

# Community College *of* Philadelphia

*The Path to Possibilities™*

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## STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, February 7, 2013  
1:30 p.m.  
Room M2-34

### **AGENDA**

- (1) 1:30 p.m. Executive Session
- (2) Public Session
  - 1:35 p.m. (a) Approval of the Minutes of December 6, 2012 (A)
  - 1:40 p.m. (b) Debrief of the Student Outcomes Presentation (D)
  - 2:00 p.m. (c) Discussion of a Student Outcomes Dashboard (D)

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

**MINUTES**

**Thursday, December 6, 2012**

**1:30 p.m. – Room M2-34**

**Presiding:** Ms. Stacy Holland  
**Present:** Dr. Stephen Curtis, Dr. Judith Gay, Dr. Samuel Hirsch, Ms. Mary Horstmann, Dr. Judith Rényi, Dr. James Roebuck  
**Guests:** Mr. John Moore, Ms. Melissa St. Pierre, Dr. Sharon Thompson

**(1) Executive Session**

There was no Executive Session.

**(2) Public Session**

**a) Approval of Minutes of November 1, 2012 (Action Item)**

The minutes were accepted.

**b) Academic Program Audit: Community Leadership (Action Item)**

Mr. Moore presented highlights of the Community Leadership Program Audit and reviewed the recommendations citing parallels to the recently reviewed Women's Studies/Gender Studies Audit. Dr. Thompson highlighted that until recently there was a lack of leadership for the Program and discussed the value and demand for the leadership courses including how they can be connected to other programs of study. She also point out that preliminary conversations have taken place with non-profit agencies regarding the feasibility of offering the Program to their employees. Ms. Holland commented that non-profit agencies do not hire individuals with such a degree but rather place greater value on hiring individuals with strong skill sets such as critical thinking skills. She concurred that there is value to offering the courses outside of the degree program. A discussion took place regarding the viability of continuing the program and it was agreed that the Program would be discontinued; however, the leadership courses should continue to be offered.

**Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Community Leadership Programs Audit with the recommendation that the Program be discontinued effective the end of the 2012-13 academic year.**

### **c) Definition of Key Student Performance Indicators (Discussion Item)**

Ms. Holland opened the discussion by providing the context for the conversation including the need to develop an agreed upon set of metrics that the Board could use to measure progress of institutional goals and to determine ways the Board could be of assistance. She outlined the various metrics the Student Outcomes Committee has reviewed in the past that are included in the Academic Affairs Balanced Scorecard and in the Enrollment Management Plan. Ms. Holland presented a potential framework for the discussion, The Completion Arch, which was developed by the College Board. The Completion Arch was designed as a tool for community colleges to capture metrics along a continuum of student experiences beginning with enrollment to entry into the workforce after college completion. The five-part framework includes: Enrollment; Developmental Education Placement; Progress; Transfer and Completion; and Workforce Preparation and Employment Outcomes.

Dr. Curtis highlighted the recently developed Voluntary Framework of Accountability (VFA) which is a nationally funded project designed to develop a set of appropriate measures to determine how well community colleges are serving students. The VFA was designed to assist community colleges to develop commonly accepted performance measures in the community college sector that would assist in developing a greater understanding of student outcomes and help lead institutions toward identifying problems and setting goals for improvement of outcomes. Dr. Curtis stated that all 14 community colleges in Pennsylvania have agreed to use the VFA.

Dr. Rényi noted that in reviewing the student demographics that the College serves older students and questioned the College's role in providing appropriate programs that lead to the workforce. Dr. Curtis stated that the College serves a mix of students with three-quarters of the students planning to transfer. He explained that not all students enroll at the College with the plan to directly enter the workforce. There needs to be an understanding of why students come to the College and what they want to achieve. A discussion took place regarding the vision of the College and positioning the College with aspirational goals. Ms. Holland stated that metrics have to be established that focus on program outcomes as well as services provided. It was decided that next steps include agreeing to a set of metrics and developing a dashboard. Ms. Holland noted that this would be a topic for the upcoming Board Retreat.


#### **Next Meeting:**

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, February 7, 2013 at 1:30 p.m. in conference room M2-34.

#### **Attachments:**

Minutes of November 1, 2012

Academic Program Audit: Community Leadership  
College Board: The Completion Arch



# STUDENT SUCCESS DISCUSSION

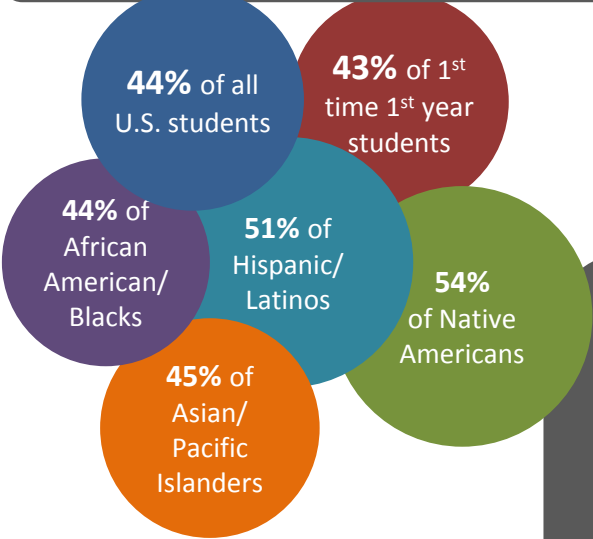
COMMUNITY COLLEGE OF PHILADELPHIA  
BOARD OF TRUSTEES RETREAT

JANUARY 3, 2013

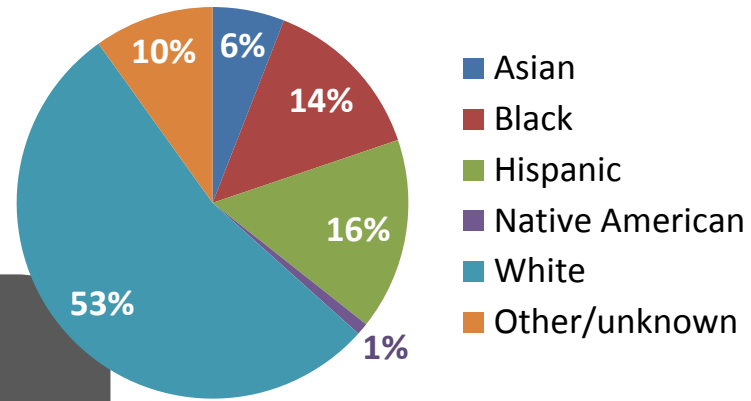


**NATIONAL CONTEXT FOR  
COMMUNITY COLLEGES**

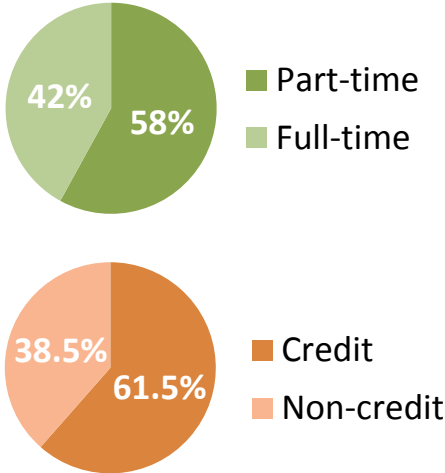
### Which undergraduates attended Community College?



