STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES

Thursday, November 2, 2017
1:30 p.m.
Conference Room M2-34

Presiding: Dr. Rényi

Committee
Members: Ms. Fulmore-Townsend, Ms. Hernández Vélez, Ms. McPherson, Rep. Roebuck

College
Members: Ms. de Fries, Dr. Gay, Dr. Generals, Dr. Roberts

Guests: Dr. Celenza, Ms. McDonnell, Dr. McLaughlin, Ms. Washington

(1) **Executive Session**

There were no agenda items for the Executive Session.

(2) **Public Session**

(a) Approval of the Minutes of October 5, 2017
The minutes were accepted unanimously.

(b) Career Connections Overview
Ms. Washington, the Director of Career Connections, provided an overview of the unit. Ms. Washington also showed how the unit has aligned its goals with the College's Strategic Plan, including goals related to student engagement, experiential learning, developmental programs, internal/external partnerships, innovation and technology, and staff development. Recent accomplishments include: pop-up banners; podcasts via the College Central website; incorporating Career Connections software tools into the new BUSL 101 course; and new software tools, such as Virtual Job Shadow, 12Twenty-Job portal, and Big Interview. Other recent developments include hiring staff, a peer mentoring program, and scheduled job fairs at all four College locations.

Ms. Washington demonstrated two of the tools mentioned. The Virtual Job Shadow website has videos for many different careers. It also has Q&A videos for careers; detailed job descriptions; information on earnings (including by state); and the Bureau of Labor Statistics' future outlook for advancement. Virtual Job Shadow also has a job search tool, which takes users to Indeed.com for information on jobs and

internships. Plans for expansion include adding more of the College's career programs, developing videos about programs with local companies, and optimizing the search engine tool. The Big Interview website provides typical interview questions. Included along with the videos are hints and tips for preparing for interviews. Students are also able to record themselves answering the interview questions and Career Connections can provide real-time feedback.

Career Connections has created a graduation kit loaded onto a flash drive. Included on the flash drive are the student's final cover letter and resume they developed with Career Connections; template thank-you letters; information on mentors and professional organizations; and job search strategies.

The unit has surveyed students regarding their use of Career Connections; employment status; job search status; knowledge about companies in their field; and desired services. Dr. Rényi asked if the unit has set measurable goals. Ms. Washington replied that the goal is to serve all of the College's students. Dr. Generals noted that the College and unit are working on incorporating internships and externships into programs. Ms. de Fries commented that Ms. Washington has accomplished a lot in a short period and that the unit is looking forward to the new staff member and increasing capacity. The committee members agreed that the work is very promising.

(c) **Academic Program Review: Nursing A.A.S. Degree**
Ms. McDonnell, the Academic Assessment Coordinator, provided an overview of the Nursing degree audit. The Nursing A.A.S. degree is a select program, is accredited by the Accreditation Commission for Education in Nursing (ACEN), and has been a National League for Nursing Center of Excellence since 2004. Forty-five percent of students transfer to a four-year institution. The program has a higher proportion of females and white students than the College, but this is typical for the industry. Between 2011 and 2015, 533 Nursing degrees were awarded. During that period, 59% of Nursing students who left the College did so with a degree. The Nursing program has a strong assessment program. The jobs outlook shows that nursing jobs should increase more than the average occupation nationwide. The Nursing department has multiple external partnerships and an endowed chair. The only recommendation made is that the program should consider adding its student self-assessment survey to its program assessment documentation.

Ms. Hernández Vélez asked about certified nursing assistants within the context of skilled care for the elderly and disabled. Dr. McLaughlin explained that the College does not have such a program, but that many nursing students do have that experience and students with that experience do well in the program. The College does have a non-credit program for certified nurse aides. Dr. Celenza explained that the Clinical Lab Assistant certificate does address medical assisting and that many in this field do move into nursing programs. Furthermore, Dr. McLaughlin described that as part of a grant from the W.K. Kellogg Foundation Community-College Nursing Home Partnership, students complete six-week rotations in long-term care, including care of

older adults, life-care facilities, and working with seniors. With the National League for Nursing, part of the grant addresses advancing care excellence for senior care.

