

Community College *of* Philadelphia

The Path to Possibilities™

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, September 12, 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 May 20, 2013 (A)
 - 1:40 p.m. (b) Academic Program Audit: Liberal Studies (A)
African American – African Diaspora Option
 - 2:00 p.m. (c) Report on outcomes of two student surveys: (1)
Noel-Levitz Student Satisfaction Survey and Community
College Survey of Student Engagement (CCSSE)
 - 2:30 p.m. (d) Information on Single Stop Initiative (1)

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

MINUTES

**Monday, May 20, 2013
10:30 a.m. – Room M2-34**

Presiding: Ms. Stacy Holland

Present: Dr. Stephen Curtis, Dr. Judith Gay, Dr. Samuel Hirsch,
Ms. Mary Horstmann, Mr. Chad Lassiter, Dr. James Roebuck

Guests: Mr. John Moore, Dr. Sharon Thompson, Dr. Connie Watson, Ms. Kerry
Arnold

(1) Executive Session

The Committee discussed and agreed to recommend the College's proposal to create a separate Department to address developmental and foundational math education. The College administration also responded to the Committee's request to include information about how to have a more immediate impact on developmental math student outcomes. Personnel related issues were discussed.

The Committee was provided with an update on labor negotiations.

(2) Public Session

a) Approval of Minutes of May 2, 2013 (Action Item)

The minutes were accepted.

b) Academic Program Audit: Behavioral Health Human Services, AAS and Associated Certificates (Action Item)

Mr. Moore reviewed highlights of the Audit of the Behavioral Health Human Services, AAS and Associated Certificates. He highlighted the fact that faculty are very engaged in the Program and students heavily invested in the Program as well.

Ms. Holland asked about the recommendations to take a year to revise the Disability Studies and Social Gerontology Certificates when there is evidence of low enrollment and graduates. Ms. Arnold responded that the current set of discussions on the future of the Certificates is focused on creating a broader certificate program. Also, the current names of the certificate programs are not contemporary. Dr. Thompson indicated that one possibility would be to revise the current Human Services Certificate by broadening it and then eliminate the two certificates in question. She felt a plan could be developed by spring 2014.

Ms. Holland suggested that when working with the program advisory committee it would be helpful to gain information on the percentage of jobs associated with the certificate and what has been the employment rate.

Action: The Student Outcomes Committee of the Board recommends that the Board of Trustees accept the audit of the Behavioral Health and Human Services AAS degree and associate certificates and require a plan involving the Disability Studies and Social Gerontology Certificates by January 2014. The recommendation for recertification of the programs will occur after the review of the plan for the certificates.

(c) Critical Thinking Competency Outcomes (Information Item)

Dr. Gay reviewed the status of the Assessment of Student Learning Outcomes for Critical Thinking.

The meeting was adjourned.

Next Meeting:

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, September 5, 2013 at 1:30 p.m. in conference room M2-34.

Attachments:

Minutes of May 2, 2013

Academic Program Audit: Behavioral Health Human Services, AAS and Associated Certificates

Memo Regarding Critical Thinking Competency Outcomes

Community College of Philadelphia

Academic Program Audit:

Liberal Studies- African American - African Diaspora Option

Authors:

John V Moore III

Sharon Thompson

Date: August 20, 2013

I. Executive Summary

The Liberal Arts – African American African Diaspora Option is one of several options within the Liberal Arts degree. At the moment it suffers from a number of problems: lack of student interest, poor outcomes, and a lack of structured leadership. The former curriculum supervisor has indicated that she no longer wishes to serve in that role, and no replacement has been found among the faculty who teach courses in the program.

The lack of leadership is evident in the fact that Student Learning Outcome Assessment is not being conducted; that the program has not graduated a student in years; and that the enrolled students fall behind their peers in most measures of academic success. Finally, many of the courses (both required and optional) are not offered on a regular schedule, which can only further discourage completion of the degree among students in the program.

It is unclear to what professions this major would be linked; and there are few transfer options for students who wish to continue their studies in the field. This likely discourages students from pursuing this as a field of study, particularly when many of the offered courses could be taken to meet the requirements in other departments or programs.

It is recommended that this program be terminated and that the students currently enrolled be contacted to select another Liberal Arts option. Students who are interested in pursuing a bachelor's degree in African-American or African Diaspora Studies can still follow this path. The student would choose relevant courses such as African-American history, African-American Literature which run regularly and then leave CCP with a Liberal Arts General or Liberal Arts-Social Behavioral Sciences degree.

II. Program

The Liberal Arts -- African American - African Diaspora Option was designed to be appropriate for students who desire to study the African Diaspora and to prepare for leadership and scholarship roles while pursuing a liberal education and qualifying to transfer to a baccalaureate degree-granting institution.

The Liberal Arts degree program is for liberal arts students planning to transfer to baccalaureate programs or professional schools after study at Community College of Philadelphia; for students seeking a non-specialized associate's degree; for students planning to enter certain select programs at a later date; and for students undecided about their long-term educational goals. Students are expected to consult with an

academic advisor or counselor upon entry to the program and in subsequent semesters. Transfer planning should begin early so that the student can gain the most benefit from the curriculum. Students who follow the Liberal Arts curriculum and plan to attend a specific four-year college after graduation should choose elective courses that duplicate as closely as possible those in the first two years of the program of that college.

A. Brief History of the Program

The Liberal Arts: African Diaspora Studies Option was created in 2006. It was modeled on other Liberal Studies Options such as Women's Studies/Gender Studies, Leadership Studies and International Studies to allow students a structured pathway for specializing on a topic of interest in the Liberal Arts curriculum. It was seen as a way to increase the number of courses focusing on African and African American issues. It was hoped that the program would promote a greater focus on African and African American culture in the city. Additionally, it was hoped that students would be more successful if they were taking courses that related more closely to their own interests and experiences.

The program's name was revised to Liberal Arts – African American and African Diaspora Studies Option in 2009 in an attempt to engage more students in the program; there was a belief that students were unaware of the mean of "Diaspora" and that adding "African American" to the curriculum would assist in name recognition among potential students.