### Race/ Ethnicity

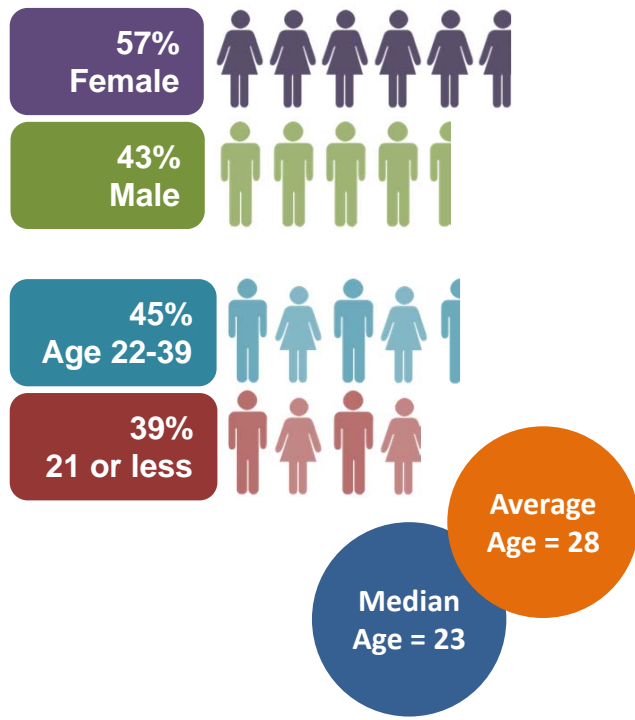


### Student Data

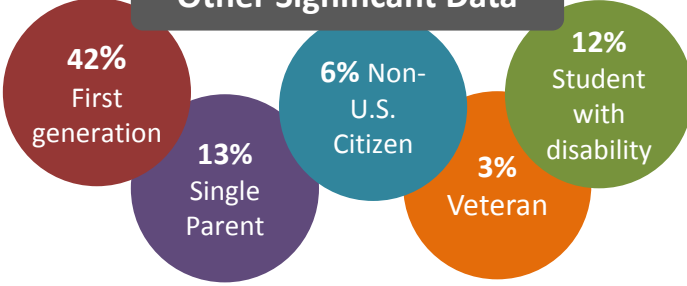


**FALL 2009 National Community College Data**  
(AACC website, Fast Facts)

### Sex/ Age



### Other Significant Data





# Employment Status, 2007-2008

(AACC website, Fast Facts)

Full-time student, employed full time = 21%



Full-time student, employed part time = 59%



Part-time student, employed full time = 40%



Part-time student, employed part time = 47%



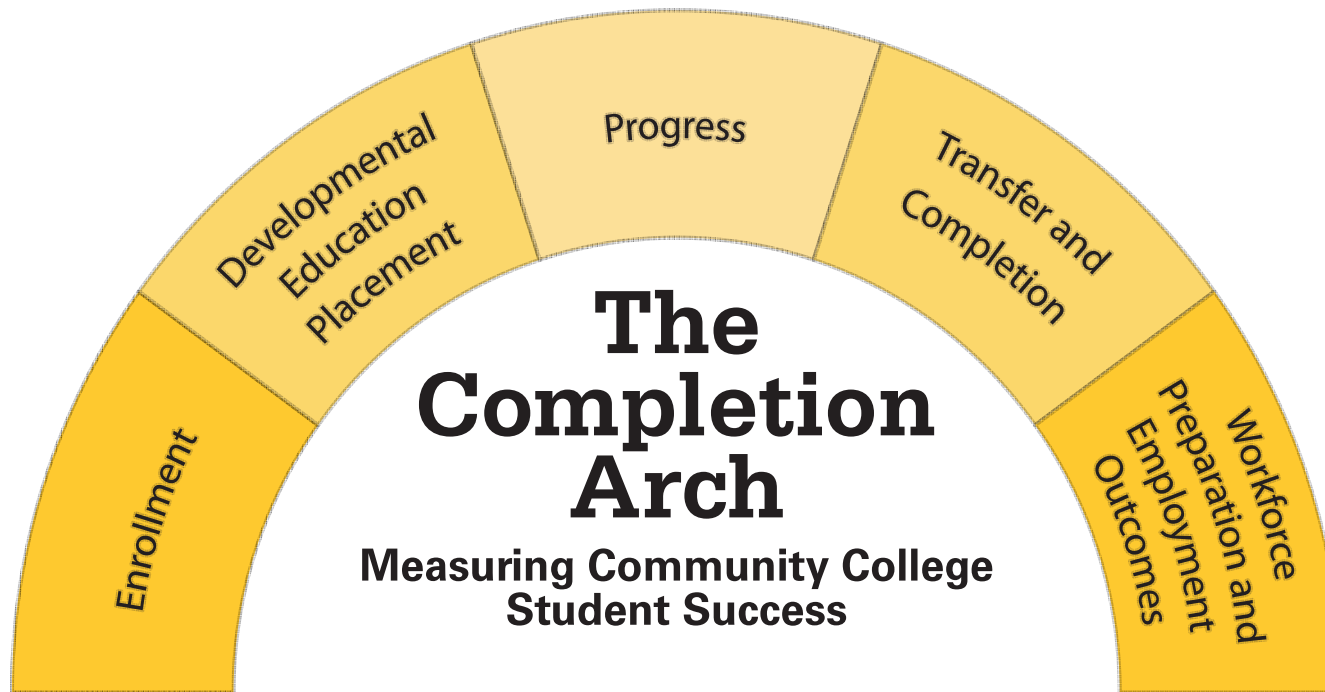


# Overview

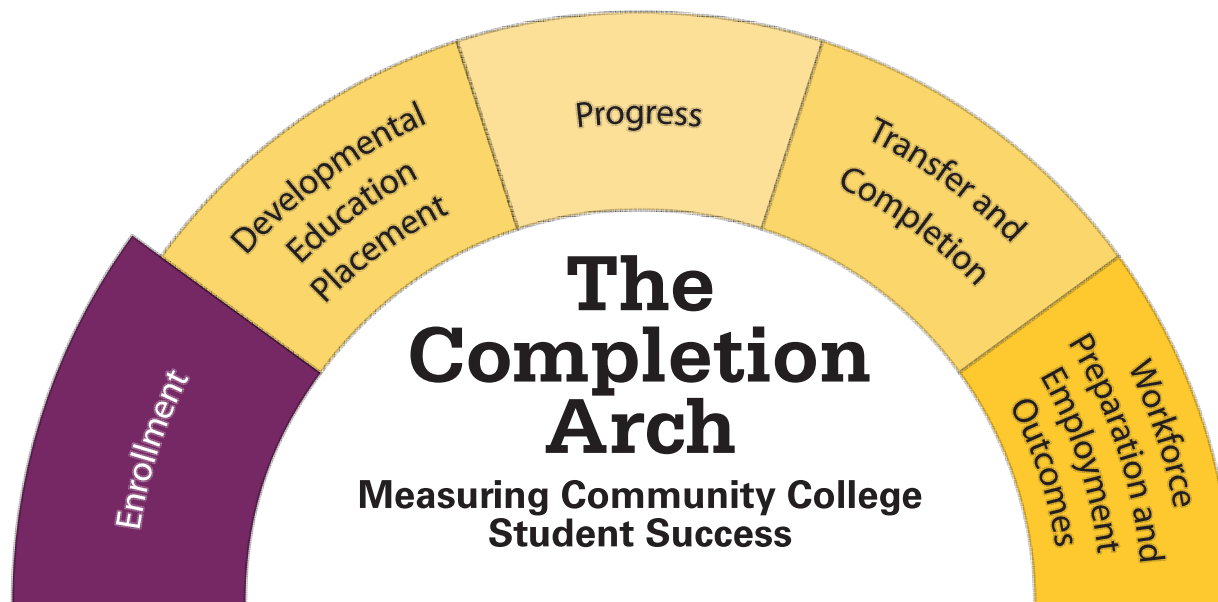
- National Context
- Local Context
- Discussion Framework - College Board Completion Arch
- Initiatives and Outcomes
- Core Indicators
- Challenges

**The Completion Arch is a framework to describe the progress and success of community college students.**

**Source: The College Board**



# Enrollment



# College Facts

## Student Body

Enrollment (2011-2012) academic year:

- Approximately 39,500 students taking credit and noncredit courses
- Approximately 15,769 full-time equivalent students
- Approximately 29,094 students enrolled in credit classes
  
- More than half (62%) are enrolled in transfer or liberal arts programs
- 17% enrolled in career programs
- 21% enrolled in noncredit, continuing education coursework

# College Facts – cont.

## Student Characteristics

- More than half (53%) are 25 or older
- The median age is 26
- There are more women (65%) than men
- There are diverse groups of students:
  - African-American 56.7%
  - White 25.9%
  - Hispanic/Latino 8.0%
  - Asian/Pacific Islander 8.8%
  - Native American 0.6%