Dr. Rényi asked about the program's goals for degree completion, successful transfer, and program growth. Dr. McLaughlin explained that from the beginning of their studies, students are told that the program is not meant as a terminal degree and that they should make plans to enter a Bachelor of Science in Nursing program. With this in mind, students are encouraged to take courses that will apply to a BSN program. The most popular transfer program in recent years has been to West Chester University. It has a location in Center City and offers hybrid options so that students usually finish within 14 months going part-time after leaving the College. The goal for degree completion is for all students to earn their A.A.S. and then to transfer to a four-year program, and that within five years, 100% of each cohort will earn their BSN. The Nursing program and its faculty are active in supporting partnerships with four-year institutions. Faculty take part in Nursing fairs along with four-year institutions. The program also works with the Director of Transfer and Articulation and a Counselor on agreements.

Faculty work with students to develop 5- and 10-year goals, including planning for a Masters degree. This also addresses planning their finances – financial literacy is stressed from Day 1 and students work extensively with Single Stop regarding financing their studies. Results from the graduate follow-up study for the class of 2017 show that 40-50% of respondents are actively pursuing their BSN. Of the part-time faculty, 5-6 are graduates of the College's Nursing program, with an additional two full-time faculty Community College of Philadelphia graduates and master's-prepared.

Dr. McLaughlin noted that while program growth is desired, there are issues related to space and competition for clinical placement sites. The program does have many long-term relationships with hospitals and care facilities, which is helped by College faculty who work at such locations. For instance, the Watermark has been a very good partner with the Nursing Program as a long term care facility and has been flexible in letting the Nursing Program have clinical sites.

To Dr. Rényi's question about community health programs, Dr. McLaughlin responded that the program has seen success in this area, including with Public Health Management Corporation (PHMC). Students visit new mothers, look into being school nurses, and work at such organizations as DaVita. Students find jobs right out of school, then earn their BSN while working, and are then able to market themselves effectively.

Dr. Celenza discussed the program's success with the NCLEX licensure exam. In 2017, the NCLEX pass rate was 89.7% for all first-time test takers, an increase of two percentage points from the previous year. She described how faculty examined recent pass rates to ascertain the causes of a lack of success. As a result of this research, the program made several changes. They implemented a coaching system and changed

the required final exam score. They also entered into an agreement with Kaplan which allows the Nursing students to prepare for the exam from the beginning of their studies, thus enabling students to become familiar with the types of questions they will confront and the exam format. Faculty also looked at the questions students were failing and made changes to reiterate first-year topics in the program's second year. Dr. McLaughlin commented that learning how to answer the NCLEX questions is important and the agreement with Kaplan allows this. Before 2014, the Kaplan prep was optional, but now it is integrated in the Nursing courses. Dr. Celenza observed that the increase in exam pass rates is evidence that such changes are working. This is more apparent when looking at the pass rates of students who had just graduated in 2017; their pass rate was 90.4%.

Ms. Fulmore-Townsend noted that the data is impressive and asked what promising practices may have contributed to these increases. Dr. McLaughlin described how the new first-year experience course for Nursing and Allied Health students has been beneficial. Faculty discuss the Nursing program at length in that course, which means students who later apply to the select Nursing program are more informed and making better decisions to prepare for the program. As this course matures, students will continue to become even better prepared. Students are also more prepared for the Admissions test. Dr. Celenza explained that the faculty meet students where the students are and meet their needs. Dr. Rényi noted that there are national standards for Nursing, which few other CCP programs have. National standards set a high bar for program and student outcomes.

Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years.

