator, Culture Science and Technology Program***

***Mary Anne Celenza***

***Dean, Mathematics, Science and Health Careers***

February 20, 2012

## I. Rationale for the Follow-Up Report

The Academic Program Audit of the Culture, Science, and Technology (CST) Program was completed and presented to the Student Outcomes Committee of the Board (SOC) on September 1, 2011. The SOC required a progress report in February 2012 and a plan by June 2012. (SOC Minutes, September 1, 2011, p.2).

This report provides data on the CST program that was not included in the audit, and places program issues in the context of program challenges for CST students. The report also includes recommendations.

## II. Current Function and Purpose of the CST Program

CST is an open program without additional requirements for entry. Upon application to the College, students who indicate an interest in a select program in Science, Technology or Health Careers are placed into the program, regardless of their English placement level or program of choice. Most students do not intentionally seek admission to the CST program as the program of choice. To insure that students who do not gain admittance into the select program of their choice can graduate from the College, CST was designed as a transfer program and, as such, the purpose of the CST program is to provide students the opportunity to do one of the following:

1. Change to another CCP program such as Nursing, an Allied Health program or the Computer Science program to obtain an associate degree in a specific discipline.
2. Graduate with an associate's degree from the CST program with the intent to transfer to another college or university.

## III. Program Data

Data from five semesters (Fall 2008 to Fall 2010), not including the summer terms, were reviewed and the results are as follows:

1. A total of 5,194 students entered the CST program during those five semesters and 73.1% of the students (N= 3797 students) were at Level II through VI on the College's placement test in English.

### College Levels

Levels V and VI = 11.2% (N = 582 students)

### Developmental Levels

Level IV (ENGL 098 regular) = 9.3% (N = 483 students)

Level III (ENGL 098/108) = 18.4% (N = 956 students)

Level II (ENGL 098/099) = 34.2% (N = 1776 students)

2. Of the 5,194 students in the program 52.3% (N =2,766 students) were able to enroll in ENGL 101 (Levels V and VI) while in the CST program. This information is significant because most college level courses require that students be ENGL 101 ready or require that students have taken and passed ENGL 101.
3. Of the 5,194 students in the program, 40.9% (N = 2,126) eventually passed ENGL 101 with a grade of at least a D and 36.6% (N = 1902) passed on the first attempt.
4. Of the 5,194 students in the program, 25% (N = 1,299 students) went on to earn a GPA of greater than or equal to 2.5 in credit bearing courses while 11.4% of the 5,194 (N = 604) earned 4 credits with a GPA of less than or equal to 2.49.

The data show that only 11.2% of the students placed in the CST program enter the program college ready in English. Most CST students (59.1%) never pass English 101. Thus, most students falter far before they begin the core Science, Math and Health courses needed for completion of this degree or to enter the select program of their choice. Only one out of four CST students eventually achieves a GPA which may make that student a viable applicant to a health care or science program. The lack of academic progress prevents them from taking college courses related to their career goals.

#### IV Recommended Short Term Strategies for Improvement

Recommendation #1: Improve Advising.

Timeline – ongoing starting Spring 2012

Resources Needed: Collaboration with Office of Academic Advising

Recommendation #2: Link the College Success Seminar (COL 101) with either Allied Health 101 (Health Careers Concentration) or ASET 101 (Science/Technology Concentration). These courses will develop student skills as well as expose students to career choices and required academic preparation, personal attributes and professional skills required for their field of interest. It is proposed that a pilot of the linked courses run and data collected be used to determine whether resources expended to run the linked courses are justified through increased student success and retention

Timeline – Fall 2012 (Planning) Spring 2013 (Implementation)

Resources Needed – Faculty for linked courses AH 101, ASET 101 and COL 101.

Recommendation #3: Provide incoming CST students additional and specialized information about the CST program. An admissions packet should be designed that includes the following information:

1. Broad Description of the goals and purpose of the CST Program
2. Resources available to students in the CST Program such as
  - a. Information about the role of the CST Curriculum Coordinator
  - b. Benefits of taking either AH 101: Introduction to Health Careers or ASET 101: Science, Technology and Public Policy
  - c. Overview of the CST curriculum
  - d. Requirements for pathways that students may take once they are in CST (e.g. transfer into another program or graduation as a CST major)

Timeline - Spring 2012 (budget submission & planning), Fall 2012 (distribution)

Resources Needed – Materials, staff time

Recommendation #4: Implement a specialized early intervention for students showing signs that they are falling short of what is required to reach a career in Health Care or Science. At this point, it is not too late for students to make positive changes in their performance:

- o Students with a cumulative GPA of less than 2.5 after passing English 101
- o Students who receive a C or below on their first Science course

Timeline – Fall 2012 (Planning), Spring 2013 (Implementation)

Resources Needed - Staff time

Recommendation #5: Address the needs of CST students in developmental courses. The large number of students who do not progress into or fail to pass ENGL 101 should be assisted in their academic endeavors through the initiatives of the Office of Developmental Education. The Director of Developmental Education is currently working on strategies to assist students who have difficulty getting into and passing ENGL 101. The CST Curriculum Coordinator will serve as a resource as necessary to provide information to the Office of Developmental Education.

Timeline – Fall 2011 and ongoing

Resources needed – Staff time

#### IV. Summary

This update proposes short term strategies to address the need for communication and information to be provided to CST students. As documented above, CST students are not likely to have chosen this curriculum but rather are placed into the CST curriculum due to other circumstances. This can result in confusion and lack of direction on the part of the student.



Long-term planning must address the structure of the curriculum and re-conceptualize how students with an interest in select programs in Science, Technology and Health Careers may be best served by the College. The process by which students are admitted and progress through a curriculum should be modified by requiring intentional choices and goal identification by students on a regular basis. These recommendations will be fully developed as part of long term proposal for change to the CST Program. The data collected as part of the implementation of the short-term strategies may provide information for the future modification of the CST curriculum.