# College Facts – cont.

## Financial Assistance – 2010-11

Percent of Full-time, First-time Degree/Certificate-seeking Students

- Grant Aid

CCP: 70%      National Comparison: 61%

- Pell Grants

CCP: 69%      National Comparison: 59%

- Loans

CCP: 45%      National Comparison: 19%

NOTE: Philadelphia Median Household Income - \$36,251

## Number of Students Enrolled in Credit and Non-credit Education Headcount

Academic Year	Credit Headcount	New Credit Headcount	Credit Headcount % New	Continuing Credit Headcount	Credit Headcount % Cont.	Non-credit Headcount	Total Headcount
2004-05	29,269	8,991	30.7%	19,727	67.4%	9,003	38,272
2005-06	26,293	8,714	33.1%	17,301	65.8%	8,267	34,560
2006-07	26,157	9,371	35.8%	16,793	64.2%	7,696	33,853
2007-08	26,212	9,317	35.5%	16,798	64.1%	8,642	34,854
2008-09	26,868	9,316	34.7%	17,294	64.3%	8,180	35,048
2009-10	28,783	9,769	33.9%	18,394	63.9%	9,287	38,070
2010-11	29,034	8,968	30.9%	18,925	65.2%	8,624	37,658



# High School Graduates

- About 50% of Philadelphia High School graduates attend Community College of Philadelphia, Penn State, and Temple University
- About one-third of students enroll at Community College of Philadelphia

# Why Do Students Enroll at the College?

2008 Survey Results

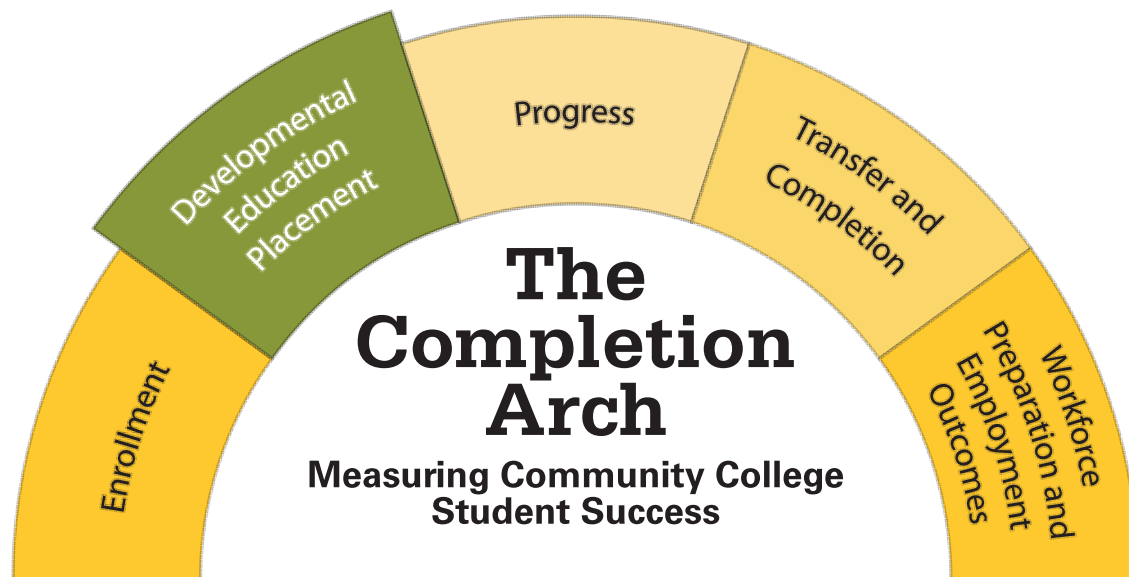
1. Earn Credits for a College Program Elsewhere
2. Prepare for Transfer
3. Prepare for a New Job
4. Personal Enrichment
5. Improve Skills for an Existing Job

# Why Do Students Leave the College?

2008 Survey Results

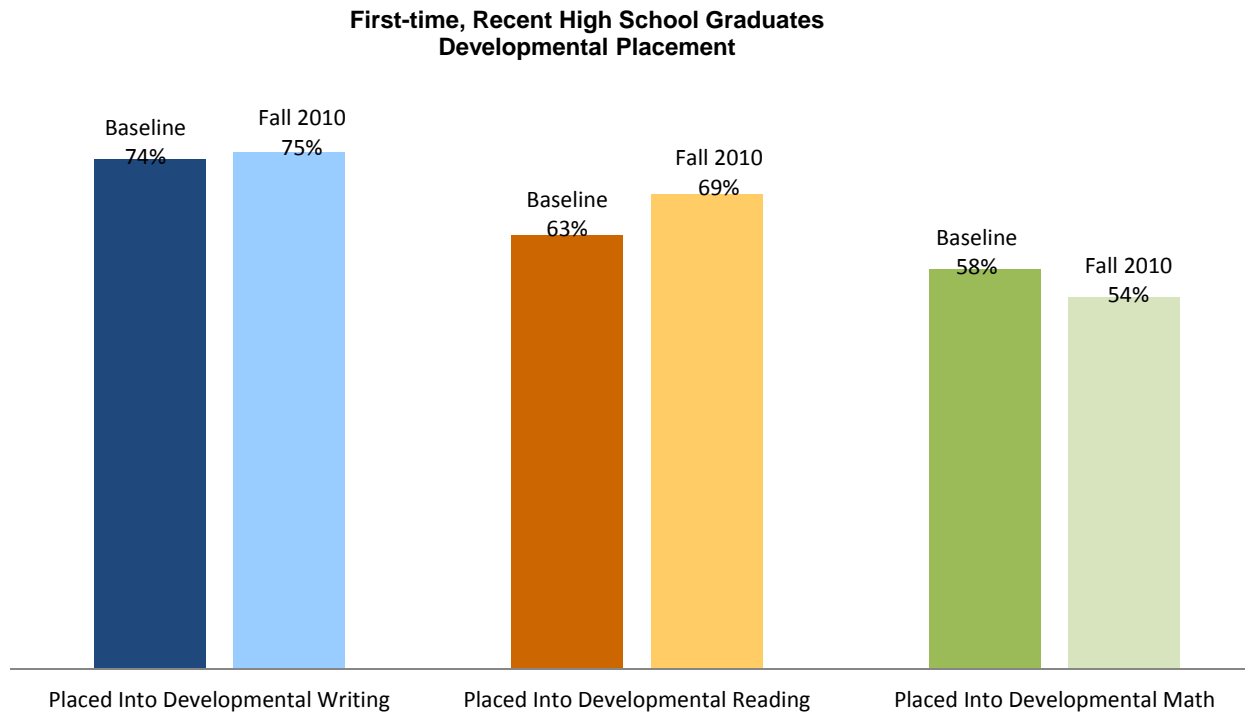
1. Achieved my Objectives
2. Could Not Afford the Expense
3. Family Responsibilities
4. Course Unavailability
5. Other Personal Problem

# Developmental Education Placement



# Placement in Developmental Education in the First Semester at the College

(Baseline Data set represents the aggregate first-time, recent high school graduates from fall 2005, fall 2006, fall 2007, fall 2008, and fall 2009)



# Initiatives

- Developmental Workshops
- Linked Gatekeeper and College 101 Course
- Online Remediation
- Non-Cognitive Predictors
- Second Chance Placement

# Developmental Workshops

- Free 5-week Workshops with Additional 3-week Workshop for Unsuccessful Students
- Writing Workshops Started 2008
- Reading Workshops Started 2011
- Math Workshops Started 2012



# Writing Workshop Results

5 Week Writing Workshops	2011	2012
Registrants	613	308
Eligible to Re-test	481 (79%)	209 (68%)
Improved Placement	226 (47%)/(37% of registrants)	104 (50%)/(34% of registrants)
3 Week Workshops		
Registrants	116	99
Eligible to Re-test	65 (56%)	74 (75%)
Improved Placement	38 (59%)/(33% of registrants)	35 (47%)/(35% of registrants)
Improved Placement (by 8 weeks)	264 (43% of initial registrants)	139 (45% of initial registrants)