(d) **New Business**
Dr. Rényi described that at the most recent Pathways Institute, a common theme was the importance of boards of trustees focusing on data. At the upcoming Board Retreat on November 17, Mr. White and Dr. Rényi will discuss the role of data for our board's focus. Committee members should review recent Guided Pathways documents and the Dashboard, and prioritize the most important indicators to be discussed at upcoming Board meetings. The Board will look at data in light of Guided Pathways efforts and with a spotlight on equity.

Next Meeting
The next meeting of the Student Outcomes Committee of the Board is scheduled for February 1, 2018 at 1:30 p.m. in Conference Room M2-34.

Attachments:
Minutes of October 5, 2017
Academic Program Review: Nursing A.A.S. Degree
Career Connections Status Report and Student Survey

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES

Thursday, October 5, 2017
1:30 p.m.
Conference Room M2-34

Presiding: Ms. Hernández Vélez

Present: Mr. Armbrister, Ms. de Fries, Ms. Fulmore-Townsend, Dr. Gay, Dr. Generals, Dr. Hirsch, Ms. Horstmann (via phone), Ms. McPherson, Dr. Roberts, Rep. Roebuck, Ms. Zellers

(1)   Executive Session

A personnel matter was discussed.

(2)   Public Session

(a) Approval of the Minutes of September 7, 2017

The minutes were accepted unanimously.

(b) Dashboard

Dr. Hirsch provided an update on the Dashboard. As part of the Dashboard, an Aspirational Cohort is included. This is comprised of the urban colleges among recent Aspen Prize finalists and looks at the median for this group. The following points were highlighted:

1.0. Student Success
Increase Enrollment
  1.1. New Full-time Students (Fall Admission) – This remained constant and for 2017 will be in the range of 1,500.
  1.2. New Part-time Students (Fall Admission) – A downward trend is continuing, although the decline will be less for Fall 2017.
Increase Persistence
  1.4. Fall to Fall New Full-time Students – The projection for 2016 to 2017 is 58%, which continues the positive trend and is close to the goal of +5% to 7% for 2020.
  1.5. Fall to Fall New Part-time Students – The projection for 2016 to 2017 remains at the same level as the previous year.
  1.6. Fall to Spring (All first-time) Students – This was at 72% for 2016-17. Dr. Hirsch noted that as part of Guided Pathways, full-time assigned advisors had

been hired for Fall 2016. For students in programs with assigned advisors Fall-to-Spring retention rates have already increased from 71.8% (Fall 2015 to Spring 2016, when there were no assigned advisors) to 75% (from Fall 2016 to Spring 2017) for students assigned to a full-time advisor. Other factors which may be contributing to this increase is the required First Year Experience course and the technology monitoring system. It has been encouraging to see how initial changes under Guided Pathways may already be positively affecting student outcomes.

Increase 3-Year CCP Completion - The three-year completion rate is a national benchmark using IPEDS data.

1.7. 3-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (IPEDS) - For the 2014 cohort, this rate is projected to be 13.2% - an increase from the previous year.

1.8. New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years (IPEDS) – Data will be available in the spring semester. Given the changes being made at the College, it is expected that the goal will be achieved and increases should be seen for the 2015 and 2016 cohorts. Dr. Generals noted that the goal for 2020 is an increase of 7% to 10% and that there has already been a three percentage point increase.

Increase 6-Year CCP Completion

1.10. through 1.12. 6-Year CCP Completion – There are increased projections for the 2010 cohort on all three metrics.

Increase Completion

1.13. Unduplicated Number of Completers by Graduation Year – This metric is a raw number and is not cohort based. The College has an October 31 deadline for counting graduates. With over three weeks until then, it is expected that the number should increase from the current total of 1,950.

Improve Success Rates of Students in Developmental English

1.14. Placed Developmental English (Decrease annually) – The goal is for fewer students to be placed into developmental English. There was a decrease after the cut-off score for the placement test was recalibrated. A next step related to this metric is to look at the performance of students who placed directly into college-level English classes.