B. Curriculum Sequence

LIBERAL ARTS — AFRICAN AMERICAN AND AFRICAN DIASPORA STUDIES OPTION COURSE SEQUENCE

Course Number and Name	Pre- and Co-requisites	Credits	Gen Ed Req.
FIRST SEMESTER			
ENGL 101 - English Composition I		3	ENGL 101
CIS 103 - Applied Computer Technology*		3	Tech Comp
MATH 118 - Int. Algebra or higher		3	Mathematics
Laboratory Science Elective		4	Natural Science
PSYC 101 - Intro to Psychology or SOC 101 - Intro to Sociology		3	Social Sciences
SECOND SEMESTER			
ENGL 102 - The Research Paper	ENGL 101 ("C" or better)	3	ENGL 102 / Info Lit
MATH 150 - Introductory Data Analysis	MATH 118	3	
IDS 150 - Introduction to Af Diaspora Studies	ENGL 101	3	Humanities
ENGL 250 - Af Am Literature I or ENGL 251 - Af Am Literature II or ENGL 256 - African Literature	ENGL 101 ENGL 101 ENGL 101	3	Interp. Studies Am/Global Div
HIST 220 - Af Am History to 1877		3	
THIRD SEMESTER			
ANTH 112 - Cultural Anthropology		3	
ENGL 115 - Public Speaking	ENGL 101 (pre/co requisite)	3	
ARAB 101 - Introductory Arabic or FREN 101 - Introductory French or SWAH 101 - Introductory Swahili		3	
HIST 221 - Af Am History since 1865		3	
HUM 180 - Intro to African Cult and Civ	ENGL 101 (pre/corequisite)	3	
FOURTH SEMESTER			
ARAB 102 - Introductory Arabic or FREN 102 - Introductory French or SWAH 102 - Introductory Swahili	ARAB 101 FREN 101 SWAH 101 (language as above)	3	
ART 120 - Art in Africa or MUS 120 - Music of Af-Americans or GEOG 103 - Cultural Geography or GEOG 180 - Urban Geography or GEOG 222 - World Regional Geography	GEOG 101 or GEOG 103	3	
ANTH 211 - Af Peoples and Cultures	Any social or beh sci course	3	
SOC 233 - The Sociology of Ethnic and Minority Group Relations	SOC 101 or ANTH 112	3	Writing Intensive
Science Elective		3-4	
MINIMUM CREDITS NEEDED TO GRADUATE: 61			

C. Curriculum Map

Course	Programmatic Learning Outcomes			
	Determine critical analysis of arguments and evaluation of an argument's major assertions, its background assumption, the evidence used to support its assertions, and its explanatory utility	Communicate effectively through written and oral means and through other forms as appropriate	Explain the chronology and geographic contours of the African Diaspora.	Explain the social, economic, and political origin and impact of the African Diaspora both on the nations and Africa as well as the United States, Latin American, and the Caribbean.
ENGL 101- English Composition	I, A	I, A		
ENGL 102 – The Research Paper	R, A	R,A		
ENGL 115 – Public Speaking	R, A	R, A		
IDS 150 – Introduction to African Diaspora Studies	R, A	R, A	I, R, A, M	I, R, A, M
ENGL 250, 251, or 256 (African American Lit I, II; African Lit)	R, A	R, A		
HIST 220 – African American History to 1877	R, A	R, A	I, R, A, M	I, R, A, M
ANTH 112 – Cultural Anthropology	R, A	R, A	I, R, A, M	I, R, A, M
ARAB 101, FREN 101, or SWAH 101 (Introductory Language)		I, A		
HIST 221 – African American History since 1865	R, A	R, A	R, A	R, A, M
HUM 180 – Intro to African Cultures and Civilizations		R, A	R, A	R, A, M
ARAB 102, FREN 102, SWAH 102 (Introductory Language)		R, A, M		
ART 120, MUS 120, GEOG 103, GEOG 180, or GEOG 222		R, A	R, A	R, A
ANTH 211 – African Peoples and Cultures		R, A		R, A, M
SOC 233 – The Sociology of Ethnic and Minority Group Relations			R, A	R, A

I = Introduced; R = Reinforced and Practiced; M = Mastery at exit; A = Assessed

III. Profile of Faculty

There are no faculty associated with the African-American African Diaspora Studies Curriculum, faculty who teach courses required for the program are based in home departments such as English, Anthropology, Music, History or Art.

IV. Learning Outcomes and Assessment

Student outcomes have been developed, as had a curriculum map (see above) and a timeline for assessing outcomes (below). However, no work beyond this had been completed; no outcomes have been assessed as of present. Part of this relates to a problem seen in several curricula that rely on other departments for the majority of their course offerings. The program 'owns' no courses and has no way, at the moment to accurately capture work in other departments without improved communication. Plans are underway to address at least part of this by subsuming some of this assessment into the work being done on the General Education Outcomes.

A. Student Learning Outcomes

Upon completion of this program graduates will be able to:

- Demonstrate critical analysis of arguments and evaluation of an argument's major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility.
- Communicate effectively through written and oral means and through other forms as appropriate.
- Explain the chronology and geographic contours of the African Diaspora.
- Explain the social, economic and political origin and impact of the African Diaspora both on the nations of Africa as well as the United States, Latin America and the Caribbean.

Timeline: Assessment of Program Learning Outcomes

Outcome Timeline	Determine critical analysis of arguments and evaluation of an argument's major assertions, its background assumption, the evidence used to support its assertions, and its explanatory utility	Communicate effectively through written and oral means and through other forms as appropriate	Explain the chronology and geographic contours of the African Diaspora.	Explain the social, economic, and political origin and impact of the African Diaspora both on the nations and Africa as well as the United States, Latin American, and the Caribbean.
2011-2012			Spring – Collect Data	
2012-2013		Fall – Collect Data Spring – Analyze Data, propose changes	Fall – Analyze Data, Propose Changes Spring – Implement Changes	Spring – Collect Data
2013-2014	Fall – Collect Data Spring – Analyze Data, propose changes	Fall – Implement Changes Spring – Collect Data	Fall – Collect Data Spring – Analyze Data, Complete Report	Fall – Analyze Data, Propose Changes Spring – Implement Changes
2014-2015	Fall – Implement Changes Spring – Collect Data	Fall – Analyze Data, Complete Report		Fall – Collect Data Spring – Analyze Data, Complete Report
2015-2016	Fall – Analyze Data, Complete Report			

B. Student Profile

The program has seen small growth over the past 5 semesters (18 students/13 FTE increase—Table 1). It serves a larger percentage of African-American (73%) students than the Division (49%) or the College (48%). A greater proportion of Part-Time (77% vs. 69%) and All Developmental (46% vs. 28%) students enroll in the program than the College at large (Table 2).

