

Community College *of* Philadelphia

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, October 13, 2016
1:30 p.m.
Conference Room M2-34

AGENDA

- (1) 1:30 p.m. Executive Session
- (2) Public Session
 - (a) Approval of the Minutes of September 1, 2016 (A)
 - (b) Dashboard (D)
 - To what extent is the College making progress toward reaching target goals?
 - What are underlying trends?
 - What strategies are being taken to impact trends?
 - (c) Academic Program Review Format (D)

Guest – Krishna Dunston, Director, Assessment and Evaluation

 - Does the proposed new format address the Board's interests?
 - Is there additional information needed?
 - (d) New Business

Attachments:

Minutes of September 1, 2016
Dashboard – October 7, 2016
Proposed Academic Program Review Format
Current Program Audit Format

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

MINUTES Thursday,

September 1, 2016

1:30pm

Conference Room M2-34

Presiding: Dr. Rényi

Present: Mr. Armbrister, Ms. de Fries, Mr. Edwards, Dr. Gay, Dr. Generals, Ms. Hernández Vélez, Dr. Hirsch, Ms. Horstmann, Mr. Lassiter, Ms. McPherson, Dr. Roberts, Rep. Roebuck, Jr.

Guests: Dr. Carter, Ms. Dunston, Mr. Saxton, Mr. Spielberg, Ms. Sweet

(1) Executive Session

Personnel issues were discussed.

(2) Public Session

(a) Approval of the Minutes of May 5, 2016

The minutes were accepted unanimously.

(b) Academic Program Audit: Business Administration A.A. Degree/Business A.A. Degree

Ms. Dunston, Director of Academic Assessment and Evaluation, provided an overview of the recommendations associated with the audit for two programs: Business Administration A.A. Degree/Business A.A. Degree. Recommendations included the following: to evaluate the integration of the Marketing and Management department with the Business Administration department; to evaluate the distinction between the two programs; to complete 335 evaluations; to look more closely at assessments of student learning; to review articulation agreements; and to improve student success outcomes.

Mr. Armbrister requested an explanation for why there are two closely related programs. Dr. Gay clarified that each program has a different specialized accreditation: Association to Advance Collegiate Schools of Business (AACSB) for the Business Administration program and Accreditation Council for Business Schools and Programs (ACBSP) for the Business program. Dr. Carter, Dean of the Business and Technology division, discussed how having the one degree will be more clear to students and there will be two possible math sequences (the two math sequences address AACSB and ACBSP math requirements). Ms. McPherson asked about the

merging of Marketing and Management into the Business Administration department. Dr. Carter explained that the merging of the two departments will allow for better management of the program, especially with faculty from both fields under one department head. The Business and Technology division had an all-day retreat in April and another meeting the day previous to the Student Outcomes Committee meeting to discuss future directions for the division.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the audit and that a follow-up report be submitted in one year.

(c) Photographic Imaging Curriculum Follow Up Report

The program was last at a Student Outcomes Committee meeting in 2014 with a number of recommendations. Mr. Spielberg, the department head, provided information on progress the program has made since then. The number of graduates has increased (to 8 in 2015-16) and more graduates are anticipated. The program is almost ready to offer Photography 105 (Introduction to New Technology) to students; this is expected to improve the number of students in the major. Dr. Rényi commented positively on several ideas being considered, such as Saturday classes, working with the Music program, and stacking credentials. Mr. Armbrister asked how long recent graduates had been in school; Mr. Spielberg replied that students are typically part-time, older, and often take 5-6 semesters. Mr. Lassiter inquired about the types of jobs for which students would be qualified; Mr. Spielberg gave as examples advertising, commercials, magazines, internet, business head shots, portraits, wedding photography, and publishing. Ms. McPherson asked if image research was included in the curriculum; Mr. Spielberg said that it is covered in two courses. Rep. Roebuck, Jr. asked if students who come to the program have clear plans for a career and what brings them to the program in general; Mr. Spielberg replied that most do not come with a clear career path, but rather come to the program because of artistic interests.

Action: The Student Outcomes Committee recommends that the program submit a follow-up report in May/June 2017 to provide more data regarding student outcomes.