I**mprove Success Rates of Students in Developmental Math**

1.17. Placed Developmental Math (Decrease annually) – After a change in the math placement test, a higher percentage of students placed into developmental math. Ms. Fulmore-Townsend asked why the math placement test was changed. Dr. Hirsch explained that students were not completing the developmental sequence and a hypothesis for this was that they were not properly placed; this was based in part on faculty examining course pass rates and performance on specific skill sets. Success rates in subsequent developmental and college-level math courses will be examined. The College has already instituted several changes to address developmental math, including accelerated seven-week courses and new contextualized courses. The College is also beginning to exam the role of math within individual curricula and if intermediate algebra is most appropriate. Different support services are also being explored; there is currently a summer boot camp program that has shown positive results. The College also

reaches out to high schools to discuss expectations in math performance at the College (although these math results are for all students, not just those coming directly out of high school).

Improve Achievement Gap in First Year Success in Developmental English
1.20 through 1.23. Data will be available in the spring semester.

Improve Career Preparation and Employment
1.24 and 1.25. Data will be available in the spring semester.

1.26. Licensure Exam Pass Rates – Improvements in the Nursing licensure exam pass rate is notable. The department has made significant changes, including supporting and retaining students and adjusting the curriculum to be better aligned with the exam.

2.0 Facilities and 3.0 Finance

The Vice President for Business and Finance will report on these sections to the Real Estate and Business Affairs Committees. Dr. Hirsch noted that the College is close to finishing its Biology lab renovations; there has been positive feedback from students and faculty on the renovations. It was recommended that at a future Committee meeting a tour be provided.

4.0 Workforce Development

Ms. de Fries provided an overview of this section.

4.1. Annual Enrollments and 4.2. Revenue - Increases were seen for both metrics. The division is on a path to achieve its five-year goals.

4.3. Number of Unique Clients Served - The division also has new staff who will be able to increase the number of clients served.

4.4. 10KSB # of Businesses Served Annually (Cohorts) - The third cohort will be graduating at the end of December, at which time data will be available. Lower numbers are anticipated as a result of fewer staff working on this, but the unit is in the process of building pipelines up again. Ms. McPherson commented that she is familiar with people who participated in this program and it is great seeing them leverage their 10KSB experience at the Chamber of Commerce. The program relies on direct referrals, which appear to have reached their limits. As a result, the program will be broadening its pool. Data from a recently submitted report showed that for Cohort 8 and Cohort 11, there were 45 and 113 different sources for referrals, respectively.

4.5. 10KSB Retention Rate – The retention rate is still 99%, which is consistent with the national rate.

4.6. and 4.7. – The College is still points above the national average. For instance, for the number of jobs created, the national average is 48% while the College is at 53%.

4.8. – 4.11. Career Connections metrics – This unit is currently changing activities. As a result, many areas they want to track have only recently started and data will be available in the future. A recent significant achievement was the Comcast job fair, with 8 students hired – and still employed. Next week is a Career Exploration Week, with another Comcast job fair and a panel to talk with students about different industries. The division is actively recruiting an Employer

Engagement Specialist, who will develop employer relationships for students in associate degree, proficiency certificate, and non-credit certificate programs. The College has also been heavily involved in the Amazon proposal being put together by the city.

5.0. Community Relationships
Dr. Gay updated the data for these outcomes and will provide another update in the spring semester. The data included in this section has been confirmed as correct.

(c) Guided Pathways Report

Dr. Hirsch provided an overview of recent Guided Pathway achievements and next steps. He noted that the College is getting a lot of national attention and that people are interested in the College's story.

One handout shows the four quadrants of the College's Guided Pathways work. The accomplishments and next steps are organized by quadrant. Dr. Hirsch noted the following accomplishments:

Program maps – Program maps comprised major work completed so far. Programs worked on refining their curricula to be more focused but with flexibility for different transfer institutions. Over the past summer, there were faculty-led conversations about revisions and alignment. All programs are going live with their revised curricula this academic year.

