Community College *of* Philadelphia

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, March 3, 2016
1:00 p.m.
Room M2-34

AGENDA

(1)   Executive Session

(2)   Public Session

   (a) Approval of the Minutes of November 5, 2015   (A)

   (b) Middle States Team Report   (D)
      Discussion Questions:
      - How can the Board support the sustainability of the actions addressing the recommendations and ensure ongoing College compliance in the area of assessment?
      - What are the policy implications that the Board must address?
      - In what ways can the Board support the financial implications of the recommendations?

   (c) Pathways Project Institute Report   (D)
      Discussion Questions:
      - In what ways will the Board ensure that the Guided Pathways reform is infused in College planning?
      - What are the policy implications that the Board must address?
      - How will the Board address the need for new financial resources or realignment of existing resources?
      - In what ways will the Board publicly endorse Guided Pathways as the new direction for the College?

   (d) Workforce Development Update   (D)
      Discussion Questions:
      - In what ways can the Board support the renewed workforce development focus of the College?
      - How can the Board serve as city-wide ambassadors to identify key business and industry contacts?

Attachments:
Minutes of November 5, 2015
Middle States Team Report (January 2016)
Middle States Report – Questions for the Board Committee
Guided Pathways: "The Movement Toward Pathways"
Pathways Project College KPI's
Pathways Project Initial Action Plan

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES
Thursday, November 5, 2015
1:30 p.m. – M2-34

Presiding: Dr. Renyi

Present: Mr. Armbrister, Ms. de Fries, Dr. Gay, Dr. Generals, Ms. Hernandez Velez,
Dr. Hirsch, Ms. Horstmann (via phone), Dr. Roebuck, Ms. Zellers

Guests: Dr. Iepson, Ms. McDonnell, Mr. Spielberg, Dr. Thompson

(1)   Executive Session

No items were discussed.

(2)   Public Session

(a) Approval of Minutes of October 1, 2015

The minutes were accepted unanimously.

(b) Strategic Initiatives

Dr. Gay reviewed the information on a handout distributed to the Committee. The handout information was a summary from an August 11, 2015 Cabinet Retreat. Dr. Gay highlighted examples of current work with the Lenfest Foundation on developing an Early College model, developing a strategic plan for online learning, infusing increase in technology for instructional purposes, and developing a new strategy for a Minority Fellowship Program.

(c) Workforce Development

Ms. de Fries provided an overview of the activities she has been involved in since joining the College. She stated that she has been meeting with individuals internally and analyzing the College's past performance in the area of workforce development. Dr. Renyi asked Ms. de Fries to talk about some initial big goals that would become part of a plan. Ms. de Fries spoke of a focus on corporate sectors and work with employers to meet their development needs. Examples were provided. Dr. Generals spoke of the future workforce development direction being a paradigm shift on how the College works with corporate partners. He sees the College as being a primary provider for career and technical education. Ms. Horstmann asked for a timeline for developing actions. Ms de Fries responded that she anticipates a plan to be ready by March.

(d) Digital Video Production A.A.S. Academic Audit

Ms. McDonnell provided an overview of the Audit. The two recommendations focus on the need to develop a retention plan and refine assessment practices. While the Program faculty are engaged in the assessment process and have made improvements to teaching and learning in each Program Learning Outcome, it is recommended that the assessment design should be redirected to use assignments with unique rubrics in order to assess each outcome. This will enable faculty to identify where specific deficiencies exist. In answering a question about first semester program requirements, Mr. Spielberg stated that the program's math requirement should be reviewed to determine the most appropriate math course requirement. He also suggested that with the direction of Guided Pathways and intentional advising, he anticipates that students will be better directed regarding which courses to take.

Dr. Renyi asked that future audits include information on job opportunities including the source and numbers.

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Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Audit with the provision of a one year follow-up report to the Committee. The decision to renew the Program for five years will take place after the approval by the Committee of the follow-up report.

(e) Art and Design A.A. Academic Audit

Ms. McDonnell provided an overview of the Program, audit findings and recommendations. She highlighted that assessment results have been used to improve the Program. While all Program Level Outcomes assessed met the benchmark, faculty members need to discuss assessment measures to determine if they reflect desired level of competence or whether these levels should be more ambitious. This assessment-related recommendation also states that faculty should discuss a variety of direct and indirect measures. Dr. Renyi asked if the students who do not transfer have usable skills. Dr. Iepson responded that some students only take graphics and design courses which provide them with tangible skills including having a portfolio. Dr. Hirsch commended the faculty for their work on developing and providing an exemplary program at the College.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the Audit and renew the Program for five years.

(f) Dashboard

Dr. Renyi reviewed the revised Dashboard. She pointed out that the Dashboard is now about looking at the outcomes of the entire college. It goes beyond student success metrics and now includes workforce development, community relations, facilities, and finance measures.