Curriculum courses (73%) have lower enrollment percentages than courses in the Division (83%) or College (85%) (Table 3). Some required courses in the program are very rarely offered: Humanities 180 has only been offered 4 times in the past 10 semesters; Interdisciplinary Studies 150 only once. Optional courses, also struggle to be filled: Art 120 has only been offered once in 10 semesters; Anthropology 211, twice. This seems to create a type of positive feedback loop; courses are not offered because of lack of enrollment; this makes it harder for students to progress in or complete the program; other students hear this and are less likely to enroll in the program; this makes those courses less likely to run.

Table 1. Headcounts

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	5 Year Average
Program	Headcount	2	7	10	19	20	11.6
	FTE Headcount	1	5	8	13	14	8.2
Division	Headcount	8,442	8,892	8,711	8,717	8,217	8,595.8
	FTE Headcount	5,758	6,313	6,175	6,137	5,747	6,026.0
College	Headcount	17,327	19,047	19,502	19,752	18,956	19,046.50
	FTE Headcount	11,883	13,362	13,696	13,682	13,111	13,098.20

Table 2. Demographics

Demographics: Running 5 Year Average			
	Lib Arts – Af/Am Studies	Liberal Studies	College
Female	62.4%	63.5%	65.0%
Male	37.0%	35.7%	34.4%
Unknown	0.7%	0.8%	0.6%
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Native American	0%	0.5%	0.5%
Asian	0%	5.4%	7.2%
African American	72.3%	48.5%	48.2%
Latino/a	2.3%	6.5%	6.1%
White	10.9%	25.9%	25.2%
Other	6.9%	3.8%	3.8%
Unknown	13.8%	9.4%	9.1%
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16 - 21	23.9%	32.6%	32.6%
22 - 29	26.3%	33.6%	35.4%
30 - 39	26.0%	15.6%	16.9%
40 +	23.8%	16.5%	13.6%
Unknown	0%	1.7%	1.5%
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Full Time	23.4%	33.7%	31.4%
Part Time	76.6%	66.3%	68.6%
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All Developmental	46.2%	29.1%	27.6%
Some Developmental	27.2%	45.7%	43.8%
College Ready	26.5%	25.1%	28.6%

Table 3. Course Enrollments

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall Averag e	Spring Averag e
Lib Arts – Af Am Studies	Courses*	12	7	12	11	11	11	8	11	7	6	10	9.2
	Avg Enrollment	24.2	26.3	26.1	25.5	23.5	27.0	21.6	23.2	26.3	23.3	24.3	25.2
	Percent Filled	75%	75%	81%	75%	69%	80%	64%	66%	77%	67%	73%	73%
Liberal Studies	Courses	1441	1520	1551	1674	1711	1721	1581	1577	1474	1465	1552	1591
	Avg Enrollment	20.2	20.6	21.5	21.3	20.9	21.3	20.4	20.2	21.4	21.3	20.9	20.9
	Percent Filled	81%	82%	86%	86%	83%	84%	81%	81%	84%	82%	83%	83%
College	Courses	2689	2822	2870	3090	2915	2987	2996	2918	2719	2716	2837.8	2906.6
	Avg Enrollment	21.2	21.2	22.3	22.0	21.9	21.6	21.9	22.2	22.3	22.1	21.9	21.8
	Percent Filled	83%	83%	87%	86%	84%	83%	85%	85%	86%	84%	85.0%	84.4%

*ENGL 250, 251, 256; HIST 220, 221; HUM 180; ART 120; MUS 120; ANTH 211; IDS 150

C. Student Outcomes

The program has fewer students in good standing (perhaps an effect of more students starting with higher levels of developmental needs), more students departing (unsuccessfully) after a year, and lower rates of course completion. The program has had no graduates since 2008 and only 4 transfer students (all of whom left with fewer than 12 credits). Without leadership, students appear to be struggling at every level of the program.

Table 4. Outcomes Data: 5 Year Averages

		Program	Division	College
Standing	Good Standing	74.9%	83.1%	84.1%
	Probation	22.2%	15.0%	13.2%
	Dropped	3.0%	2.9%	2.8%
Fall-Spring Retention	Returned/Same	70.3%	64.1%	65.6%
	Returned/Different	2.6%	6.5%	5.2%
	Graduated	0%	2.3%	2.0%
	Did Not Return	27.1%	27.1%	27.2%
Fall-Fall Retention	Returned/Same	22.7%	35.7%	36.5%
	Returned/Different	6.3%	9.7%	8.5%
	Graduated	1.3%	8.1%	8.2%
	Did Not Return	69.7%	46.5%	46.8%
Success at Departure	Graduated	0.0%	9.8%	9.9%
	Long Term Success	45.8%	36.9%	35.8%
	Short Term Success	27.8%	15.6%	17.7%
	Unsuccessful	44.4%	37.7%	36.6%
Course Outcomes	Course Completion	81.9%	87.9%	88.4%
	GPA	2.59	2.66	2.65

