

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

**MINUTES**

**Thursday, May 4, 2017  
1:30 p.m.  
Conference Room M2-34**

**Presiding:** Dr. Rényi

**Present:** Ms. de Fries, Ms. Fulmore-Townsend, Dr. Gay, Dr. Generals, Ms. Horstmann (via phone), Dr. Hirsch, Dr. Roberts, Rep. Roebuck, Jr., Ms. Sidhu

**Guests:** Dr. Carter

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of April, 2017**

The minutes were accepted unanimously.

**(b) Program Audit Follow-up Report – Business Administration A.A., Business A.A. Degrees**

Dr. Carter provided updates on actions taken based on audit findings.

*Finding 1: Evaluate the integration between the Marketing and Management Department and the Business Administration Department.*

**Update:** The majority of faculty saw reason for the integration. Department heads have been working together over the past few months. They have addressed some of the issues behind the recommendation, especially assessment. They created a new assessment schedule for a more holistic view and have alerted faculty to this schedule. The department is working on determining the best possible structure – for example, Marketing will not have a department head - and moving forward with the approval to merge.

*Finding 2. Evaluate the distinction between Business Administration and Business Programs.*

**Update:** The new Business – General program will go into effect in Fall 2017. Current students in the Business Administration and Business programs can choose to remain with their chosen program or they can change to the new curriculum. Because

the new program is so similar to the previous programs, students most likely will not make that change.

*Finding 3. Complete all outstanding 335 course evaluations.*

**Update:** As of the SOC meeting, ten 335 course evaluations had been completed, including information on assessments. The remaining evaluations should be completed by the end of the summer.

*Finding 4. Evaluate the quality and variety of assessment measures; ensure alignment between the Program Learning Outcomes and Student Learning Outcomes; ensure faculty collaboration in assessment planning and review across the departments; examine the extent to which the Programs incorporate common business education trends and necessary skills for business graduates into their outcomes and let these education trends and skills inform changes to assessment.*

**Update:** In switching to the new curriculum, evaluation and assessment were thoroughly considered. This includes a new schedule for assessment, as noted under Finding 1. The faculty kept the Program Learning Outcomes that were most reflective of the new program. As part of Guided Pathways, faculty looked at appropriate general education options that would support program cohesion. For instance, the program changed the history course from US history to global history so that students would have a more global context for their business studies. Cultural Anthropology and Human Geography were chosen as general education options because of their focus on economic systems in the global context. Public speaking or group/team communications are options for the communication requirement. While choosing courses, the faculty considered how all the choices transfer to four-year institutions.

Co-curricular activities were started in the past year. This included a panel on study abroad opportunities focused on business, as opposed to Liberal Arts. The program is identifying speakers to bring to the College to talk about global issues.

Regarding assessment, the program is looking at building skills into the curriculum for which employers are looking. For example, to address leadership skills desired by employers, the BUSL 101 course has an emphasis on self-leadership.

Dr. Rényi asked about the differences in math requirements as had been described in the audit. Dr. Carter explained that faculty decided that Business Math (MATH 111) did not adequately prepare students, especially for transfer. The College will still offer the course because of students remaining in the two business programs to be discontinued. The program has plans to develop an AAS degree. The AAS degree would not be for a traditional transfer program, but rather for programs that prepare students for careers and degree completion programs and for which MATH 111 would suffice. Statistics remains in the curriculum, as all students take this course. The program wants to refine the math sequence. Faculty currently send students to the Math department for Calculus. As part of reviewing the curriculum under Guided Pathways, the program is moving to readjust the math sequence.

*Finding 5. The Business and Business Administration Programs should evaluate their articulation agreements.*

**Update:** Nine of 37 current articulation agreements have been reviewed so far. Review of the agreements includes examining relevance of the agreements vis a vis student goals; ending agreements with poor alignment; updating for the new Business-General program; and developing information materials for students.

*Finding 6. Improve outcomes for students in the Business Program.*

**Update:** Outcomes differed across the two programs largely because students who chose the Business Administration program, with the higher level math requirement, were typically academically stronger. The discontinuation of the two programs and the introduction of the new Business-General program will address this issue.