(g) Middle States

Dr. Gay reviewed the Middle States Progress Update handout.

(h) New Business

Dr. Hirsch provided information on the Nursing Program students' performance on the National Council Licensure Examination for Registered Nurses (NCLEX). The Nursing Program has been on provisional status for the last two years due to not meeting the pass rate threshold (80%). The pass rate for the students taking the NCLEX in 2015 is 83.16%; therefore, the Nursing Program is officially off provisional status.

Dr. Hirsch also reported that the Commission on Accreditation for Respiratory Care (CoARC) has recertified that the College's Respiratory Program has met or exceeded all currently set thresholds for success on each of the required outcome measures specified by the Accreditation Standards and CoARC Accreditation Policies and Procedures.

(3)   Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for February 4, 2016 at 1:30 p.m. in conference room M2-34.

Attachments:
Minutes of October 1, 2015
Strategic Initiatives – Summary from Cabinet Retreat (August 11, 2015)

Digital Video Production A.A.S. Academic Audit

Art and Design A.A.

Draft Dashboard

Middle States Progress Update

Report to the
Faculty, Administration, Trustees, and Students

of

Community College of Philadelphia
Philadelphia, PA

By

A Team Representing the

Middle States Commission on Higher Education

Prepared After a Visit to

the Campus on

January 12 – 13, 2016

The Members of the Team:

Dr. Thomas Isekenegbe, President
Bronx Community College of the City University of New York
Bronx, NY

Dr. W. Allen Richman, Dean of Planning, Assessment and Institutional Research
Prince George's Community College
Largo, MD

Working with the Team:

Dr. Debra G. Klinman, Vice President
Middle States Commission on Higher Education
Philadelphia, PA

INTRODUCTION

The team offers its sincere appreciation to Community College of Philadelphia (CCP) for hosting this small team visit. The team notes that considerable effort went into the production of the monitoring report and we thank the members of the CCP community for their honesty, openness and commitment to the processes of self-appraisal and self-improvement.

The team reminds the institution that, in accordance with federal regulations, Community College of Philadelphia must have its accreditation reaffirmed within two calendar years of the date when its warning was first issued (i.e., no later than June 2016). MSCHE sets the dates for reports and institutional visits to accommodate federal regulations, and to allow time for institutional due process and for the deliberation of peer evaluators, appropriate Committees and the full Commission.

REASONS FOR THE VISIT

Community College of Philadelphia hosted its decennial evaluation visit in spring 2014. On June 26, 2014, the Commission acted as follows:

> To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on warning. To request a monitoring report, due March 1, 2015, documenting that the institution has achieved and can sustain compliance with Standard 14, including but not limited to (1) implementation of a documented and sustained assessment process, in all programs, that uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes; (2) steps taken to promote a culture of assessment, including evidence of support and collaboration among faculty and administration in assessing student learning and responding to assessment results; and (3) evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning (Standard 14). To direct a prompt liaison guidance visit to discuss the Commission's expectations. A small team visit will follow submission of the monitoring report. The due date for the next Periodic Review Report will be established when accreditation is reaffirmed.

Community College of Philadelphia hosted a small team visit on March 31 – April 1, 2015. The Committee on Follow-Up and the full Commission reviewed the institution's monitoring report, the small team report and the institution's response to the small team report. On June 25, 2015, the Commission acted as follows:

To accept the monitoring report and to note the visit by the Commission's representatives. To continue to warn the institution that its accreditation may be in jeopardy because of insufficient evidence that it is in compliance with Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on warning. To request a monitoring report, due December 1, 2015, documenting evidence that the institution has achieved and can sustain compliance with Standard 14 (Assessment of Student Learning). To request that the monitoring report include, but not be limited to, documentation of an implemented, organized, systematic, and sustainable process to assess the achievement of student learning goals in all programs that (1) uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes and (2) provides clear evidence that student learning assessment information is used to improve teaching and learning (Standard 14). A small team visit will follow submission of the monitoring report. The due date for the next Periodic Review Report will be established when accreditation is reaffirmed.

CONTACTS DURING THE VISIT

During the visit, the team met with a number of individuals and groups, including:

- President Dr. Donald Generals

- Meeting with Vice Presidents:
  Dr. Samuel Hirsch, Vice President, Academic and Student Success
  Dr. Judith Gay, Vice President for Strategic Initiatives and Chief of Staff
  Ms. Carol de Fries, Vice President for Workforce and Economic Innovation