Table 5. Degrees Awarded

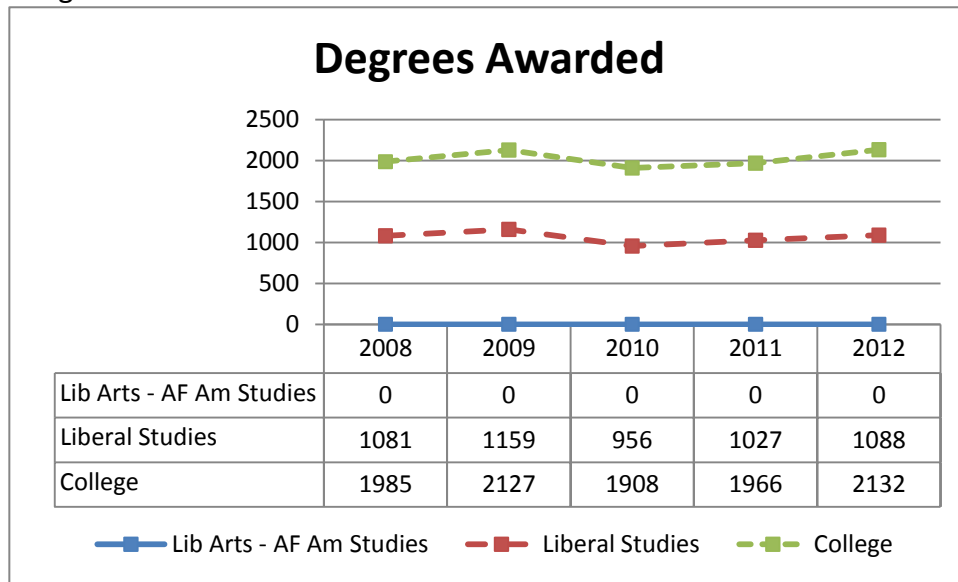
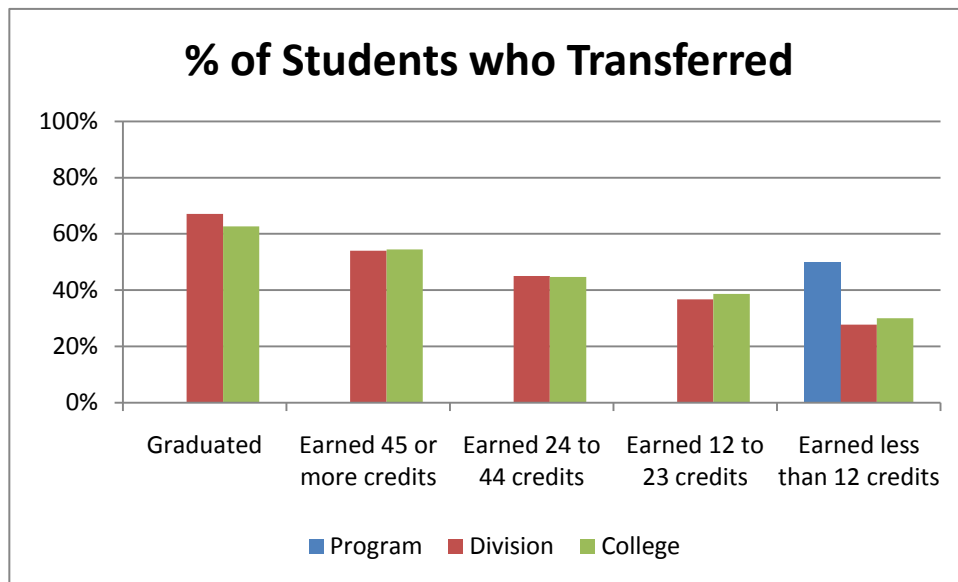


Figure 1. Transfer by Departure Status¹



¹ Fall 2005- Spring 2010 Cohorts

V. Resources

Since the courses meet in standard classrooms, there are no special facilities required.

VI. Demand

CCP is the only College locally to offer African/African American Studies as an Associate's Degree. Five colleges offer Bachelor's degree in the field.

As with many liberal arts degrees, it is difficult to tie African American Studies to a specific career path; federally, the only target occupation tied to this degree is in Post-Secondary Education (i.e. Faculty).

VII. Operating Costs

As a curriculum with no assigned faculty, there are no direct operation costs to the program; costs for teaching are absorbed by the home departments of related faculty.

VIII. Findings and Recommendations

The Liberal Arts – African American – African Diaspora Option struggles with lack of interest from both students and faculty/leadership. There are a small number of students who will continue to languish in the program, unable to complete it because the courses required to complete the program are unlikely to be offered in a timely manner, if at all. The following recommendations are suggested:

1. Terminate the Program.

Timeline: Immediately

Persons Involved: Dean of Liberal Studies

2. Work with remaining students to transfer to the Liberal Arts – General or another Liberal Arts Option or complete the program if it is deemed possible to do within 1 year.

Timeline: Starting Immediately

Persons Involved: Dean of Liberal Studies, Liberal Arts Curriculum Coordinator

3. Have departments that teach relevant courses (particularly those that are rarely run) assess the true interest in the courses and whether or not they should be kept in the catalog as regularly offered courses.

Timeline: Completed for 2014-2015 Catalog

Persons Involved: Dean of Liberal Studies, Relevant Department Heads, Director for Academic Assessment

2013

Community College Survey of Student Engagement

A Comparison of Student Responses in Spring 2013, 2009 and 2007

IR Report # 238 B

Community College *of* Philadelphia

Office of Institutional Research
August 2013



Introduction

The Community College Survey of Student Engagement (CCSSE) utilizes a set of five benchmarks of effective educational practice in community colleges. These benchmarks allow member institutions, with missions focused on teaching, learning, and student success, to gauge and monitor their performance in areas that are central to their work. A description of the five benchmarks appears on this page. During spring semesters in 2007, 2009 and 2013, classes were randomly selected for inclusion in CCSSE. Class participation rates were 70% in 2007; 81% in 2009; and 45% in 2013¹. This report explores differences in student responses across these two time periods.

Benchmarks of Effective Educational Practice

· **Active and Collaborative Learning**

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

· **Student Effort**

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

· **Academic Challenge**

Challenging intellectual and creative work is central to student learning and collegiate quality. Survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

· **Student-Faculty Interaction**

In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

· **Support for Learners**

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.

¹ The faculty contract expired on August 31, 2011. As a result, the leaders of the Faculty Federation of Community College of Philadelphia urged their members to withhold voluntary service to the College, which included participation in CCSSE. This accounts for the much lower response rate in spring 2013.

CCP Benchmark Scores

Table 1 contains average scores for 2013, 2009 and 2007 for the five CCSSE benchmarks. These scores were computed by averaging scores on individual survey items that comprise each benchmark. The benchmark scores are standardized so that the mean for all students is 50 and the standard deviation is 25. Higher benchmark scores indicate greater levels of effectiveness. Mean Differences in the last column of Table 1 reflect the difference between 2013 and 2007 average scores.

A comparison across time indicates student respondents were slightly more engaged in 2013 across four dimensions of engagement. The biggest shift was in the score associated with the Academic Challenge dimension which increased by 1.9 points between 2013 and 2007. The Student Faculty dimension registered the only decline since 2007 (1.3 points).

Table 1
CCP 2013, 2009 and 2007 CCSSE Benchmark Scores

Benchmark	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Active and Collaborative Learning	52.8	48.4	51.9	0.9
Student Effort	55.9	52.6	55.4	0.5
Academic Challenge	57.8	53.8	55.9	1.9
Student-Faculty Interaction	53.8	49.7	55.1	-1.3
Support for Learners	52.5	49.9	51.4	1.1

Active and Collaborative Learning Benchmark

Seven items contributed to the Active and Collaborative Learning Benchmark and analysis of these individual survey items provides a sense of institutional strengths and weaknesses regarding this benchmark. Across all three surveyed semesters, students indicated little exposure to service learning opportunities through their classroom experiences. Working with other students outside of class and making classroom presentations were also less likely opportunities for students than were participating in class discussions and discussing ideas from class with others outside of the classroom. Overtime, there were small positive changes across five survey items.