(d) Dissolution of Policy No. 105: Robert S. King Scholarship for High School Students

Dr. Hirsch explained that this scholarship became Board policy in 1985 after Robert S. King retired. Since the new 50th Anniversary Scholars program began last year, the Robert S. King Scholarship is no longer offered (funds had come from the operating budget). Robert S. King passed two years ago and his daughter is understanding regarding the dissolution.

Action: The Student Outcomes Committee recommends that the Robert S. King Scholarship for High School Students be dissolved.

(e) Workforce Contacts and Outreach Efforts Report

Dr. Rényi explained that the Board of Trustees members have committed to making contacts to introduce the Workforce Development leadership. Ms. de Fries provided a follow-up report. Out of the list of possible contacts, Ms. de Fries made contact with 16 companies on the list and 4 to follow up for the next group of companies. Ms. de Fries and Dr. Generals toured the facilities of Rhoads Industries. This company may be interested in an apprenticeship program for welders; Ms. de Fries took Rhoads on a site tour of Benjamin Franklin High School and are also discussing available funds for the training via WEDNet, a state funding program. PECO worked with the Collegiate Consortium on the creation of a gas pipeline mechanic program; the first class started at Delaware County Community College. PECO is interested in doing this program in Philadelphia with the College; We are currently working on identifying appropriate space. We have reached out to Spectrum Health Services regarding funding for their training via WEDNet, and helped identify \$16,000 in funds to reimburse them for training they have already conducted; by providing this assistance, we are now in discussions with them about providing training directly. Comcast has specific needs related to customer service for a variety of positions within the company, particularly in the call center and the technicians that install the equipment. The company is interested in employing veterans and we are working with Comcast on putting together a job fair in the Fall for them to hire the College's veteran students. Four companies have been identified by Carol on the wish list for outreach: Osagie Imasogie - Iroko Pharmaceuticals, Madeline Bell – CHOP, Eric Foss – Aramark, Marcos Lopez - Exude Benefits. Carol will be following up with board members with suggested talking points for the outreach. As of July 1, 10,000 Small Businesses and Career Services report to Workforce Development. Searches are underway for the Executive Director, 10KSB, and Director, Career Connections positions; Ms. de Fries will send the job descriptions to the Board of Trustees. Dr. Rényi made several suggestions: job descriptions for high level jobs be sent to the Board of Trustees; Board members invite Dr. Generals and Ms. de Fries to social events; and an annual request be made to the Board for names of companies for possible connections. Ms. de Fries stated that there has been more high level external outreach to the College coming from companies. Dr. Generals mentioned a possible connection with IBM to bring a program to the College.

(f) Dashboard

Dr. Rényi stated that every time the Committee meets, the Committee should review data to see if the College is on track and what possible future steps could be taken. As part of the dashboard, there will be five goals, each with high-level indicators. Dr. Hirsch said that the dashboard will be continuously updated and that a few elements were still under development. Because of timing, data were not yet available, so projections were provided when possible. The dashboard contains five-year goals and the college knows the percentage of the goal that should be achieved each year. Dr. Rényi suggested that the entire dashboard be presented to the Board of Trustees retreat in January. Dr. Generals explained that the numbers can change about twice a year. The dashboard also contains comparisons to peer institutions; the use of peer institutions is part of the national benchmarking process. Ms. Horstmann asked if it was decided to aim for peer institution averages or for the top quartile. Dr. Generals

indicated that for the Aspen Prize, institutions might be reviewed in comparison to peers and their progress; he will confirm the groups regarding the Aspen Prize.

Dr. Rényi put forth that as homework for the next meeting, members should review the dashboard so it can be at the top of the next meeting's agenda. The general consensus of the Committee was that the dashboard was very effective.

(3) **Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for October 13, 2016 at 1:30pm in Conference Room M2-34.

Attachments:

Minutes of May 5, 2016

Academic Program Audit: Business Administration A.A. Degree/Business A.A. Degree

Program Audit Follow-Up Report Photographic Imaging Curriculum

College Policies and Procedures Memorandum No. 105: Robert S. King Scholarship for High School Students

Dashboard – September 1, 2016

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Dashboard

- 1.0 Student Success**
- Implement Guided Pathways Model
 - Establish Comprehensive Advising System
 - Institute Predictive Data Analytics