- Meeting with Deans, Department Chairs, Faculty and Senior Staff:
  Ms. Krishna Dunston, Director of Assessment and Evaluation
  Ms. Christine McDonnell, Coordinator of Assessment
  Dr. Amy Birge, Coordinator of Curriculum Development and Associate Professor, English
  Dr. Dawn Sinnott, Director of Institutional Research, Adjunct Faculty, Psychology
  Curriculum Assessment Team (CAT)
  Mr. Jeffrey Markovitz, Assistant Professor, English
  Dr. Kristy Shuda-McGuire, Assistant Professor, Biology
  Dr. Connie Watson, Director of Faculty Center for Teaching and Learning and Assistant Professor, Psychology
  Ms. Deidre Garrity-Benjamin, Assistant Professor, Social Science and Coordinator of Geographic Information Systems
  Dr. Faye Allard, Assistant Professor, Social Science
  Dr. Sharon Thompson, Associate Vice President, Strategic Initiatives
  Mr. Richard Saxton, Department Head, Business Administration and Assistant Professor, Automotive Technology

Mr. Christopher DiCapua, Associate Professor, Foreign Languages
Dr. Barbara McLaughlin, Department Head and Professor of Nursing
Dr. Mary Anne Celenza, Dean, Math, Science and Health Careers
Ms. Dawn Janich, Assistant Professor, Biology
Dr. Chae Sweet, Dean, Liberal Studies
Dr. Pam Carter, Dean, Business and Technology
Mr. Mansour Farhat, Assistant Professor, Business Administration
Mr. Craig Nelson, Assistant Professor, Computer Technologies
Mr. Osvil Acosta-Morales, Associate Professor and Department Chair, History, Philosophy and Religious Studies
Ms. Deborah Rossi, Department Head, Allied Health and Professor, Medical Assisting
Dr. Kelly Connelly, Assistant Professor, English
Ms. Kathleen Harter, Associate Professor, Chemistry
Ms. Laureen Tavolaro-Ryley, Associate Professor, Nursing
Ms. Girija Nagaswami, Department Chair and Associate Professor, English

TEAM FINDINGS AND CONCLUSIONS

Standard 14 (Assessment of Student Learning)

The institution was asked to provide documentation of an implemented, organized, systematic and sustainable process to assess the achievement of student learning goals in all programs that:

- *uses multiple measures of sufficient quality to provide direct evidence of student achievement of key learning outcomes*
- *provides clear evidence that student learning assessment information is used to improve teaching and learning.*

In the team's judgment, Community College of Philadelphia meets this standard.

Overall, it is clear that a culture of assessment has been developed at the Community College of Philadelphia (CCP). The college has taken steps in this process by fulfilling the fundamental elements described in the Characteristics of Excellence for Standard 14. The team commends the college for creating this change of culture. From meetings with Deans, Chairs and faculty it was clear that the culture of assessment is beginning to provide evidence to the faculty, which they find beneficial. It is critically important that the institution continue to focus on moving this culture forward and thereby continuously improving the learning outcomes, curriculum maps, metrics and the assessment process itself to develop a more mature assessment process.

The institution has an established set of written learning outcomes for general education, major programs and courses. Additionally, there are maps showing the interrelationship between courses and programs. In reading the college's monitoring report and materials the team found many examples of well written and aligned learning outcomes. The team had very positive meetings with faculty, Chairs and the Curriculum Assessment Team (CAT). The team believes that the early adopters of assessment, the Curriculum Assessment Team (CAT), are clearly eager to continue the development of the assessment process. Developing a mature assessment process will require that faculty and assessment leaders are given more professional development concerning Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs) and mapping. This professional development should come from both internal and external sources.

The institution has documented the process for evaluating learning outcomes in the Manual for the Assessment of Student Learning Outcomes. The assessment procedures describe a process by which departments are primarily responsible for identifying methods of assessment, assessing student learning, reporting the percentage of students that met the learning outcomes and the use of results to improve teaching and learning. The departments are supported in part by the CAT members, and the Chairs and Deans oversee the assessment process. The ongoing sustainability of this process needs to be

demonstrated because it is relatively new, but the process is being sustained currently. Some aspects of the reporting requirements may be worth reviewing to remove redundancies and to streamline processes. During interviews, it was clear that the faculty have started to find the learning outcomes assessment data useful for improving their teaching. This has resulted in a shift in thinking regarding the purpose of assessment. This shift has planted a seed that will naturally grow to a continuously sustainable assessment process. It will be important for the college to continue to nurture this early excitement and continue to support its growth to ensure the sustainability of the assessment process. With this in mind, it is suggested that the college establish more clearly written roles for each group/individual involved in the assessment process.

In the teams review, some assessments conducted by academic departments at the institution are accurate and meaningful in that they offer quality data appropriate for action. Some other assessments may benefit from review and refinement. The importance of what to measure, where to measure it, etc. were all issues discussed at various times during interviews. Once again, what the team observed was the early development of a strong assessment process at CCP. In order to continue the development and sustainability of the process, further professional development for the CAT and others will be of significant importance. CCP needs to learn how other community colleges are handling these same types of issues for further development of the CCP assessment process.