Table 2
CCP Student Responses in 2013, 2009 and 2007 to
Active and Collaborative Learning Survey Items

Active and Collaborative Learning Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Asked questions in class or contributed to class discussions	3.1	2.9	3.0	0.1
Made a class presentation	2.0	1.9	2.0	0.0
Worked with other students on projects during class	2.6	2.3	2.4	0.2
Worked with other students outside of class to prepare assignments	2.0	1.8	1.9	0.1
Tutored or taught other students	1.5	1.4	1.4	0.1
Participated in a community-based project as part of a course	1.4	1.3	1.4	0.0
Discussed ideas from readings or classes with others outside of class	2.7	2.7	2.6	0.1

Response Scale for Survey Items: 1=Never; 2= Sometimes; 3= Often; 4= Very Often

Student Effort Benchmark

Eight items contributed to the Student Effort Benchmark. Across the three spring semesters, students indicated they frequently prepared two or more drafts of a paper before turning it in; frequently worked on projects that required integrating information from various sources; and rarely came to class unprepared. More recent students spent a bit more time preparing for class than did students in 2007 and were less likely to attend class without completing readings or assignments.

Table 3
CCP Student Responses in 2013, 2009 and 2007 to
Student Effort Survey Items

Student Effort Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Prepared two or more drafts of a paper or assignment before turning it in*	2.8	2.5	2.7	0.1
Worked on a paper or project that required integrating ideas or information from various sources*	2.8	2.7	2.8	0.0
Came to class without completing readings or assignments*	1.6	1.7	1.8	0.2 ²
Number of books read on your own for personal enjoyment or academic enrichment**	2.3	2.3	2.3	0
Prepared for class (studying, reading, writing, doing homework)***	2.0	2.0	1.9	0.1
Frequency: Peer or other tutoring****	1.6	1.5	1.5	0.1
Frequency: Skill labs (writing, math etc.)****	1.7	1.6	1.7	0.0
Frequency: Computer lab****	2.2	2.2	2.2	0.0

Response Scale for Survey Items:

* 1=Never; 2= Sometimes; 3= Often; 4= Very Often

** 1= 1-4; 2= 5-10; 3= 11-20; 4= 20+

*** 1= 1-4; 2= 5-10 ; 3= 11-20 ; 4= 21-30; 5= 30+

**** 0=Don't Know; 1= Never / Rarely; 2= Sometimes; 3= Often

² Given the wording of this survey item, the Mean Difference is presented as a + even though the mathematical difference is negative.

Academic Challenge Benchmark

Based on responses to the ten survey items that comprise the Academic Challenge Benchmark, CCP students, on average, indicated they were sufficiently challenged across

Table 3
CCP Student Responses in 2013, 2009 and 2007 to
Academic Challenge Survey Items

Academic Challenge Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Worked harder than you thought you could to meet an instructor's standards*	2.9	2.6	2.7	0.2
Analyzing the basic elements of an idea, experience, or theory*	3.1	3.0	2.9	0.2
Synthesizing and organizing ideas, information, or experiences in new ways*	3.0	2.9	2.9	0.1
Making judgments about the value or soundness of information, arguments or methods*	2.8	2.7	2.7	0.1
Applying theories or concepts to practical problems or in new situations*	2.9	2.7	2.7	0.2
Using information you have read or heard to perform a new skill*	3.0	2.8	2.8	0.2
Number of assigned textbooks, manuals or books**	3.1	3.0	3.1	0.0
Number of written papers or reports of any length**	3.1	2.9	3.0	0.1
How challenging were your examinations during the current school year***	5.0	5.0	5.1	-0.1

Academic Challenge Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Encouraging you to spend significant amounts of time studying*	3.2	3.1	3.1	0.1

Response Scale for Survey Items:

* 1=Never; 2= Sometimes; 3= Often; 4= Very Often

** 1= 1-4; 2= 5-10; 3= 11-20; 4= 25+

*** 1= Extremely easy to 7= Extremely challenging

a number of dimensions. Students found examinations at the College to be challenging and felt they were encouraged to spend significant amounts of time studying. Students in 2013 were slightly more likely than their 2007 counterparts to analyze the basic elements of an idea or theory; apply concepts to practical problems; and work harder to meet an instructor's standards.

Student-Faculty Interaction Benchmark

Six survey items were used to measure the Student-Faculty Interaction Benchmark. In all three spring semesters, students indicated faculty provided timely feedback concerning their performance and grades. E-mail was a frequently used communication tool for students and faculty and students discussed their career plans with faculty on occasion. Students were less likely to discuss ideas with faculty outside of class or to work with instructors on activities other than coursework. With the exception of speaking with their instructors about career plans, students in 2013 reported slightly more interaction with faculty than students in 2007.

Table 4
CCP Student Responses in 2013, 2009 and 2007 to
Student-Faculty Interaction Survey Items

Student-Faculty Interaction Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Used e-mail to communicate with an instructor	2.7	2.7	2.6	0.1
Discussed grades or assignments with an instructor	2.8	2.5	2.6	0.2
Talked about career plans with an instructor or advisor	2.1	2.0	2.1	0.0
Discussed ideas from your readings or classes with instructor outside of class	2.0	1.8	1.9	0.1
Received prompt feedback from instructors on your performance	2.9	2.7	2.8	0.1
Worked with instructors on activities other than coursework	1.5	1.4	1.4	0.1

Response Scale for Survey Items: 1=Never; 2= Sometimes; 3= Often; 4= Very Often

Support for Learners Benchmark

Seven items were used to determine the Support for Learners Benchmark. In all three spring semesters, the College received highest grades from students in providing support to help them succeed at the College; encouraging contact among a diverse student body; and providing students with financial support needed to afford an education. Students infrequently sought out support associated with career counseling.