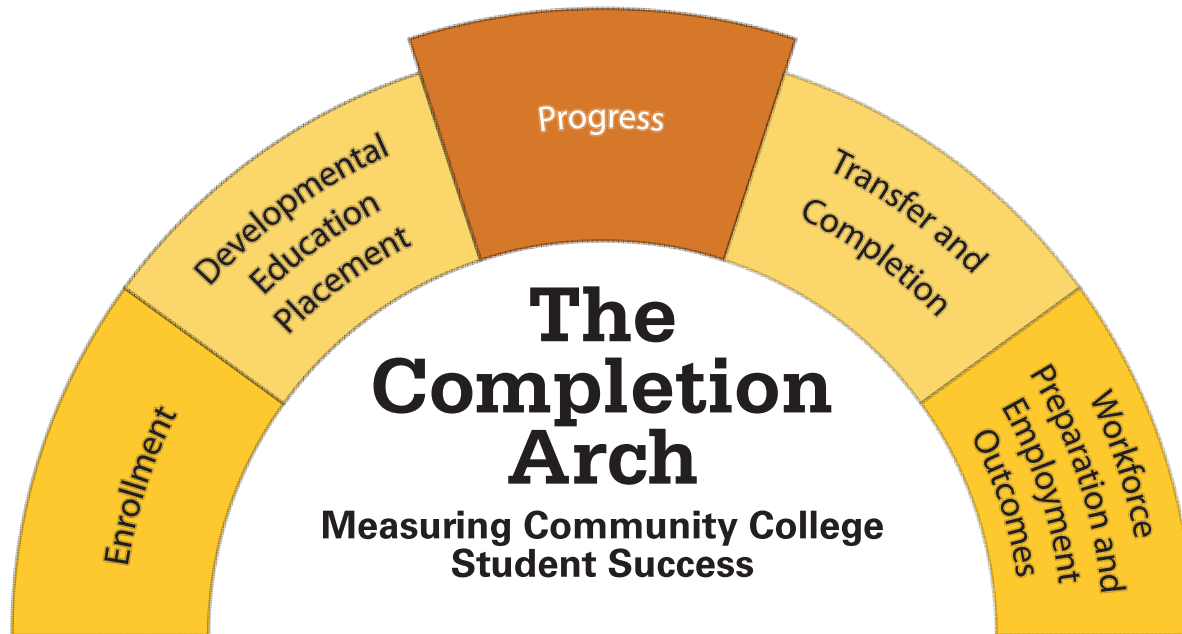
# Reading Workshop Results

5 Week Reading Workshops	2011 (pilot year)	2012
Registrants	86	528
Eligible to Re-test	64 (74%)	371 (71%)
Improved Placement	39 (61%)/(45% of registrants)	289 (77%)/(55% of registrants)
3 Week Workshops		
Registrants		75
Eligible to Re-test		56 (75%)
Improved Placement		32 (57%)/ (43% or registrants)
Improved Placement (by 8 weeks)		321 (61% of initial registrants)

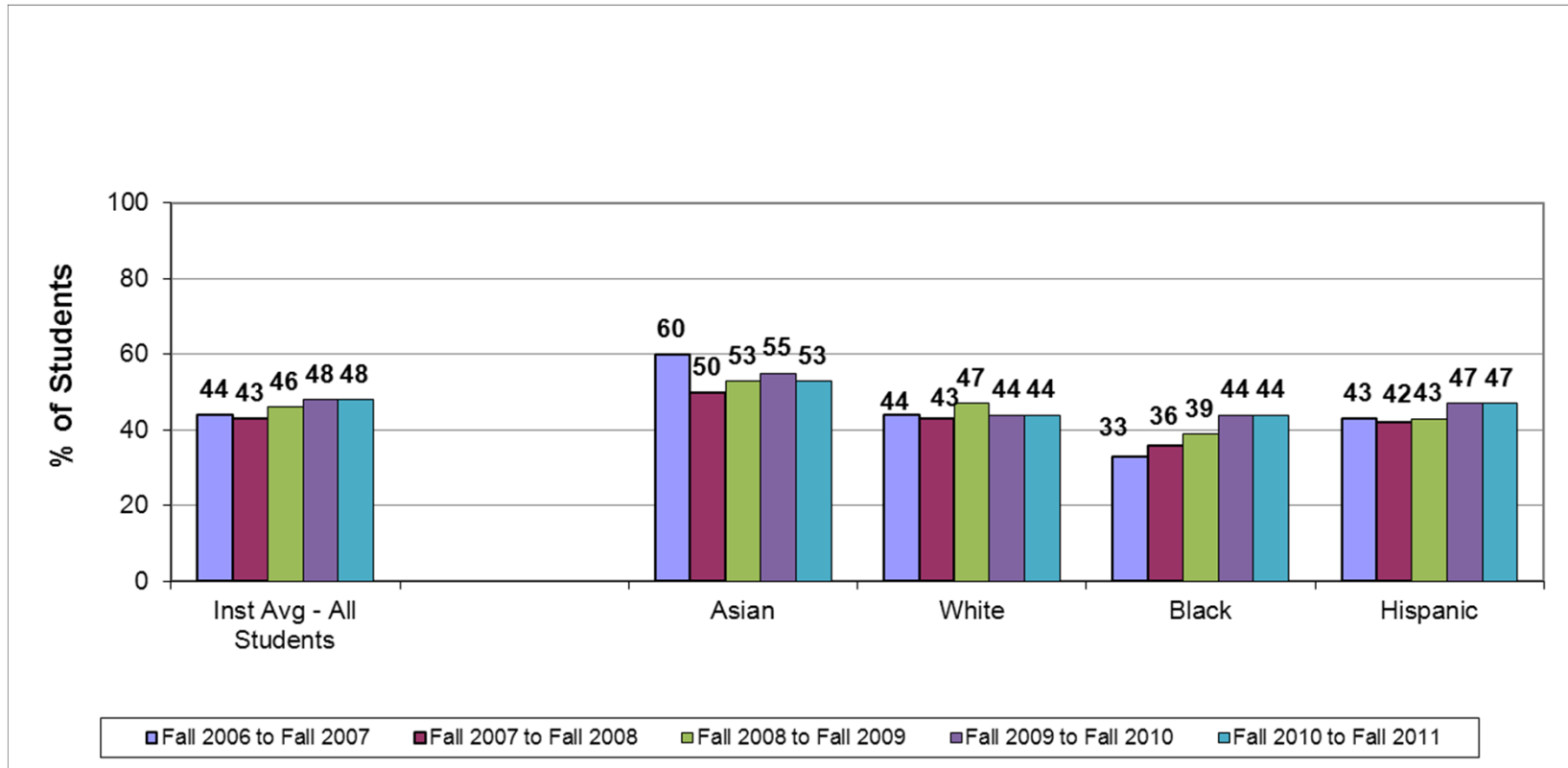
# Math Workshop Results

- The Developmental Program did a pilot of two five-week math workshops for students who tested Math 016.
- Of the 31 registrants, 25 (81%) were eligible to re-test. Of those who re-tested, 13 (52%, or 42% of registrants) improved their placement.