Dr. Rényi requested an update on the progress on the math sequence and on maintaining articulation agreements. Dr. Rényi commented that the program has made a lot of progress and it appears that the faculty are very positively engaged; Dr. Carter agreed with that characterization.

### **(c) Guided Pathways – Update Presentation**

Dr. Hirsch provided an update to the Committee on the College’s progress on its Guided Pathways efforts; this included a PowerPoint presentation. The Guided Pathways reform can be divided into four parts, each encompassing multiple undertakings:

Clarifying the Paths:

- Academic Pathways - Currently when students view our website, they see an alphabetical list of programs. This will change so clusters of related programs, or “academic pathways,” are grouped together. The College is developing a database of Student Learning Outcomes by pathway. Academic pathways allow for better alignment of related programs and courses.
- Curriculum maps – Examples of “before” and “after” maps were provided for Liberal Arts, Business-General, and Hospitality Management. Previous curriculum grids show electives with little guidance, while the new curriculum maps provide more focused and therefore reduced options. The curriculum maps provide more information to students that can help guide their experience, such as information on course sequencing, milestone courses, etc. The curriculum maps will encompass about 80% of the students. Some tailoring may be needed for the other 20%, such as with transfer students. The College is currently working on a course substitution process to address such needs. A goal with these new curriculum maps is to have students take fewer excess credits. Monitoring described above will also help with this.

Dr. Rényi asked if programs within an academic pathway are discussing general education. Dr. Hirsch explained that there will be faculty-led

discussions on this in the summer, which may lead to a reexamination of general education in the future.

#### Help Students Get on the Path:

- First-Year Experience Course – in this course, students develop academic, career, and financial plans.
- Intake Redesign – this has just started.
- Developmental Education – Across both English and Foundational Math there have been pockets of innovative piloting, e.g., contextualized learning, co-requisites, etc. A new intensive English language program will be launched in the fall semester.
- Integrative supports – these entail a more prescriptive and intentional approach.

#### Help Students Stay on their Path:

- Intensive advising model – the goal of this model is to increase student persistence and completion. The College hired seven new full-time advisors ahead of Fall 2016, who have been assigned to the largest programs. These advisors saw more than 3,000 students, who with the advisors' help developed educational plans. This proactive advising model includes “nudges” such as student monitoring, early alerts, and mid-term grades.
- Tracking progress – the College has looked at new and integrative technologies. Available technologies are becoming increasingly sophisticated in providing options to monitor student progress.

#### Ensure Students are Learning:

- Applied learning experiences and internships – the College is working towards increasing these efforts.
- Professional development – the College recognizes the need to provide faculty and staff with professional development to support innovations.

#### **(d) New Business**

There were no new business topics to discuss.

#### **Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for June 1, 2017 at 1:30 p.m. in Conference Room M2-34.

#### **Attachments:**

Minutes of April 6, 2017

Business Program Audit Action Item Update

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

**MINUTES**

**Thursday, April 6, 2017**

**1:30 p.m.**

**Conference Room M2-34**

**Presiding:** Dr. Rényi

**Present:** Ms. de Fries, Ms. Fulmore-Townsend, Dr. Gay, Dr. Generals, Ms. Hernández Vélez, Dr. Hirsch, Dr. Roberts, Ms. Sidhu

**Guests:** Ms. Dunston, Ms. McDonnell, Mr. Raskin, Ms. Smith, Dr. Sweet

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of March 2, 2017**

The minutes were accepted unanimously. Dr. Rényi discussed the key performance indicators (KPIs) discussed at the last meeting. Dr. Hirsch noted that the KPIs are not chosen by the College but rather originate from the Community College Research Center as part of the Pathways Project. Dr. Rényi is concerned that the KPIs are better indicators for students with more credits and that part-time students need to be addressed appropriately. KPIs for part-time and older students should be identified so that the College can better help them with student success outcomes (e.g., persistence, retention, completion, etc.). In the draft strategic plan, there is only one mention of adult students and part-time students, but they are two-thirds of our students and most at risk of not succeeding.