Website for programs – The new website will provide a more dynamic presentation of information for students. Curriculum maps will contain information on milestones – such as students in Liberal Arts taking FYE 101 within their first 12 credits, or dual admissions intent-to-enroll forms should be submitted before 30/45 credits have been completed. There will also be a larger career focus. Additionally, a program's webpage will have videos, student testimonials, and faculty highlighted. The next step is to develop and post maps for students needing foundational skills courses, thus increasing the transparency around the foundational skills curriculum.

Intensive Advising – Mr. Armbrister inquired about the new full-time assigned advisors. Dr. Hirsch commented that this system with the full-time assigned advisors is going well, with increases already seen in persistence. There are currently seven full-time assigned advisors; there will be a total of 10 by the end of the year.

The College has developed a set of metrics to measure progress. The first step will be to determine benchmarks for each. The metrics will be reported on annually.

(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 November 2, 2017 at 1:30 p.m. in Conference Room M2-34.

Attachments:
Minutes of September 7, 2017
Dashboard – September 2017
Guided Pathways – Principles, Accomplishments & Next Steps, Evaluation Metrics

Community College *of* Philadelphia

Academic Program Review

Executive Summary Prepared

for

Student Outcomes Committee of the Board

Nursing A.A.S.

Authors: Christine
McDonnell Krishna
Dunston

Contributor:
Barbara McLaughlin

Spring 2017

I. Introduction

The College offers an Associate's degree in Nursing A.A.S.. The Mission of the Program aligns closely with the Mission of the College, which includes providing access to higher education to all who may benefit, employment, and a mentored pathway from RN to BSN and beyond. The Program was most recently re-accredited by the Accreditation Commission for Education in Nursing (ACEN) in 2011 and closely aligns with the requirements of ACEN. Additionally, the Program remains on the PA Nurse Board's list of Approved Professional Nursing Education Programs, with Full Approval Status as of March 2017. The Program has been a National League for Nursing Center of Excellence since 2004.

The Nursing curriculum prepares students for entry-level staff nursing positions in acute, long-term care, and community-based facilities. Staff nurses plan, provide, and evaluate nursing care for individual health maintenance or health promotion needs.

The Program records stronger outcomes than the Division, College, and Comparison group. Between 2010 and 2014, approximately 85% of students enrolled in the fall semester returned the following spring. In 2014, the program recorded the sixth highest fall spring retention rate in the College (behind Diagnostic Medical Imaging, Respiratory Care, Dental Hygiene, Paralegal Studies, and Clinical Lab Technician). College-wide retention over the same time period is approximately 65%. Among students enrolled in the Program between the fall of 2010 and fall of 2014, approximately 40% returned from one fall to the next and 44% graduated. In the Spring of 2014, the program had one of the strongest success at departure- graduation rates (62%) in the College.[1]

Between 2011 and 2015, 533 degrees were awarded and 45% of departing students transferred. The majority of students who left during this time period did so with a degree (59%). College-wide, approximately 9% of those who departed did so with a degree.

The Nursing Program has a robust assessment plan, with a regular schedule and clear map which connects both course and program-level outcomes. As per guidelines from their accreditor, Accreditation Commission for Education in Nursing (ACEN), there is a focus on end-of-program outcomes and preparation for first time licensure pass rates and job placement. Student self-evaluation surveys and learning outcomes assessment allow faculty to closely mentor students through the curriculum.

An increasingly common teaching strategy in nursing is the use of simulation. CCP's Nursing Program is fortunate to be situated in a region in which health care is the city's largest employment sector[2], offering students a wealth of opportunities for real-world clinical experience. However, nurse educators find it beneficial to provide students with controlled, health care simulation experiences. Simulation is the practice of utilizing a simulated patient or, in some cases, part of a patient, to practice real-world skills.   "Simulation-based nursing education is an increasingly popular pedagogical approach. It provides students with opportunities to practice their clinical and decision-making skills through various real-life situational experiences."[3] Continuing to provide students with these experiences, and keeping up to

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[1] Behind: Dental Hygiene, Respiratory Care Technology, Diagnostic Medical Imaging, and Clinical Lab Technician.
[2] Philadelphia Magazine, April 2015
[3] https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-016-0672-7

date with equipment and technology will be increasingly important to maintaining the program's status and students' success.