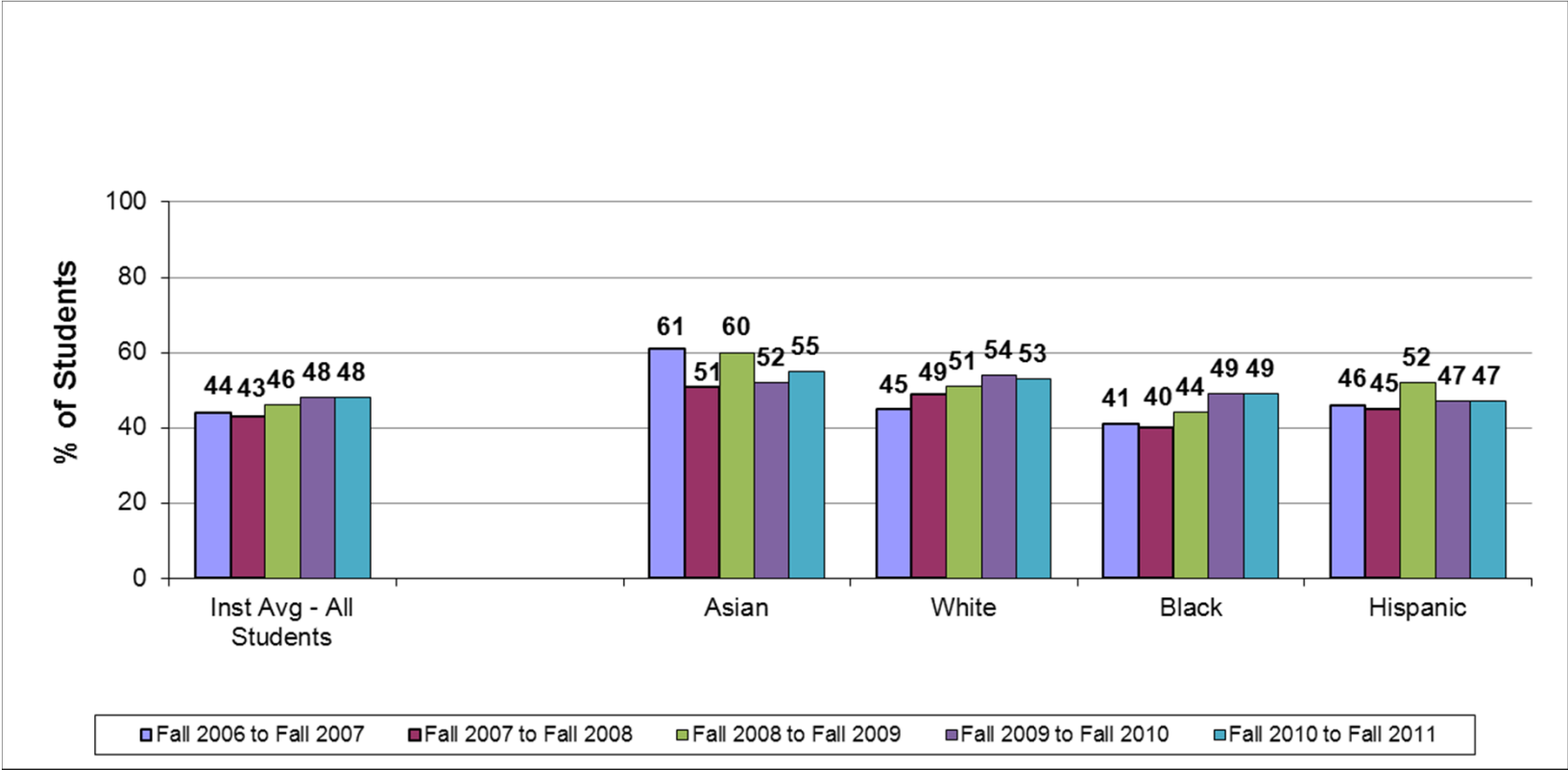
# Progress



# Fall to Fall First-Time Male Student Persistence



# Fall to Fall First-Time Female Student Persistence



***Pass Rates (Grades of A, B, C, P) in Achieving the Dream  
Gatekeeper Courses  
For New Students in Fall Semesters***

Fall									
Course	2003	2004	2005	2006	2007	2008	2009	2010	2011
Math 017	59.9%	52.9%	55.2%	60.4%	52.3%	57.8%	51.8%	45.2%	48.0%
Math 118	54.5%	53.3%	56.6%	63.5%	45.5%	55.1%	55.9%	48.4%	48.6%
English 098	57.4%	55.8%	56.1%	52.9%	54.7%	56.1%	59.1%	57.3%	56.4%
English 101	70.5%	68.0%	69.2%	68.8%	67.2%	70.0%	70.8%	69.9%	71.1%
Biology 106	73.6%	81.5%	71.7%	74.0%	71.9%	73.6%	84.3%	82.1%	77.4%
CIS 103	71.4%	67.4%	67.1%	75.4%	69.4%	73.5%	73.3%	78.1%	73.9%



***Withdraw Rates in Achieving the Dream Gatekeeper Courses  
For New students in Fall Semesters***

Fall									
Course	2003	2004	2005	2006	2007	2008	2009	2010	2011
Math 017	11.4%	12.1%	10.7%	9.7%	10.7%	10.7%	9.4%	10.8%	10.4%
Math 118	15.1%	16.5%	12.8%	9.6%	11.8%	11.8%	10.5%	13.8%	13.4%
English 098	11.1%	11.5%	10.8%	13.7%	12.5%	12.5%	8.0%	8.7%	10.8%
English 101	10.2%	13.6%	8.6%	9.3%	12.2%	12.2%	8.6%	12.8%	9.4%
Biology 106	8.8%	8.7%	8.9%	9.0%	9.6%	9.6%	5.9%	8.4%	5.7%
CIS 103	10.3%	12.1%	12.3%	8.4%	10.2%	10.2%	7.5%	12.0%	12.4%

# Student Persistence

## Fall to Spring Persistence/Attrition Outcomes

<b>Fall</b>	<b>Number of Enrolled Credit Students</b>	<b>Returned Same Program</b>	<b>Returned Different Program</b>	<b>Graduated</b>	<b>Did not Return the Following Spring</b>
1999	15,797	52.4%	11.9%	1.7%	34.0%
2000	16,346	60.5%	6.4%	1.5%	31.7%
2001	17,775	62.0%	5.1%	1.7%	31.3%
2002	18,354	62.3%	5.3%	1.4%	30.1%
2003	19,458	63.1%	5.3%	1.3%	30.3%
2004	19,238	63.7%	5.4%	1.1%	29.8%
2005	16,825	64.0%	3.7%	1.1%	31.4%
2006	16,860	62.8%	3.7%	1.4%	29.9%
2007	17,334	64.4%	5.3%	2.1%	28.3%
2008	17,327	64.6%	5.1%	1.8%	28.5%
2009	19,047	66.8%	4.8%	2.0%	26.4%
2010	19,503	67.0%	4.9%	2.2%	25.9%

# Student Persistence

## Fall to Fall Persistence/Attrition Outcomes

<b>Fall</b>	<b>Number of Enrolled Credit Students</b>	<b>Returned Same Program</b>	<b>Returned Different Program</b>	<b>Graduated</b>	<b>Did not Return the Following Fall</b>
<b>1999</b>	<b>15,797</b>	<b>29.7%</b>	<b>12.8%</b>	<b>6.7%</b>	<b>50.8%</b>
<b>2000</b>	<b>16,346</b>	<b>35.0%</b>	<b>9.7%</b>	<b>6.5%</b>	<b>48.9%</b>
<b>2001</b>	<b>17,775</b>	<b>35.2%</b>	<b>8.5%</b>	<b>6.5%</b>	<b>49.8%</b>
<b>2002</b>	<b>18,354</b>	<b>35.9%</b>	<b>9.6%</b>	<b>5.8%</b>	<b>48.7%</b>
<b>2003</b>	<b>19,458</b>	<b>34.9%</b>	<b>9.4%</b>	<b>6.4%</b>	<b>49.2%</b>
<b>2004</b>	<b>19,238</b>	<b>25.2%</b>	<b>16.3%</b>	<b>5.3%</b>	<b>53.3%</b>
<b>2005</b>	<b>16,825</b>	<b>34.9%</b>	<b>9.4%</b>	<b>6.4%</b>	<b>49.2%</b>
<b>2006</b>	<b>16,860</b>	<b>36.1%</b>	<b>7.9%</b>	<b>5.0%</b>	<b>50.9%</b>
<b>2007</b>	<b>17,334</b>	<b>35.2%</b>	<b>7.9%</b>	<b>8.0%</b>	<b>48.9%</b>
<b>2008</b>	<b>17,327</b>	<b>37.1%</b>	<b>8.5%</b>	<b>8.3%</b>	<b>46.1%</b>
<b>2009</b>	<b>19,047</b>	<b>38.5%</b>	<b>7.6%</b>	<b>8.0%</b>	<b>45.8%</b>
<b>2010</b>	<b>19503</b>	<b>37.2%</b>	<b>9.1%</b>	<b>8.3%</b>	<b>45.4%</b>

# Student Persistence

## Percentage of Departing Students in the Semester by Success Category

Academic Term		Departing Students	Graduated	Long-Term Success	Short-Term Success	Unsuccessful
Fall	2001	4,782	6.3%	35.5%	19.3%	38.9%
	2002	4,773	4.8%	30.9%	21.0%	43.3%
	2003	5,021	5.0%	32.2%	19.6%	43.3%
	2004	4,973	5.3%	31.5%	18.6%	44.7%
	2005	4,326	6.1%	37.0%	17.3%	39.6%
	2006	4,181	5.4%	35.3%	17.8%	41.5%
	2007	4,157	6.7%	33.3%	18.6%	41.4%
	2008	4,000	6.1%	35.8%	18.2%	40.0%
Spring	2002	6,773	11.0%	32.2%	19.2%	37.6%
	2003	7,052	10.9%	34.0%	19.0%	36.1%
	2004	7,783	12.5%	34.8%	17.7%	35.0%
	2005	7,877	11.8%	35.6%	17.1%	35.5%
	2006	6,828	12.5%	37.6%	17.1%	32.7%
	2007	6,691	14.1%	34.8%	16.4%	34.7%
	2008	6,868	14.0%	35.6%	16.9%	33.4%
	2009	6,702	19.1%	31.8%	16.2%	32.9%