**(b) Academic Program Review: Communications Studies A.A. and Mass Media A.A. Degrees**

Ms. Dunston described two key findings from the audit for the two associate degree programs. Since we try to audit curricula that are aligned with the shared curricula, inconsistencies between course and program learning outcomes were found. In addition, based on the exit status of students, the programs need to improve the use of articulation agreements. The following recommendations were made: a full review of articulation agreements, including which to drop/modify and which to add; and research on students who leave the college with 12 or fewer credits, analysis and an action plan for addressing their needs. Alignment between course student learning

outcomes (SLOs) and program learning outcomes (PLOs) is required and data collection must be improved since both programs use the same courses.

Dr. Rényi asked if each program had a curriculum map. Mr. Raskin (program coordinator for the two programs) explained that ahead of Guided Pathways, the Communications Studies program had been planning revisions, in part to align better with Temple University, with which the programs do not yet have articulation agreements. He gave as an example ENG 114. Students had been taking this course as an elective but to develop a more robust articulation, the course would instead be a directed elective that would count as a 200-level course for Temple. The program was last revised in 2011, before Mr. Raskin joined the College in 2012. He said the program had too many outcomes and that they should be streamlined with better calibration between course SLOs and PLOs. The programs have worked on their curriculum maps within the context of Guided Pathways, including changes to courses and to SLOs. Mr. Raskin said there has been coordination across programs regarding electives to help students who may change programs within the academic pathway. Additionally, input regarding transfer options was useful in choosing which courses to include on the curriculum maps.

Dr. Rényi noted the drop in enrollment and the low retention rate and asked what strategies the programs plan to use. Mr. Raskin indicated that enrollment is not problematic in courses and stated there are robust program enrollments. Regarding retention, he said a directed elective course will now be an introductory course earlier in the curriculum that can be taken by students in developmental education courses. This means that students will begin taking program courses earlier than previously and can start earning credits towards the degree sooner.

Ms. Sidhu asked about maintaining articulation agreements and if there is a downside to having too many. Dr. Sweet answered that it is not detrimental to have many articulation agreements, but that the program should focus on agreements with schools to which our students regularly transfer, such as Temple University. Ms. Dunston added that the review of articulation agreements is not to reduce them but review them for currency and increase them when appropriate.

Dr. Rényi commented on the programs' plans for improved alignment of SLOs and the clarity of assessments, both of which are important after Middle States noted the need to foster a culture of assessment. Mr. Raskin stated that faculty are becoming more comfortable with Canvas technology and the rubrics tool.

**Action: The Student Outcomes Committee unanimously approved the motion that approval of the Communications Studies A.A. and Mass Media A.A. programs be deferred until a progress report is submitted. In the report, the program should address articulation agreements, retention, and assessment. The progress report should be submitted by December 2017.**

**(c) Academic Program Review: Paralegal Studies A.A.S. Degree; Paralegal Proficiency Certificate; Electronic Discovery Proficiency Certificate**

Ms. Dunston described key findings from the audit for Paralegal programs, which show robust student outcomes and program recognition. The program should determine how to use these two positive attributes to encourage growth potential. Another key finding pointed to low section enrollment; the program has a number of electives but lower enrollment in each. Ms. McDonnell noted that enrollment was around 18 per course, but should average about 25. Ms. Dunston explained that enrollment is not only about having fewer students enrolled but how to run sections at peak efficiency.

Ms. Smith, the program coordinator, described how there are more jobs in the City than students and how this provides an opportunity to increase enrollment. Ms. Hernández Vélez commented that as a lawyer, she sees this as a great opportunity for specialists in electronic research; Ms. Smith noted that the College has the only program in the City that uses both online research databases, Westlaw and Lexis. In response to a question from Ms. Hernández Vélez about certifications, Ms. Smith answered that the program could do better regarding the marketing of these certifications. Ms. McDonnell commented that the work done by Ms. Smith and the program is impressive, especially regarding assessment and community.

Dr. Rényi asked if the program had finished its curriculum map as part of Guided Pathways. Ms. Smith explained that the program needs ABA approval to make changes and that work is progressing on this. Dr. Rényi noted that the Guided Pathways map should not affect the program but rather provide more guidance to students; Ms. Smith explained that the faculty provide guidance and advisement to students and the program has been making changes, such as adding service learning.

**Action: The Student Outcomes Committee unanimously approved the motion that the Paralegal Studies program should be approved for five years with the caveat of a progress report to be submitted by December 2017. In the report, the program should address recruitment and section enrollments and should include the curriculum map.**

**(d) New Business**

Dr. Rényi led a discussion on selecting critical issues for consideration by the full Board of Trustees at each of its meetings. The critical issues can be internal or external to the College, and on a local, city, state, or national level. These issues may come up as the College tries to achieve its aspirational goals resulting from the strategic plan.