Indicator of Success							
		2014-15	2015-16	Peer	CCP Trend	CCP Comparison to Peer	5-Year Goal 2020
	Increase Enrollment						+3 to 5% pts
1.1	New Full-time Students (Fall Admission)	1,574	1,874		↗		
1.2	New Part-time Students (Fall Admission)	3,700	3,599		→		
1.3	Total Fall Credit Hours	158,471	160,972		→		
	Increase Persistence						+5 to 7% pts
1.4	Fall to Fall New Full-time Students	53.5%	55.3%	58.0%	↗		
1.5	Fall to Fall New Part-time Students	40.8%	43.0%	46.0%	↗		
1.6	Fall to Spring (All first-time) Students	70.6%	72.0%	71.7%	→	→	

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		2011 Cohort 2014	2012 Cohort 2015	2013 Cohort Projection 2016	Peer	CCP Trend	CCC Comparison to Peer	5-Year Goal 2020
	Increase 3-Year CCP Completion							+7 to 10% pts
1.7	3-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (IPEDS)	10.4%	11.6%	12.3% ¹	21.5%	↗	↘	
1.8	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years (IPEDS)	27.3%	24.9%	TBD	14.7%	→	↗	
1.9	Total percentage of satisfactory student outcomes	37.7%	36.5%	TBD	36.2%	→	→	

		2008 Cohort Reported 2014	2009 Cohort Reported 2015	2010 Cohort Projection 2016 ²	Peer	CCP Trend	CCP Comparison to Peer	5-Year Goal 2020
	Increase 6-Year CCP Completion							+7 to 10% pts
1.10	6-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards	20.0%	18.5%	21.8%	27.9%	→	↘	
1.11	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years	31.6%	31.4%	TBD	18.8%	→	↗	
1.12	Total percentage of satisfactory student outcomes	51.6%	50.0%	TBD	46.7%	→	↗	

	Increase Completion	Grad Year 2014	Grad Year 2015	Grad Year 2016 (Projected)	CCP Trend
1.13	Unduplicated Number of Completers by Graduation Year	1,996	2,103	2,045 ³	→

¹ Projection; not finalized until October 2016

² Not yet available

³ Number of completers for Grad Year 2016 is a projected value

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		2014-15	2015-16	Peer	CCP Trend	CCP Comparison to Peer	5-Year Goal 2020
	Improve Success Rates of Students in Developmental English						+7% pts
1.14	Placed Developmental English (Decrease annually)	54.9%	46.6%		↗		
1.15	First-Year Success in ENGL 098 (Increase annually)	63.8%	63.5%		→		
1.16	Completed ENGL 101 within two years (Improve annually)	44.0%	TBD				
	Improve Success Rates of Students in Developmental Math						+7% pts
1.17	Placed Developmental Math (Decrease annually)	46.4%	44.0%		↗		
1.18	Success in Foundational MATH 017 (Increase annually)	32.6%	35.6%		↗		
1.19	Completed MATH 118 within two years (Improve annually)	17.0%	TBD				
	Improve Achievement Gap in First Year Success in Developmental English						+5% pts
1.20	All First-time	63.8%	63.5%		→		
1.21	Black	59.7%	58.1%		→		
1.22	Hispanic	65.4%	64.4%		→		
1.23	White	73.2%	76.3%		↗		

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	Improve Career Preparation and Employment	2014-15	2015-16
1.24	Career Program Job Placement Rates	83.6%	TBD
1.25	Career Program Graduates' Wages and Wage Growth	\$41,926	TBD
1.26	Licensure Exam Pass Rates		
	Clinical Laboratory Technology	100%	86%
	Dental Hygiene	100%	100%
	Diagnostic Medical Imaging	100%	100%
	Nursing	67.1%	83.2%
	Respiratory Care Technology	100%	100%

2.0	Facilities	Updates	Target Completion	Progress
	Projects			
2.0	Facilities Master Plan	Draft Master Plan by Fall 2016	Spring 2017	60%
2.1	The Hamilton	Negotiating Letter of Intent	August 2018	5%
2.2	Expansion of West Regional Center	Impasse		1%

3.0	Finance	Quarterly Report September 2016 (In Millions)	Quarterly Report December 2016 (In Million)	Quarterly Report March 2017 (In Millions)	Quarterly Report June 2017 (In Millions)	CCP Trend
3.1	Operating Budget Status 2015-2016	Realign budget based on enrollment				
3.2	Operating Cash Flow Position 2015-2016	\$15.0				
3.3	Long Term Cash Investments 2015-2016	Projected \$22.0				

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4.0	Workforce Development – Under development					
4.1	Annual Enrollments					
4.2	Revenue					
4.3	Number of Clients Serviced					

5.0	Community Relationships – Under development		
5.1	Number of College-community partnerships		
5.2	Number of student volunteer hours		
5.3	Monetary value of faculty/staff volunteer hours		
5.4	Number of visitors for events open to the public		

ACADEMIC PROGRAM REVIEW

SUMMARY REPORT TO STUDENT OUTCOMES COMMITTEE OF THE BOARD

Proposed Format

Total Length: Two to five pages.