# Student Persistence

**Percent of Students by Success Category and Academic Readiness**

Level of Courses Taken in First Semester		Continuing	Graduated	Long-Term Success	Short-Term Success	Unsuccessful
Fall 2007 and Spring 2008 Entering Student Outcomes by the End of Fall 2010	All Developmental Courses N=1,482 (19.4%)	23%	2%	8%	9%	58%
	Developmental and College-Level Courses N=3,230 (42.3%)	20%	7%	17%	14%	42%
	College-Level Courses N=2,924 (38.3%)	12%	8%	29%	24%	27%

# **2012 National Community College Benchmark Project: Peer Institution Comparison Persistence Rates**

- Students at End of the Fall Semester Who Returned in the Next Spring Semester  
CCP: 73.5% Median Peer Value: 70.1%
- Students at End of the Fall Semester Who Returned in the Next Fall Semester  
CCP: 50.5% Median Peer Value: 48.2%

# Student Risk Factors

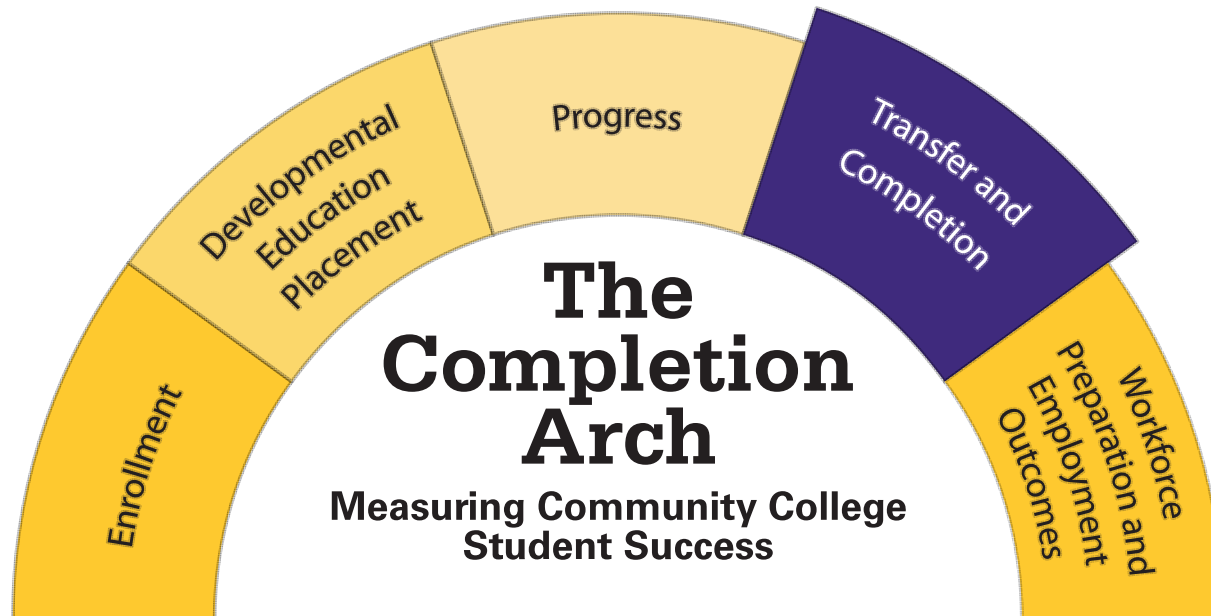
- Requires Remediation
- Attends Part-time
- Is Independent
- Has Dependents
- Works High Number of Hours
- SES, Race/Ethnicity, Gender
- Delayed Enrollment
- Lack of Financial Plan
- Lack of Goal Clarity

# Initiatives

- Comprehensive New Student Orientation
- Early Alert System
- Center for Male Engagement
- Student Success Courses
- Integrated Enrollment Services
- Advising Pilot
- High School Partnerships
- High Impact Practices

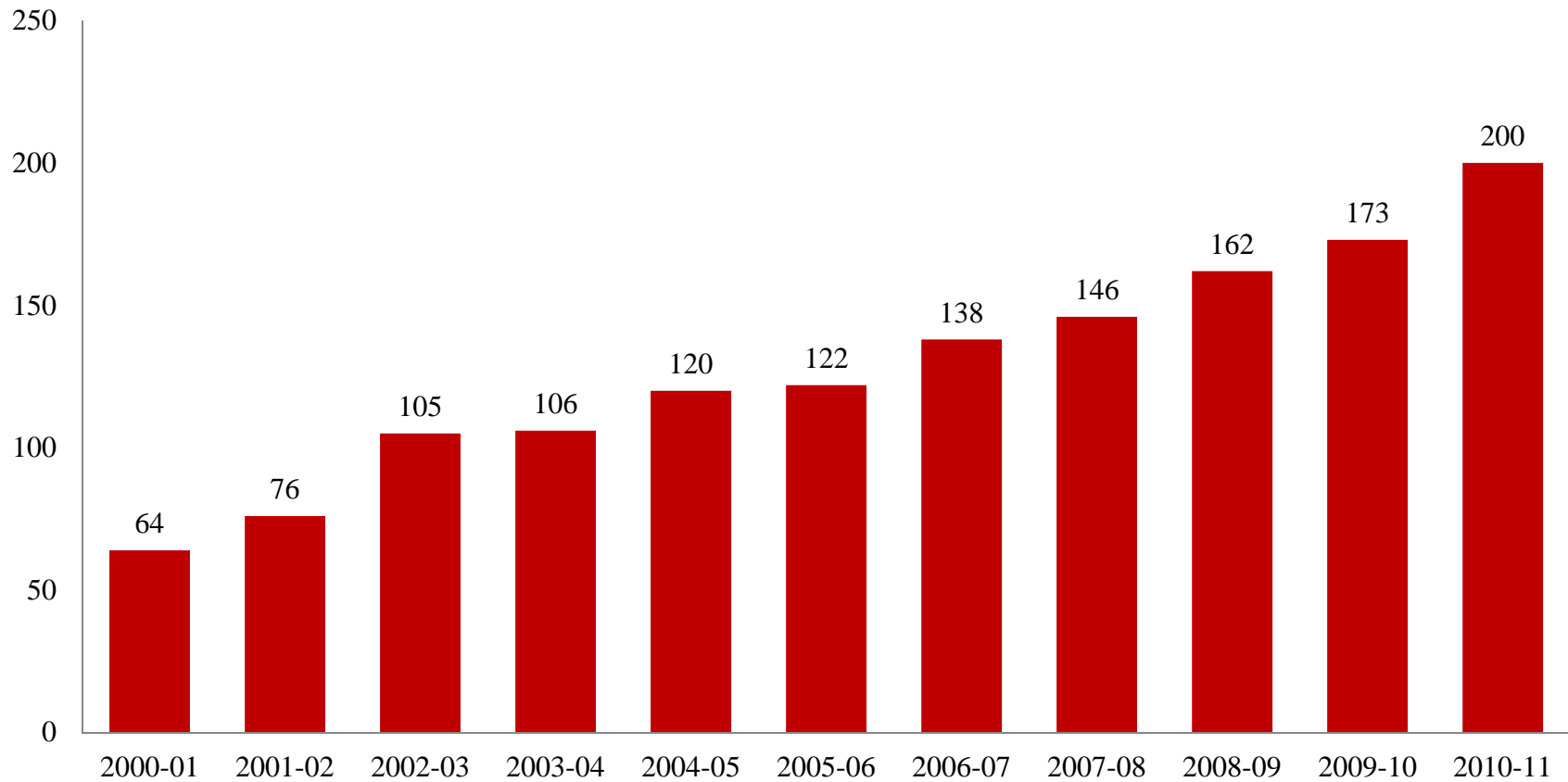


# Transfer and Completion



# Transfer Preparation

**Number of Articulation Agreements with Four-Year Institutions**



# Transfer Preparation

**Temple University Outcomes of CCP Transfers to Temple University  
Between Fall 2005 and Spring 2008 (n=1,951)**

<b>Transfer Outcome at Temple</b>	<b>Percent of Transfers</b>
Graduated from Temple	38.0
Enrolled with GPA 2.0 or higher	35.9
Not enrolled but GPA 2.0 or higher at departure	12.0
Enrolled with GPA less than 2.0	2.9
Not Enrolled with GPA less than 2.0	11.2