Topics for discussion that were proposed by the committee members, Dr. Generals, Dr. Hirsch, and Dr. Gay included the following:

- Federal and State budget proposals and resources available to students.  
What can the Board do?
- The Board's role in state and national advocacy that support the success of our students.
- The value of a secondary credential and our role in building a path from school to careers.
- How can we help and strengthen the College's role in becoming a change agent for the City?
- Ways in which we look at students - Only one-third are traditional students and two-thirds are not: what do we (Board, College, City) do to acknowledge that and revise our actions accordingly? How do we acknowledge the vast restructuring of jobs and industries for the majority of our students?

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for May 4, 2017 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of March 2, 2017

Academic Program Review: Communication Studies A.A., Mass Media A.A.

Academic Program Review: Paralegal Studies A.A.S., Paralegal Proficiency Certificate,

Electronic Discovery Proficiency Certificate



## **Business/Business Administration Action Item Update**

### **Action**

The Student Outcomes Committee took the following action on 09/01/2016:

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

### **Audit Recommendations and Updates**

**1. Evaluate the integration between the Marketing and Management Department and the Business Administration Department.**

The Faculty and the Department Heads of the Marketing and Management and Business Administration departments, along with the Dean of Business and Technology, evaluated the integration of the two departments. It was determined that a merging of the departments is feasible and will result in better program outcomes. A proposal to merge the Marketing and Management department into the Business Administration department is being developed for approval.

**2. Evaluate the distinction between Business Administration and Business Programs.**

The Department Head and Program faculty evaluated the Business Administration and Business programs and, with input from the Dean of Business and Technology, decided to merge the two programs into a single program: Business – General. As of Fall 2017, the Business and Business Administration degree programs will no longer admit new students and business students will be enrolled in the Business – General degree program. Students already enrolled in the Business and Business Administration degree programs will be able to remain in their programs, although they can choose to move to the new program.

**3. Complete all outstanding 335 course evaluations.**

Currently, nine of the fourteen 335s outstanding at the time of the audit have been completed. The remaining five 335s will be completed by the end of summer 2017.

**4. Evaluate the quality and variety of assessment measures; ensure alignment between the Program Learning Outcomes and Student Learning Outcomes; ensure faculty collaboration of assessment planning and review across the departments; Examine the extent to which the Programs incorporate common business education trends and necessary skills for business graduates into their outcomes and let these education trends and skills inform changes to assessment.**

During the process of developing the Business – General degree program, careful consideration of Program Learning Outcomes, particularly in relation to associated Student Learning Outcomes, was made to ensure alignment. Common business education trends and skills are embedded in the new degree program or are being incorporated into new co-curricular programming. The Department Heads for the Marketing and Management and Business Administration departments have worked collaboratively to create a new program assessment schedule that effectively integrates planned reviews of courses across departments.

**5. The Business and Business Administration Programs should evaluate their articulation agreements.**

The process of evaluating articulation agreements currently in place for the Business and Business Administration programs began after the approval of the Business – General degree program. Of the 37 existing agreements, 9 have been reviewed thus far. The process includes 1) determining which articulation agreements are most relevant for students completing our business curricula, in terms of student transfer goals and successful transfer of coursework, 2) ending articulation agreements for which there is poor alignment, 3) proposing updated language as appropriate for remaining articulation

agreements to include the Business – General degree, and 4) developing and distributing internal documents that clarify transfer options for students. It is anticipated this work will be completed by the end of summer 2017.

**6. Improve outcomes for students in the Business Program.**

The disparity between student outcomes in the Business and Business Administration programs has been evaluated, and it is largely a self-selection issue. Because of higher level math requirements in the Business Administration program, students who are academically stronger or more confident tend to self-select into the Business Administration program, and students with weaker academic skills or less interest in working hard to master the higher level math tend to self-select into the Business program. As a result, overall outcomes tend to be lower in the Business program. Ending new enrollments in the two existing transfer business programs, and having only one Business – General degree program for new students, is the primary intervention to address this problem.