During interviews with the VPs and Deans, there were multiple examples of improvements that have been made as well as planned improvements moving forward (e.g., revamping the SharePoint pages and interconnecting with CANVAS). While there is evidence of systematic improvements occurring of the assessment process itself, it is recommended that the college more formally designate points in time when the assessment of the assessment will occur, what kind of data will be collected and who will be involved in this reflective improvement process.

CCP has been able to establish broad communication about the learning outcomes process through the use of SharePoint. The documentation provided evidence that the materials were publicly available for use by all college constituencies. During interviews, there were multiple instances where the college personnel discussed accessing the materials within and across their departments/divisions in order to obtain needed information. In addition, it was noted that this access allowed for comparisons and sharing of assessment practices across divisions.

Significant Accomplishments

- The team commends the college for bringing to fruition a cultural shift at the institution, which demonstrates a strong commitment to the assessment of student learning outcomes at all levels.

- The team commends the college for changes in structure and leadership to support the success of the assessment process (e.g., CAT, combining Assessment and IR offices).

Suggestion

- It is suggested that the college more clearly delineate and define the roles played by support mechanisms in the assessment process (CAT, coordinators, Chairs, Deans, etc.).

Recommendations

- It is strongly recommended that the college continue to focus on assessment of student learning with a heavy focus on professional development (inside and especially outside of the institution) so that continuous improvement of the assessment process occurs and thus the process matures appropriately.

- The team recommends that the college establish written guidelines about how the student learning process fits into institutional assessment and budgeting.

- The team recommends that the college establish a timeline and benchmarks for assessing the effectiveness of the student learning assessment process.

- The team recommends that the college make intentional use of learning outcomes assessment results to inform the new strategic plan.

CONCLUSION

The team again thanks everyone at Community College of Philadelphia for their hospitality, time and dedication. The team reminds the institution that the information contained in this report, along with the institutional response to these findings, will be reviewed first by the Committee on Follow-Up and then by the full Commission. The team hopes that the college community will be open to the findings contained in this report, all of which are offered in the spirit of collaboration and peer review.

Middle States Report

Questions for Student Outcomes Committee of the Board

1. The Middle States team visit report of January, 2016 recommends "a heavy focus on professional development (inside and especially outside of the institution) so that continuous improvement of the assessment process occurs and thus the process matures appropriately." What role shall the Student Outcomes Committee of the Board play in this process? There are probably budget implications for the "especially outside" recommendation. What actions should the Board take to support this?

2. The team recommends "establish[ing] written guidelines about how the student learning process fits into institutional assessment and budgeting." What is this committee's role and the Board's role in accomplishing this?

3. "The team recommends that the college establish a timeline and benchmarks for assessing the effectiveness of the student learning assessment process." What are the committee and board's roles in supporting this?

4. "The team recommends that the college make intentional use of learning outcomes assessment results to inform the new strategic plan." What should this committee and board be doing differently to assure this?

The Movement Toward Pathways

Over the past several years, the concept of guided pathways has spread rapidly through community colleges and four-year institutions in many states and districts. The guided pathways model is based on coherent and easy-to-follow college-level programs of study that are aligned with requirements for success in employment and at the next stage of education. Programs, support services, and instructional approaches are redesigned and re-aligned to help students clarify their goals, choose and enter pathways that will achieve those goals, stay on those pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.

The guided pathways model is built upon three important design principles. First, *colleges' program redesigns must pay attention to the entire student experience, rather than to just one segment of it (such as developmental education or the intake process).* Second, *a guided pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students' goals for employment and further education. Third, the redesign process starts with student end goals for careers and further education in mind and "backward maps" programs and supports to ensure that students are prepared to thrive in employment and education at the next level.*

Although the elements on which it is based are rooted in research, the overall guided pathways model is still relatively new and has not been fully tested. Very encouraging preliminary evidence has emerged from institutions that have implemented guided pathways practices at scale, including Florida State University and Georgia State University, among four-year institutions, and the City Colleges of Chicago and CUNY's Guttman College, among community colleges. Large-scale efforts are now ongoing to implement guided pathways at two- and four-year institutions in Tennessee, Indiana, and Georgia, and at community colleges in Arkansas, Florida, Massachusetts, Michigan, New Jersey, Texas, and Washington State. This work will, in a number of locations, be strongly connected to the AACC Pathways Project.

Origins of Guided Pathways Reforms in Community Colleges

The Community College Research Center (CCRC) dates the beginning of organized reform designed to improve community college outcomes to the beginning of this century, when policymakers and educators began to question community colleges' low completion rates. The first major initiative in this movement was Achieving the Dream: Community Colleges Count (ATD), which started in 2004. ATD was initially funded by the Lumina Foundation for Education but subsequently received support from many other foundations. ATD established its focus on improving student completion, equity, and overall community college performance and was the first initiative to emphasize longitudinal tracking of individual students. From the beginning, there were five principles underlying ATD:

(1) Secure leadership commitment.
(2) Use data to prioritize actions.
(3) Engage stakeholders.
(4) Implement, evaluate, and improve intervention strategies.