Table 5
CCP Student Responses in 2013, 2009 and 2007 to
Support for Learners Survey Items

Support for Learners Survey Items	2013 Mean Scores	2009 Mean Scores	2007 Mean Scores	2013-2007 Mean Difference
Providing the support you need to help you succeed at this college*	2.9	2.9	2.8	0.1
Encouraging contact among students from different economic, social, and racial backgrounds*	2.6	2.5	2.6	0.0
Helping you cope with your non-academic responsibilities*	2.0	1.9	1.9	0.1
Providing you with the support you need to thrive socially*	2.3	2.1	2.1	0.2
Providing the financial support you need to afford your education*	2.7	2.4	2.4	0.3
Frequency: Academic advising/planning**	1.9	1.8	1.8	0.1
Frequency: Career counseling**	1.5	1.4	1.5	0.0+

Response Scale for Survey Items:

* 1=Never; 2= Sometimes; 3= Often; 4= Very Often

** 0=Don't Know; 1= Never / Rarely; 2= Sometimes; 3= Often

2013

Student Satisfaction with Student Services, Academic Services, and Campus Climate

**A Comparison of Student Satisfaction
in 2010 and 2013**

IR Report #236 A

Community College *of* Philadelphia



Introduction

The Noel-Levitz Student Satisfaction Survey was administered to students during the spring 2013 and 2010 semesters. Approximately 2,600 students completed the surveys; 1,300 in spring 2013 and 1,300 in spring 2010. The survey focused on three general institutional areas: 1) student services, 2) academic services, and 3) campus climate. Details concerning the content and structure of the questionnaire appear in Table 1.

Table 1
Eight scales covering three general areas of interest

1) Student Services scales

- Admissions and financial aid effectiveness
- Campus services
- Registration effectiveness

2) Academic Services scales

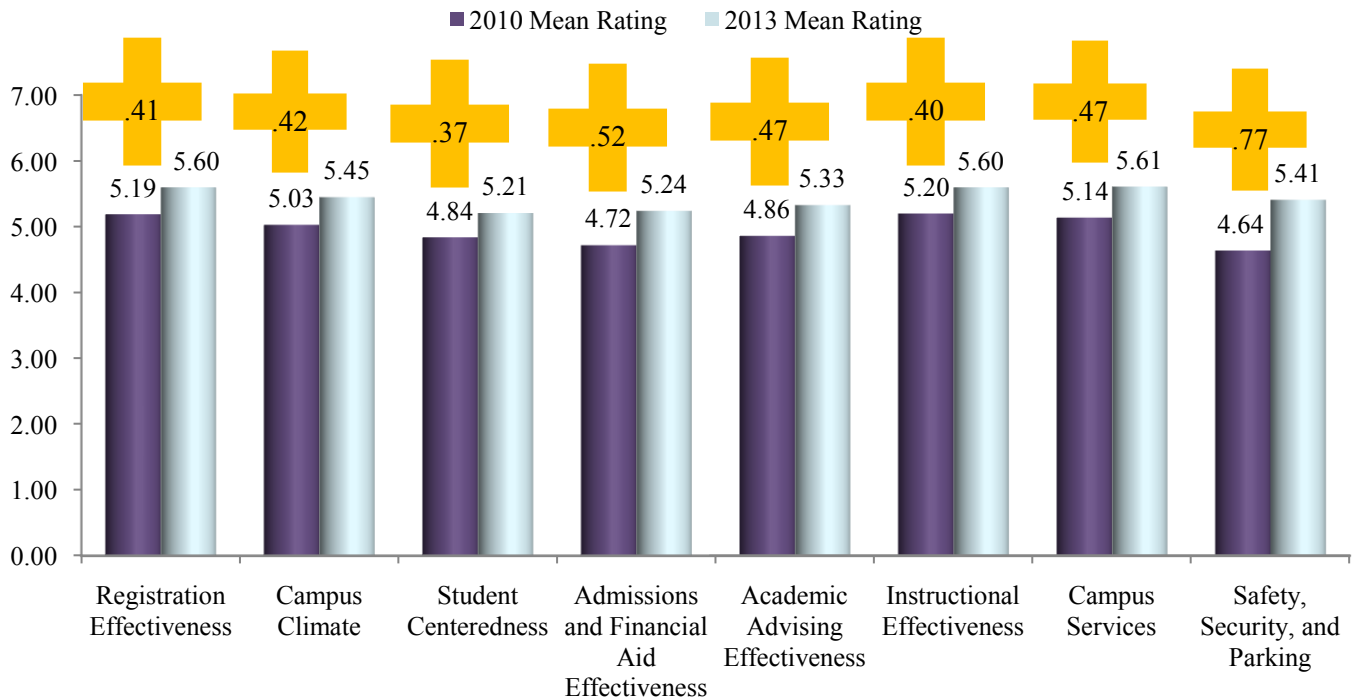
- Academic advising effectiveness
- Instructional effectiveness

3) Campus Climate scales

- Campus climate
- Student centeredness
- Safety, security, and parking

Each scale consists of several individual survey questions and each question is scored on a seven point response scale for importance (1 = not important at all; 7 = very important) and satisfaction (1 = not satisfied at all; 7 = very satisfied). For students' ratings of the importance and satisfaction of these eight scales, please see Figure 1A in the Appendix.

Figure 1: CCP Satisfaction*



* Response scale is 1 to 7. Higher scores signify greater levels of satisfaction.

CCP Student Satisfaction across Time

CCP student satisfaction levels were higher in 2013 than in 2010 across all eight student satisfaction scales (see Figure 1). Most notable improvements across time were associated with the items on the Safety, Security, and Parking; Admissions and Financial Aid Effectiveness; Academic Advising Effectiveness; and Campus Services.

Student Services

Tables 2 through 4 contain the individual survey items that comprise the three Student Services scales: Registration Effectiveness; Admissions and Financial Aid Effectiveness; and Campus Services. Within the Registration Effectiveness scale, students were most satisfied with the College's billing practices. An improvement in Registration Effectiveness was most apparent in students' rating of the College's registration processes and procedures (see Table 2). The biggest improvement in student satisfaction over time in the area of Admissions and Financial Aid

Effectiveness was in the availability of financial aid counseling, which was also where students were most satisfied (see Table 3). Students were highly satisfied with the College's computer labs (see Table 4). They also rated the availability of counseling service higher in 2013, contributing to a rise in overall satisfaction within Campus Services.