Summary will include citations to full analysis, and will reference relevant sources of evidence.

Executive Summary:

- I. The Executive Summary portion of the report includes bullet-pointed *Key Findings* and *Action Items* portion, prior to the narrative report. These include a formal template of language; which would be utilized on every audit. The *Action Items* portion intentionally mimics the structure of a Middle States (MSCHE) report.

Length: One/Two sentences per finding.

A. Key Findings

The Office of Assessment and Evaluation makes the following observations, with regard to the quality and viability of the program:

- i. One/Two sentence statement; w/ page or graph citation.
- ii. “ “
- iii. “ “

B. Action Items

The Office of Assessment and Evaluation makes the following suggestions/recommendations/requirements to senior leadership and the board, in response to information collected in this report:

Length: One or two paragraphs per item.

- i. Suggestions – will be made with regard to quality improvement, further introduction of best practices, notations on the larger educational or career field, trends, and possible opportunities.
- ii. Recommendations – include items of concern, which should be addressed and re-examined, based on the *current* plan.
- iii. Requirements – include items which threaten the quality or viability of the program. If the program is to continue, such items demand action and resolution. Required actions should be implemented and evaluated on both a short term (i.e. one term or academic year) and long term (within three years.)

C. Narrative Summary

Length: Two to three pages.

SOURCES OF EVIDENCE FOR PROGRAM ANALYSIS

- Program Description
 - Published Catalog
 - Curricular Revision Documents – Office of Curriculum Development
 - Input from Program
- Program Faculty
 - Faculty Schedules - Academic Course Scheduling
 - Input from Program
- Performance Indicators
 - Institutional Data – Office of Institutional Research
 - Headcount and Fulltime enrollment
 - Major/ New major
 - Demographics (gender, race/ ethnicity, age, fulltime/ part-time, all developmental/ some developmental/ college level)
 - Outcomes data: five year trend line (standing, retention, success at departure, outcomes)
 - Degrees awarded
 - Transfer at departure
 - Distribution of students in the program (developmental, freshman, sophomore)
 - Section enrollment/population served
 - Student Satisfaction (optional**)
- Learning Outcomes and Assessment
 - Office of Assessment and Evaluation
 - Curriculum Map
 - Assessment Cycle Plan
 - Assessment Overview/Annual Report data
 - Input from Program
 - External Research
- Environmental Scan
 - Economic Modeling Specialists International (EMSI) data
 - Expected Job Growth
 - Educational Attainment
 - National Student Clearinghouse
 - Transfer Programs
 - Input from Program
 - External Research
- Special Expenditures and Resources
 - Input from Program
 - Office of Business and Finance

- Program Analysis – this narrative section is intended to allow faculty and program leadership to give a fuller view of the program, its contributions, characteristics, strengths and weaknesses.
 - Input from Program

Current Academic Program Audit Format

I. Executive Summary

II. Program Description

- A. Catalog Description
- B. History and Revisions to the Curriculum
- C. Curriculum Sequence
- D. Curriculum Map
- E. Advisory Committee
- F. Future Directions of the Field/Program

III. Profile of the Faculty

IV. Program Characteristics

A. Student Profile

- 1. Headcounts and FTE Counts
- 2. Demographics
- 3. Outcomes Data: 5 Year Averages
- 4. Degrees Awarded
- 5. Transfer at Departure
- 6. Distribution of Students in the Program
- 7. Distribution of Students in Program (Dev., Freshman, Sophomore)
- 8. Median Statistics for Program Graduates
- 9. Section Enrollment

V. Learning Outcomes and Assessment

- A. Assessment Overview
- B. Multi-year Calendar

VI. Resources

VII. Demand

- A. Expected Job Growth
- B. Educational Attainment

VIII. Operating Costs

IX. Audit Recommendations