(5) Establish a culture of continuous improvement.

[Note: these principles recently have been updated and are reflected in ATD's 2016 Institutional Capacity Framework.]

In 2010, ATD became an independent non-profit organization, but the field learned several important lessons from the first six years of the initiative, when ATD had functioned as a grant-funded activity. First, despite the emphasis on comprehensive organizational change, most of the reforms initiated by ATD colleges were relatively focused efforts involving relatively few students, and they were usually directed at only a single segment of the student experience, primarily the intake system and developmental education in particular. Second, while some of these focused reforms improved outcomes for the participating students, the efforts in general were not large enough or sustained enough to influence the overall performance of the institutions. Thus, while focused programs were sometimes successful, they did not typically lead to improved outcomes for large numbers of students (Rutschow et al., 2011).

The Bill & Melinda Gates Foundation became involved with ATD in 2009 through the Developmental Education Initiative (DEI), in which 15 ATD colleges participated. DEI was explicitly designed to identify specific developmental education pilot reforms at ATD colleges that were improving student outcomes, and to scale those reforms throughout the developmental education population. In general, colleges were unable to achieve wide-scale implementation of their chosen programs within the three-year timeframe, suggesting that the pilot-to-scale strategy is not an effective approach to reform (Quint et al., 2013*). The DEI programs also tended to be implemented in isolation from college-level programs and the broader set of support services within colleges.

During the latter half of the 2000s, a growing volume of research by CCRC and others established additional knowledge and insights that formed the foundation for further advances in policy and practice. These advances occurred in three broad areas. First, the field began to draw insights from behavioral economics to argue that the community college environment was too complex and confusing for students, suggesting that college-level programs needed to be simplified and made more coherent. The implications of behavioral economics research for community college practice was formally articulated in a BMGF-funded CCRC paper, *The Shapeless River* (Scott-Clayton, 2011*). Second, CCRC and others produced research showing that students who gained early momentum (by passing the gateway courses in a program of study in their first year of college) were much more likely to graduate than those who took more time to enter a program (Attewell, Heil, & Reisel, 2011; Jenkins & Cho, 2012*).

Third, research by CCRC and others on developmental education concluded that developmental assessments did not accurately identify students' needs, and traditional developmental coursework did not help underprepared students succeed at higher rates, while accelerated and contextualized coursework held more promise (e. g., Bailey, 2009; Edgecombe, 2011*; Jenkins et al., 2010; Perin, 2011*; Scott-Clayton, 2012*; Zeidenberg, Cho, & Jenkins, 2010*). These findings provided the impetus for the development and wide-scale adoption of "co-requisite" models, which place many more students into college-level courses while providing them with the support they need to succeed in those courses. *The broader implications of the ATD and DEI experience and related research was that developmental education should not be conceptualized as a separate activity, but rather should be designed into a broader model as part of an on-ramp to college level programs of study.* This became a fundamental element of more comprehensive models.

The ATD and DEI experiences, together with the insights beginning to emerge from the research discussed above, contributed to the conceptual foundation of the Bill & Melinda Gates-funded

Completion by Design (CBD) initiative, which began in 2011. CBD was based on the following principles:

(1) Accelerate entry into coherent programs of study.
(2) Minimize the time required to get college-ready.
(3) Ensure that students know the requirements to succeed.
(4) Customize and contextualize instruction.
(5) Integrate student supports with instruction.
(6) Continually monitor student progress and proactively provide feedback.
(7) Reward behaviors that contribute to completion.
(8) Leverage technology to improve learning and program delivery.

Most of the components of the guided pathways model as understood today were incorporated into these eight principles. At the time, these elements represented a new and ambitious agenda, unfamiliar to participating colleges and even to some extent to the program organizers and technical assistance providers. As a result, participating colleges were allowed to exercise a great deal of flexibility in the implementation of these principles. In practice, each college chose to implement the subset of principles that most appealed to that institution, resulting in wide variation in the implementation of the CBD "model."

While not ideal in terms of evaluating a well-defined model, CBD's variety in implementation did provide CCRC with the opportunity to observe the implications of different combinations of these elements. *Their resulting report to BMGF (Jenkins & Ran, 2015*) suggested that the most successful colleges used the college-level program of study as a central organizing point for college reforms.* At the same time, the experience with CBD and associated insights led to the solidification and elaboration of the guided pathways model that is articulated in CCRC's book, *Redesigning America's Community Colleges* (Bailey, Jaggars, & Jenkins, 2015*).