Table 2: Satisfaction with Registration Effectiveness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
Registration processes and procedures are convenient.	5.63	1.55	5.04	1.70	0.59
I am able to register for the classes I need with few conflicts.	5.50	1.62	5.00	1.73	0.50
There are convenient ways of paying my school bill.	5.91	1.32	5.43	1.48	0.48
I am able to take care of college-related business at times that are convenient for me.	5.41	1.60	5.03	1.64	0.38
Classes are scheduled at times that are convenient for me.	5.57	1.48	5.47	1.47	0.10

Table 3: Satisfaction with Admissions and Financial Aid Effectiveness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
Financial aid counseling is available if I need it.	5.47	1.61	4.77	1.74	0.70
Financial aid awards are announced in time to be helpful in college planning.	5.41	1.63	4.86	1.76	0.55
This institution helps me identify resources to finance my education.	5.12	1.82	4.63	1.73	0.49
Admissions counselors accurately portray program offerings in their recruiting practices.	5.19	1.66	4.70	1.56	0.49
Admissions staff provide personalized attention prior to enrollment.	5.05	1.75	4.66	1.74	0.39

Table 4: Satisfaction with Campus Services

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
Counseling services are available if I need them.	5.61	1.45	5.00	1.56	0.61
Computer labs are adequate and accessible.	5.83	1.48	5.25	1.62	0.58
Tutoring services are readily available.	5.67	1.51	5.13	1.62	0.54
The equipment in the lab facilities is kept up to date.	5.50	1.48	5.00	1.57	0.50
There are adequate services to help me decide upon a career.	5.28	1.62	4.83	1.59	0.45
The assessment and course placement procedures are reasonable.	5.56	1.51	5.12	1.52	0.44
This campus provides online access to services I need.	5.76	1.43	5.44	1.49	0.32
Library resources and services are adequate.	5.63	1.48	5.34	1.45	0.29

Academic Services

Tables 5 and 6 contain the individual survey items that comprise the two Academic Services scales: Academic Advising Effectiveness; and Instructional Effectiveness. (see Table 5). Within the Academic Advising Effectiveness scale (see Table 5), improvement in student satisfaction was most apparent with an increase in advisors' knowledge of transfer requirements. Similarly, students were most satisfied with their advisors' knowledge of program requirements. Improvement and continued success in the area of Instructional Effectiveness was largely associated with the availability of faculty outside of the classroom (see Table 6).

Table 5: Satisfaction with Academic Advising Effectiveness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
My academic advisor is knowledgeable about transfer requirements of other schools.	5.33	1.68	4.71	1.69	0.62
My academic advisor is knowledgeable about my program requirements.	5.50	1.63	5.03	1.68	0.47
My advisor helps me apply my program of study to career goals.	5.26	1.74	4.80	1.75	0.46
My academic advisor is available when I need help.	5.34	1.65	4.91	1.69	0.43
I receive ongoing feedback about progress toward my academic goals.	5.23	1.67	4.83	1.64	0.40

Table 6: Satisfaction with Instructional Effectiveness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	5.84	1.37	5.36	1.54	0.48
Most classes deal with practical experiences and applications.	5.60	1.33	5.14	1.43	0.46
Faculty use a variety of technology and media in the classroom.	5.50	1.46	5.05	1.50	0.45
Faculty are fair and unbiased in their treatment of individual students.	5.64	1.52	5.22	1.50	0.42
Faculty provide timely feedback about my academic progress.	5.59	1.46	5.19	1.52	0.40
There are sufficient courses within my program of study available each term.	5.37	1.63	5.04	1.68	0.33
The quality of instruction I receive in most of my classes is excellent.	5.67	1.43	5.42	1.48	0.25

Campus Climate

Tables 7 through 9 contain the individual survey items that comprise the three Campus Climate scales: Campus Climate; Student Centeredness; and Safety, Security and Parking. In terms of Campus Climate, students were most satisfied with campus safety and security, with the greatest improvement in satisfaction associated with campus maintenance. Students also felt more welcomed at the College in 2013 and less burdened when seeking information on campus (see Table 8). As stated earlier, students' expressed high levels of satisfaction with Safety, Security and Parking, with a substantial increase in their appraisal of campus parking.

Table 7: Satisfaction with Campus Climate

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
On the whole, the campus is well-maintained.	5.65	1.41	5.10	1.59	0.55
The campus is safe and secure for all students.	5.84	1.28	5.38	1.45	0.46
I seldom get the "run-around" when seeking information on this campus.	4.78	1.93	4.36	1.90	0.42
Tuition paid is a worthwhile investment.	5.79	1.47	5.37	1.52	0.42
Administrators are available to hear students' concerns.	5.11	1.70	4.70	1.70	0.41
Students are made to feel welcome here.	5.59	1.52	5.26	1.56	0.33
The campus staff are caring and helpful.	5.32	1.51	5.02	1.61	0.30

Table 8: Satisfaction - Student Centeredness

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
I seldom get the "run-around" when seeking information on this campus.	4.78	1.93	4.36	1.90	0.42
Administrators are available to hear students' concerns.	5.11	1.70	4.70	1.70	0.41
Students are made to feel welcome here.	5.59	1.52	5.26	1.56	0.33
The campus staff are caring and helpful.	5.32	1.51	5.02	1.61	0.30

Table 9: Satisfaction with Safety, Security, and Parking

Item	2013 Mean Rating	2013 Standard Deviation	2010 Mean Rating	2010 Standard Deviation	Mean Difference
The amount of student parking space on campus is adequate.	4.74	1.97	3.49	2.01	1.25
Parking lots are well-lighted and secure.	5.46	1.53	4.75	1.62	0.71
Security staff respond quickly to calls for assistance.	5.44	1.45	4.80	1.49	0.64
The campus is safe and secure for all students.	5.84	1.28	5.38	1.45	0.46

APPENDIX

Tables A contains the 10 individual survey items that students were most satisfied with in 2013 while Table B contains the 10 individual survey items that students were least satisfied with in spring 2013.

Table A: Strengths (Items on which students were most satisfied)

Item	Scale	2013 Rank	2010 Rank	2013 Mean Rating*	2010 Mean Rating*	Mean Difference (2013-2010)	Outcome
There are convenient ways of paying my school bill.	Registration Effectiveness	1	3	5.91	5.43	0.48	Improved
The campus is safe and secure for all students.	Safety, Security, and Parking	2	5	5.84	5.38	0.46	Improved
Faculty are usually available to students outside of class (during office hours, by phone, by e-mail).	Instructional Effectiveness	3	7	5.84	5.36	0.48	Improved
Computer labs are adequate and accessible.	Campus Services	4	11	5.83	5.25	0.58	Improved
Campus item- The College provides adequate online services to complete enrollment-related processes.	No Scale**	5	N/A	5.82	N/A	N/A	N/A
Tuition paid is a worthwhile investment.	Campus Climate	6	6	5.79	5.37	0.42	Improved
This campus provides online access to services I need.	Campus Services	7	2	5.76	5.44	0.33	Improved
Campus item- Transfer opportunities are available and promoted.	No Scale**	8	N/A	5.74	N/A	N/A	N/A
Campus item- Academic degree requirements are clear and reasonable.	No Scale**	9	N/A	5.72	N/A	N/A	N/A
Campus item- There are sufficient areas on campus for student interactions.	No Scale**	10	N/A	5.69	N/A	N/A	N/A

* Response scale is 1 to 7. Higher scores signify greater levels of satisfaction.