# Transfer Preparation

**Drexel University Outcomes of CCP Transfers to Drexel University  
Between Fall 2005 and Spring 2008 (n=842)**

<b>Transfer Outcome at Drexel</b>	<b>Percent of Transfers</b>
Graduated from Drexel	37.0
Enrolled with GPA 2.0 or higher	20.8
Not enrolled but GPA 2.0 or higher at departure	31.0
Enrolled with GPA less than 2.0	2.6
Not Enrolled with GPA less than 2.0	14.0

# Five-Year Graduation Rates for Full-time Students

<b>Year Cohort Entered</b>	<b>Graduation Rate</b>	<b>Year Cohort Entered</b>	<b>Graduation Rate</b>
<b>1995</b>	11.2%	<b>2001</b>	14.2%
<b>1996</b>	12.3%	<b>2002</b>	16.5%
<b>1997</b>	10.9%	<b>2003</b>	16.7%
<b>1998</b>	14.5%	<b>2004</b>	16.3%
<b>1999</b>	16.3%	<b>2005</b>	17.7%
<b>2000</b>	17.9%	<b>2006</b>	18.7%

# 2012 National Community College Benchmark Project: Peer Institution Comparison Completion Rates

- First-time, Full-time Students Earning a Degree or Certificate  
Within 3 Years:  
CCP: 10.6% Median Peer Value: 10.8%  
Within 6 Years:  
CCP: 18.44% Median Peer Value: 21.03%
- First-time, Part-time Students Earning a Degree or Certificate  
Within 3 Years:  
CCP: 3.1% Median Peer Value: 4.1%  
Within 6 Years:  
CCP: 9.74% Median Peer Value: 11.68%

# 2012 National Community College Benchmark Project: Peer Institution Comparison Transfer Rates

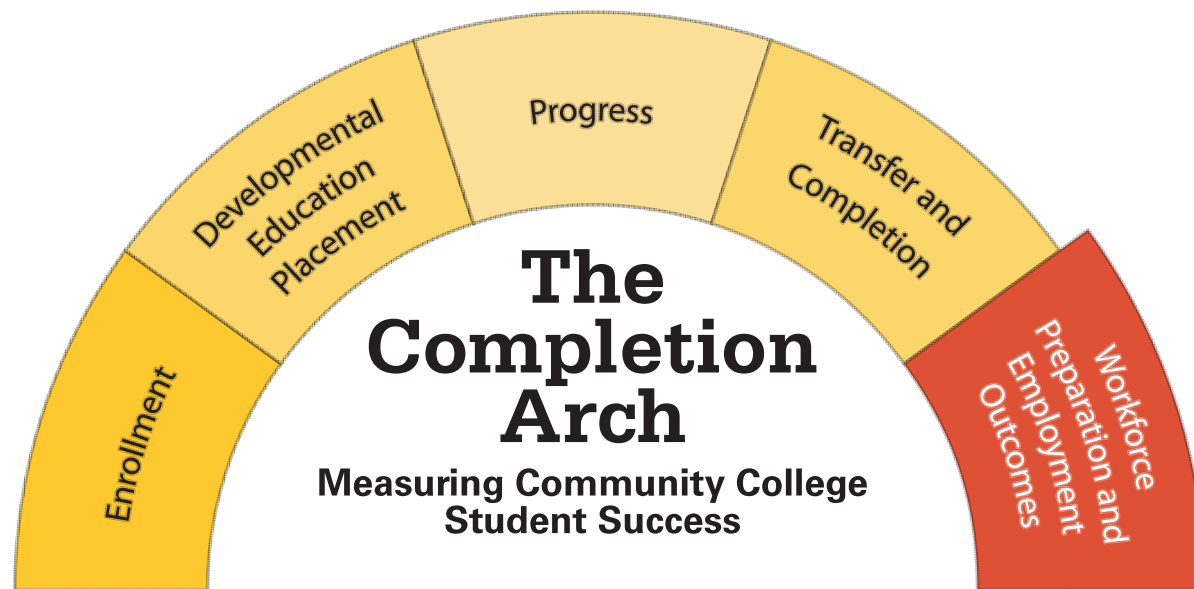
- First-time, Full-time Students Who Left the College Prior to Earning a Degree and Transferred
  - Within 3 Years:  
CCP: 21.8% Median Peer Value: 20.4%
  - Within 6 Years:  
CCP: 31.46% Median Peer Value: 26.91%
- First-time, Part-time Students Who Left the College Prior to Earning a Degree and Transferred
  - Within 3 Years:  
CCP: 23.8% Median Peer Value: 10.2%
  - Within 6 Years:  
CCP: 29.70% Median Peer Value: 17.55%

# Initiatives

- Dual Admissions Agreements
- Degree Audit System Implementation
- Automatic Awarding of Degrees
- Flexible Learning Options



# Workforce Preparation and Employment Outcomes

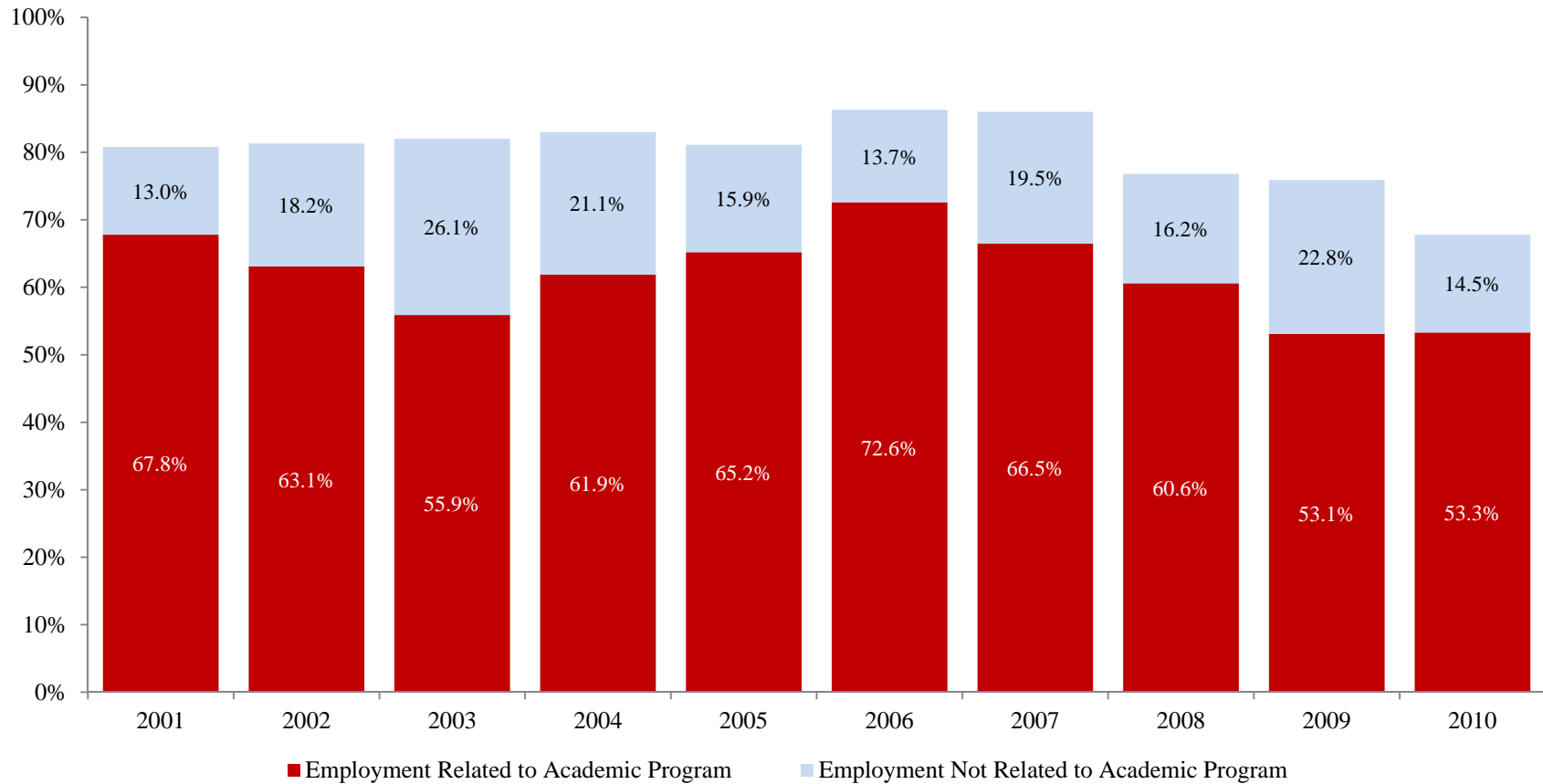


# Workforce Preparation and Employment Indicators

- Job Placement Rates
- Graduates' Wages and Wage Growth
- Licensure Exam Pass Rates