In addition, CBD created the conditions that allowed participating colleges such as Miami Dade College, Davidson County Community College (NC), Lorain County Community College (OH), and Sinclair Community College (OH) to become leaders or emerging leaders in the guided pathways movement. The initiative also trained a cadre of administrators and change management experts who are now engaged in the Bill & Melinda Gates Foundation's recent pathways-focused investment—the Pathways Project organized by AACC. Other institutions emerging as leaders in the guided pathways movement, such as the 2- and 4-year institutions under the Tennessee Board of Regents and the City Colleges of Chicago, were directly inspired and influenced by the CBD experience.

The guided pathways model is based on research suggesting that community colleges and broad-access four-year institutions are currently operating under a "cafeteria" model that was appropriate to their primary mission in the 1960s, 70s, 80s, and 90s, which was to dramatically expand access to higher education—a mission they fulfilled beyond expectation. However, cafeteria colleges are not well designed to address the need of today's students, who want to enter and complete programs that confer economically valuable certificates and degrees as quickly and efficiently as possible. At cafeteria colleges, the best pathways that students can take into and through programs of study and to their career or further-education end goals are not clear. There are too many choices, programs lack educational coherence, and students' progress is not monitored.

Research on organizational effectiveness from within and outside education strongly indicates that to substantially improve student completion and learning, discrete innovations—even when they are implemented at scale—are not sufficient; rather, colleges need to *redesign* programs and support services comprehensively and at scale to support student progression and learning. A small but growing number of community colleges and four-year institutions across the country are beginning to

see substantial gains in student outcomes by redesigning programs and services to improve the student experience along four dimensions: (1) create clear curricular pathways to employment and further education, (2) help students get on a path, (3) keep students on a path, and (4) ensure that students are learning along their path.

In summary, this series of important initiatives and accompanying research has yielded crucial insights that have helped form the foundation of the pathways movement. Now comes the next generation of guided pathways reforms, which will help to deepen knowledge about the efficacy of the model, build the capacity of the community college field for designing and implementing large-scale change, and identify effective strategies for maximizing colleges' impacts on student learning and success.
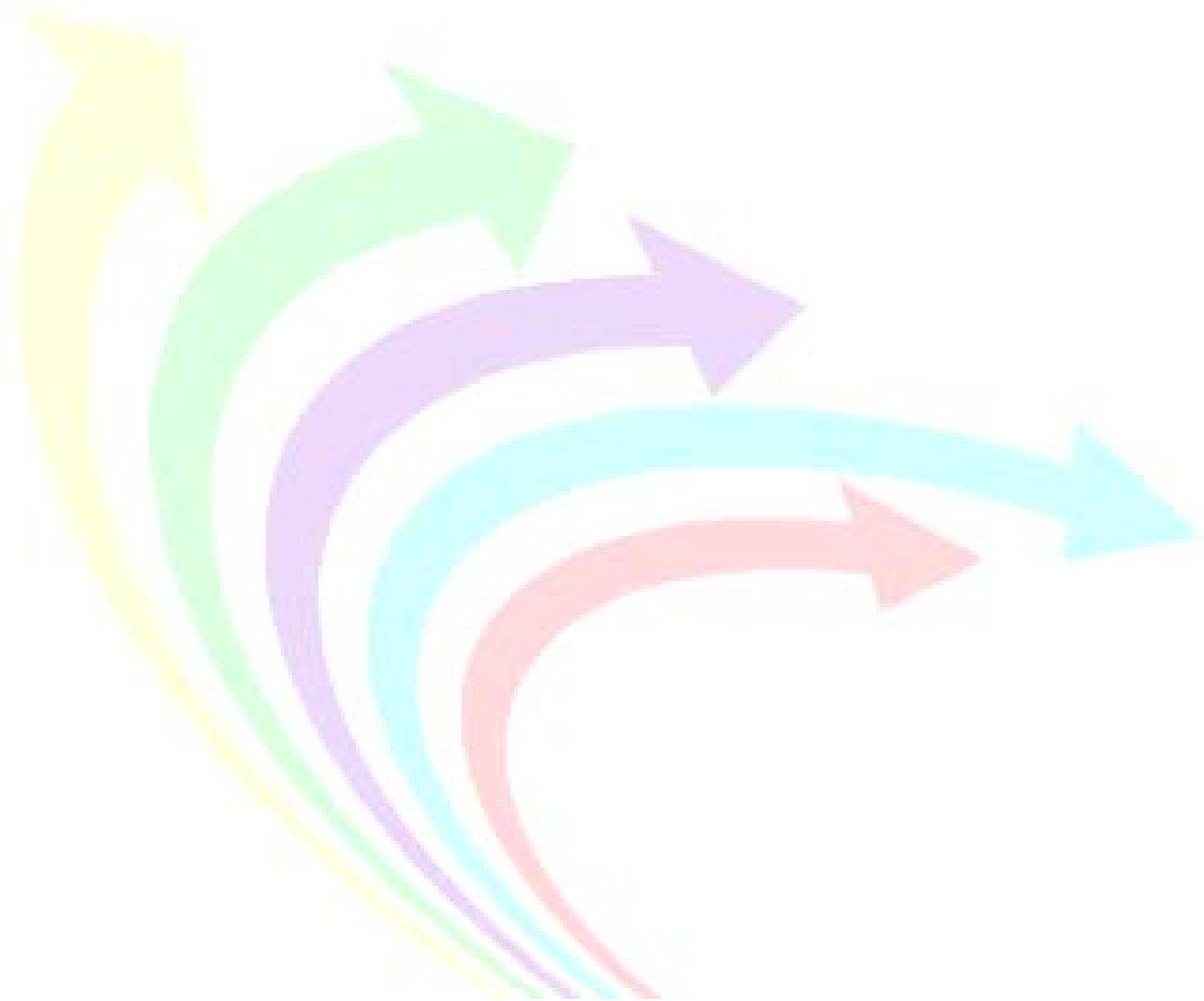
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AACC Pathways Project