The environmental scan for the Program is promising. Over the next ten years, nursing jobs are projected to increase more than the average occupation in the USA. Additionally, it has become increasingly frequent for nursing jobs, especially in hospitals, to require a bachelor's degree, making it more beneficial for graduates of the Program to transfer into a bachelor's program following completion of the A.A. S. degree at Community College of Philadelphia.

The Department of Nursing enjoys the support of a number of external partners who provide student scholarships, endowments and grant funds. Faculty in the Department of Nursing work collaboratively with Institutional Advancement to seek grant funding for special projects. The Program has received the Independence Foundation 19130 Zip Code Grant, the Health Resources Services Administration (HRSA) Workforce Diversity Grant, and the Independence Blue Cross Foundation Nurses for Tomorrow Scholarship.

The Nursing Program is the only program at the College to have an endowed chair: The Independence Foundation Endowed Chair in Community Health Nursing. The Program received one million dollars from the Independence Foundation in 1993 for the establishment of the chair. The purpose of the chair is to strengthen the Program's focus on community-based care in Philadelphia as well as to support the education of nursing students.

Hospital care is no longer dominating the field of Nursing and registered nurses are finding work in home health care, doctor's offices, and facilities. The Nursing Program curriculum prepares nursing graduates to understand mental health and social factors of community-based care.[4,5] CCP Nursing students participate in the 19130 Zip Code Project. The project requires participating colleges to record data on community based health promotion, surveillance and health education service learning activities. The tool was developed and is maintained by the College and funded through the Independence Foundation of Philadelphia.

The purpose of the HRSA Workforce Diversity Grant is "to increase nursing education opportunities for individuals from disadvantaged backgrounds, including ethnic and racial minorities who are underrepresented among registered nurses." The grant has allowed CCP faculty to identify and alleviate barriers to student retention through a variety of initiatives. Prior to the HRSA grant, the Nursing Department received a Community College of Philadelphia Foundation Mini Grant for two years to offer a summer workshop to allow students to engage in time-management, reading comprehension, study skills, financial literacy, mathematical competency, and introductory nursing skills. On average, 75% of students participating in the workshop in the first two years successfully completed Nursing 101. One of the initiatives of the HRSA grant was to fund this workshop for a third year. This grant also provided tuition assistance for 9 credits toward a bachelor's degree for 14 selected students as well as a monthly stipend.

A. **Key Findings**

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[4] Hansen-Turton, Tine. Nurse Led Health Clinics: Operations, Policy, and Opportunities
[5] EMSI U.S. Data 2017.1 Final Release January 13, 2017

i.   The program is on the PA State Board of Nursing's list of Approved Professional Nursing Education Programs, with Full Approval status, renewed as of March 9, 2017. The program must maintain a minimum pass rate of 80% or more of its first-time examinees during an examination year. In the most recent year, the program has achieved an 86% first-time pass rate. A rate which has gone up considerably in the last three years.

ii. The program is designated as a Center of Excellence by the National League for Nursing.

iii. The program employs a mission-centered strategy: coaching and mentoring students through the program while emphasizing professionalism and continued academic progression.

iv. As a leader in community-based care, the program provides knowledge of social determinants of health and an understanding of trauma informed care to allow students to develop comprehensive patient care plans and practice self-reflection.

v.   Faculty in the Department of Nursing work collaboratively with Institutional Advancement to seek grant funding for special projects; including, currently:

- Independence Foundation Health Promotion in Zip Code 19130 (2009-2011)

- HRSA Workforce Diversity (2016-2017)

- Independence Blue Cross Foundation Nurses for Tomorrow Scholarships

- Community College of Philadelphia Mini Grants (various)

vi. The department has been active in equipment acquisition, particularly with regards to equipment needed to maintain students' skill acquisition through simulation experiences.