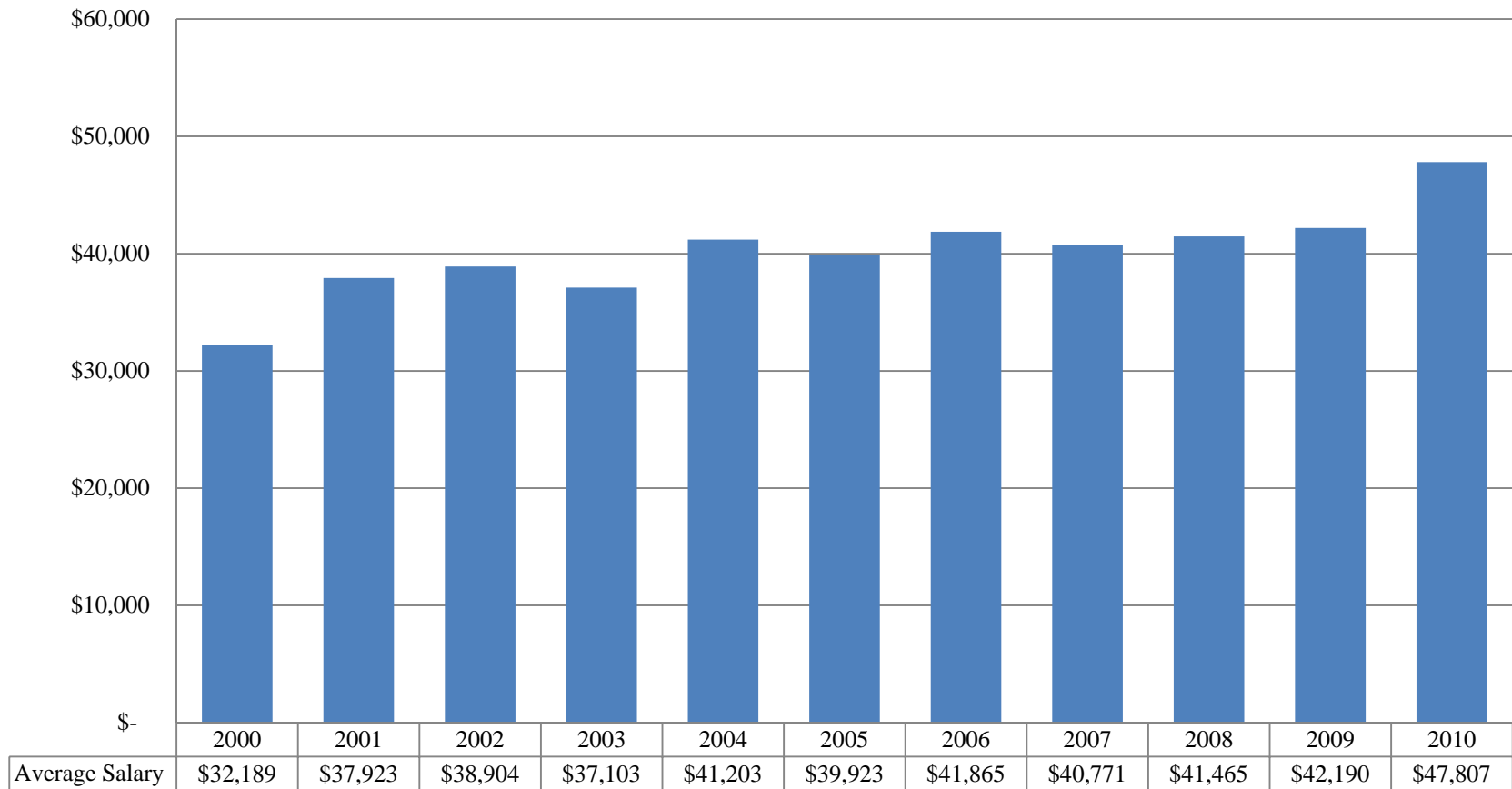
# Job Placement Rates

Graduate Employment



# Graduates' Wages and Wage Growth

Average Full-Time Salary of Career Program Graduates



# Licensure Exam Pass Rates

	2007		2008		2009		2010		2011	
Program	Program Average	National Average	Program Average	National Average	Program Average	National Average	Program Average	National Average	Program Average	National Average
Clinical Laboratory Technology	73.0%	77.0%	80.0%	73.0%	89.0%	76.0%	100.0%	75.8%	88%	74%
Dental Hygiene	100.0%	81.6%	96.0%	81.6%	95.4%	82.0%	91.3%	81.8%	100%	Not available
Diagnostic Medical Imaging	100.0%	84.7%	100.0%	91.0%	100.0%	91.4%	100.0%	91.4%	100%	92.7%
Health Information Technology	25.0%	76.0%	***	***	***	***	***	***	***	***
Medical Assisting Office Management	88.0%	69.0%	100.0%	68.0%	100.0%	70.0%	100.0%	68.0%	100%	68%
Nursing	70.7%	85.5%	70.7%	86.6%	90.1%	88.4%	86.2%	87.4%	77.9%	87.6%
Respiratory Care Technology	100.0%	77.0%	100.0%	82.0%	100.0%	**	100.0%	78.3%	100%	72.4%

# **2012 National Community College Benchmark Project: Peer Institution Comparison Career Program Graduates**

- Career Program Graduates Who Were Employed in a Field Related to Their Studies Shortly After Graduation

CCP: 47.8%    Median Peer Value: 47.8%

- Career Program Graduates Who Enrolled in Higher Education Shortly After Graduation

CCP: 46.5%    Median Peer Value: 25.7%

# Initiatives

- PA Career Coach
- Revised Audit Focus
- Modeling Software for Job Training
- Program Specific Initiatives

# Summary

- Local Context Differs From National Context
- CCP Students Have Significant Number of Risk Factors
- Majority of CCP Students Enter Needing Remediation
- Various Initiatives Are Beginning to Show Signs of Success
- CCP Outcomes are Comparable or Better Than Peer Institutions – Example: CCP Students Are More Likely to Transfer Prior to Earning a Degree Than Students From Peer Institutions



# Challenges

- Funding
- Student Risk Factors
- Moving Pilots to Scale
- Changing External Environment
- Local Context

# Appendix

## Placement Writing Samples

# Sample – ABE Placement

Dear School Board, My opinion is to not allowed students to take high-interest courses is not smart at all, I mean how they gonna learn without someone been there to teach students what they don't know I don't agry at all. I do agry a tutorial center is perfect for students I mean they will actually learn with someone teaching them what they don't know.

# Sample – Workshop Placement

To whom this may concern, I think that it would be a great idea to build a athletic club for the community. It will give the children something to do after school and something for them too do on th weekends. Most of our children have nothing to do aftertr school and it tends to stare them in the wrong direction.

# Sample – 098 Placement

Amusement parks attract people all the time because kids love them. Kids contain a lot of energy in the summer and its important for them to spend some time with their family. They can go to an amusement park for thrill, excitement, and even if some people are afraid of heights they can enjoy other activities like a house of mirrors, or dunking a clown in a tank of water when hitting a target.

# Sample – College-level Placement

Amusement parks draw in families and groups. For example, a family of 4 is going on vacation, and they don't know where to go. The adults wouldn't mind going somewhere historical, but the children would hate it. Now a days vacation is all about the children. If the children are happy, the parents are happy.