INSTITUTION: Community College of Philadelphia
Report date: 1/13/2016

Early Momentum KPIs. Number and Percentage of FTEIC Students* Earned 6 or 12 or More Credential-Bearing Credits During the First Term; Earned 15, 24, 30+ credits in year 1

	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:	
	N	%	N	%	N	%	N	%	N	%
Total FTEIC Students*	**4069**	100%	**4141**	100%	**4101**	100%	**4247**	100%	**4288**	100%
Earned 6+ college credits in 1st term	784	19.3%	794	19.2%	947	23.1%	935	22.0%	913	21.3%
Earned 12+ college credits in 1st term	244	6.0%	236	5.7%	217	5.3%	230	5.4%	223	5.2%
Earned 15+ college credits in year 1	579	14.2%	556	13.4%	609	14.9%	652	15.4%	620	14.5%
Earned 24+ college credits in year 1	164	4.0%	124	3.0%	168	4.1%	120	2.8%	141	3.3%
Earned 30+ college credits in year 1	64	1.6%	72	1.7%	56	1.4%	61	1.4%	66	1.5%

*FTEIC Students: Students who enrolled for the first time in postsecondary education (no previous college credits or degrees) in at least one credit course (developmental or college-level, but excluding non-credit offerings) at your college during the given fall term. Students who were "dually enrolled" at your college and in high school previously and in the given term should be excluded.

Persistence and Completion KPIs. Number and Percentage of FTEIC* Students Completed College Math and English in Year 1; Persisted from Term 1 to Term 2; and Attempted and Completed College Credits in Year 1

	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:	
	N	%	N	%	N	%	N	%	N	%
Total FTEIC Students*	**4069**	100%	**4141**	100%	**4101**	100%	**4247**	100%	**4288**	100%
Gateway math and English completion										
Completed college math in year 1	997	24.5%	1065	25.7%	1143	27.9%	1254	29.5%	1289	30.1%
Completed college English in year 1	1499	36.8%	1453	35.1%	1413	34.5%	1509	35.5%	1628	38.0%
Completed both college math <u>and</u> English in year 1	614	15.1%	640	15.5%	648	15.8%	745	17.5%	849	19.8%
Persistence										
Persisted from term 1 to term 2	3026	74.4%	2978	71.9%	2858	69.7%	2948	69.4%	3089	72.0%
College course completion										
Total College Credits Completed	29157	85.9%	28752	85.7%	28415	85.4%	27866	84.1%	27908	83.0%
Total College Credits Attempted	*33946*		*33541*		*33277*		*33122*		*33635*	

*FTEIC Students: Students who enrolled for the first time in postsecondary education (no previous college credits or degrees) in at least one credit course (developmental or college-level, but excluding non-credit offerings) at your college during the given fall term. Students who were "dually enrolled" at your college and in high school previously and in the given term should be excluded.

AACC Pathways Project

INSTITUTION: **Community College of Philadelphia**
Report date: **1/13/2016**

Student Demographics

	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:	
	N	%	N	%	N	%	N	%	N	%
Total FTEIC Students*	**4069**	100%	**4141**	100%	**4101**	100%	**4247**	100%	**4288**	100%
College-ready	902	22.2%	924	22.3%	967	23.6%	1018	24.0%	1015	23.7%
Referred to dev ed in 1 subject	852	20.9%	973	23.5%	1032	25.2%	1054	24.8%	1066	24.9%
Referred to dev ed in 2 subjects	1107	27.2%	1275	30.8%	1218	29.7%	1234	29.1%	1190	27.8%
Referred to dev ed in 3 subjects	1208	29.7%	969	23.4%	884	21.6%	941	22.2%	1017	23.7%
Females	2373	58.3%	2383	57.5%	2300	56.1%	2384	56.1%	2437	56.8%
Traditional college age	1939	47.7%	1854	44.8%	1793	43.7%	1884	44.4%	1892	44.1%
Full-time	1783	43.8%	1485	35.9%	1411	34.4%	1362	32.1%	1346	31.4%

*FTEIC Students: Students who enrolled for the first time in postsecondary education (no previous college credits or degrees) in at least one credit course (developmental or college-level, but excluding non-credit offerings) at your college during the given fall term. Students who were "dually enrolled" at your college and in high school previously and in the given term should be excluded.