** This survey item is not part of a Noel Levitz scale since it was added by The Office of Student Affairs at CCP.

Table B: Challenges (Items on which students were least satisfied)

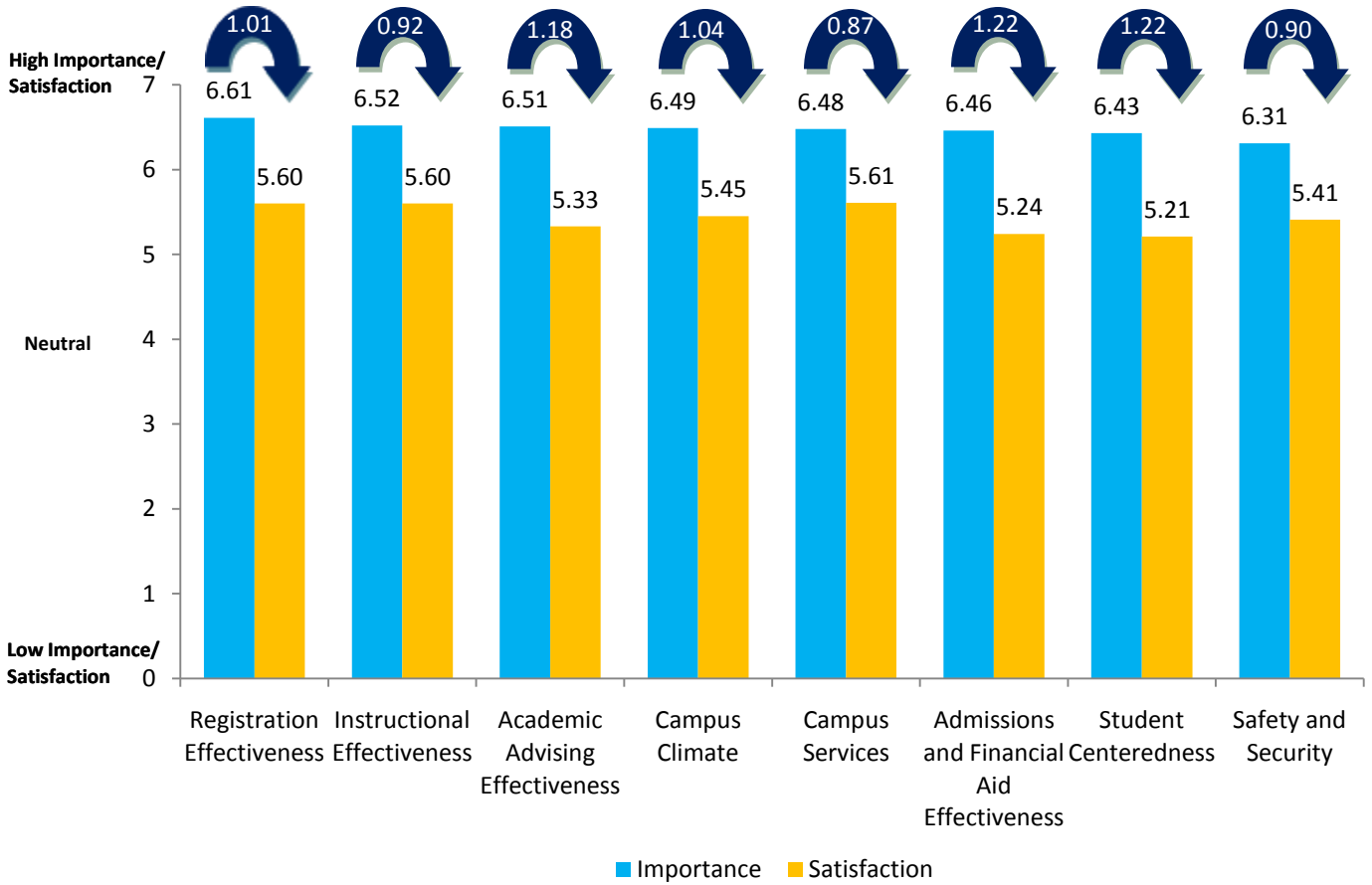
Item	Scale	2013 Rank	2010 Rank	2013 Mean Rating	2010 Rating Mean	Mean Difference (2013-2010)	Outcome
Campus item- I feel my voice is heard as part of the College's decision-making process.	No Scale**	1	N/A	4.52	N/A	N/A	N/A
The amount of student parking space on campus is adequate.	Safety, Security, and Parking	2	1	4.74	3.49	1.25	Improved
I seldom get the run-around when seeking information on this campus.	Campus Climate/Student Centeredness	3	2	4.78	4.36	0.42	Improved
Admissions staff provide personalized attention prior to enrollment.	Admissions and Financial Aid Effectiveness	4	4	5.05	4.66	0.39	Improved
Administrators are available to hear student concerns.	Campus Climate/Student Centeredness	5	5	5.11	4.70	0.41	Improved
This institution helps me identify resources to finance my education.	Admissions and Financial Aid Effectiveness	6	3	5.12	4.63	0.49	Improved
Admissions counselors accurately portray program offerings in their recruiting practices.	Admissions and Financial Aid Effectiveness	7	6	5.19	4.70	0.48	Improved
Campus item- New student orientation programs helped me adjust to college.	No Scale**	8	N/A	5.21	N/A	N/A	N/A
I receive ongoing feedback about progress toward my academic goal.	Academic Advising Effectiveness	9	8	5.23	4.83	0.40	Improved
My advisor helps me apply my program of study to career goals.	Academic Advising Effectiveness	10	7	5.26	4.80	0.46	Improved

* Response scale is 1 to 7. Higher scores signify greater levels of satisfaction.

** This survey item is not part of a Noel Levitz scale since it was added by The Office of Student Affairs at CCP.

Figure 1A

CCP Student Importance and Satisfaction (Average Rating)
with Performance Gap*
(in order of Importance)



* Performance Gap = Average Importance Rating – Average Satisfaction Rating (represented in arrows above bars)