Definitions

Demographic indicator	Definition
College-ready	Number and % of fall cohort students who were referred to no developmental education
Referred to dev ed in 1 subject	Number and % of fall cohort students who were referred to developmental education in only 1 subject area (Math, writing, or reading)
Referred to dev ed in 2 subjects	Number and % of fall cohort students who were referred to developmental education in 2 subject areas (Math, writing, or reading)
Referred to dev ed in 3 subjects	Number and % of fall cohort students who were referred to developmental education in 3 subject areas (Math, writing, and reading)
Females	Number and % of fall cohort students who were female
Traditional college age	Number and % of fall cohort students who were 19 years of age or younger in their first term at the college
Full-time	Number and % of fall cohort students who were full-time (enrolled in at least 12 semester credit hours) in the first term

COMMUNITY COLLEGE OF PHILADELPHIA

AACC Pathways Project Institute #1

<u>Initial Action Plan</u>

<u>Guiding Insights</u> (based on College data)

- Failure to complete required English and math courses in the first year.
- Delays in taking required math courses.
- Low college-ready percentage.
- The longer students spend in developmental education, which delays their academic progress, the less likely they are to persist and/or to enroll in an academic program.
- Lack of degree completion.

<u>Steps Taken to Launch Next Phase of Transformational Change</u>

- Reorganization of College key functional areas.
- Incremental improvements in specific programs.
- Changes in institutional culture and attitude.
- Established culture of assessment.
- Achieving the Dream leader college status.
- Infusion of technology tools and infrastructure to support student success efforts.
- Initiated necessary support service enhancements, e.g., redesigning advising model.
- Executive leadership and Board support.

<u>Role of Board</u>

- Support of policy changes and implementation.
- Identify financial resources and support of financial realignments.
- Promote public support of Guided Pathways direction.

Pathways Project

Initial Action Planning and Next Steps

Priority	Goal(s)	Activities Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
Identify the top priorities for next steps in the work	Based on these priorities, name specific desired student outcome	List the steps required to accomplish these priorities	Who will assume leadership responsibility?	Implement date	Formative evaluation date	What resources (time, people, facilities, and money) need to be allocated/reallocated?	What challenges do you anticipate?
1. Identify Program Clusters	Designed program clusters with identified feeder programs	• Align programs into clusters • Identify programs needing alignment	• Vice President for Academic and Student Success • Deans • Department Heads	Initiate April 2016 Completed June 2016	Sept. 2016	• Dedicated staff time • Marketing staff	
2. Redesign intake / onboarding process.	Transform intake / onboarding process for new students from pre-application to enrollment	• Convene work teams • Map processes • Test assumptions • Implement changes	Heads of: • Counseling • Advising • Assessment Center • Enrollment Management	Initiate April 2016 Implement March 2017	Sept. 2017	Committed time for Staff / Faculty	• Redefining staff roles • Possible reorganization • Realign policies and procedures • Realign resources
3. Academic program mapping	All academic programs will have an articulated map	• Develop template for program mapping • Map out programs	• Deans • Department Heads • Faculty Program Leaders	Initiate April 2016 Implement Sept. 2017	April 2018	• Deans • Department Heads • Faculty • Marketing staff	

Priority	Goal(s)	Activities Tasks	Responsible Person(s)	Timeline		Resources	Potential Issues or Concerns
				Implement date	Formative evaluation date		
Identify the top priorities for next steps in the work	Based on these priorities, name specific desired student outcome	List the steps required to accomplish these priorities	Who will assume leadership responsibility?	Implement date	Formative evaluation date	What resources (time, people, facilities, and money) need to be allocated / reallocated?	What challenges do you anticipate?
4. Redesign developmental education approach.	Accelerate developmental education students into credit-bearing programs of study	• Develop strategies • Assess strategies • Scale strategies	Department heads of: • Foundational Math • Foundational English • Faculty Program Leaders	Initiate April 2016 / Test Sept. 2016 and June 2017 / Implement Fall 2017	August 2017 through May 2018	Faculty dedicated time	
5. Develop communication and marketing strategies.	Improve information sharing and communication	• Develop internal website • Identify lead facilitators • Changes to College website • Internal marketing communication plan	• Vice President for Academic and Student Success • Marketing and communication staff	Initiate May 2016	August 2017	• Staff / Faculty time • Ensuring prioritization	