B. Action Items

i.   The program should consider adding its student self-assessment survey to its program assessment documentation and is encouraged to utilize the survey findings more explicitly in assessment reporting. This multi-lens approach to student learning: comparing multiple direct and indirect measures, is a best practice.

Q1 In the last 12 months, how often have you visited the Career Services Center, accessed its resources or used its services?
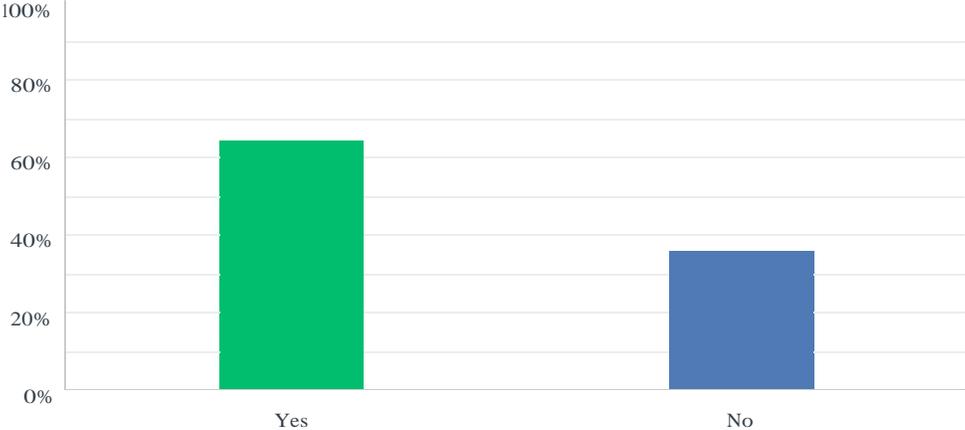
Answered: 250   Skipped: 1
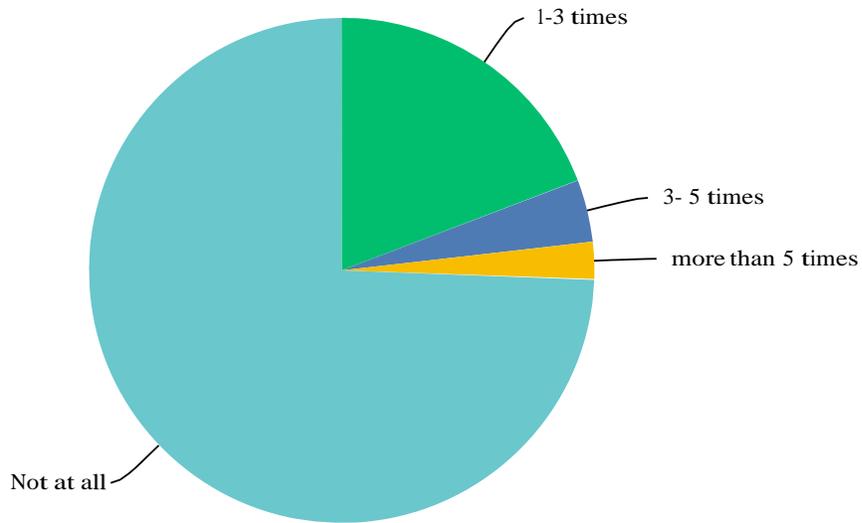
ANSWER CHOICES	RESPONSES	
1-3 times	19.20%	48
3- 5 times	4.00%	10
more than 5 times	2.40%	6
Not at all	74.40%	186
TOTAL		250

Q2 Are you currently employed?

Answered: 251   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	64.14%	161
No	35.86%	90
TOTAL		251

Q3 Are you employed in a job that is applicable to your major or career interest?

Answered: 249   Skipped: 2
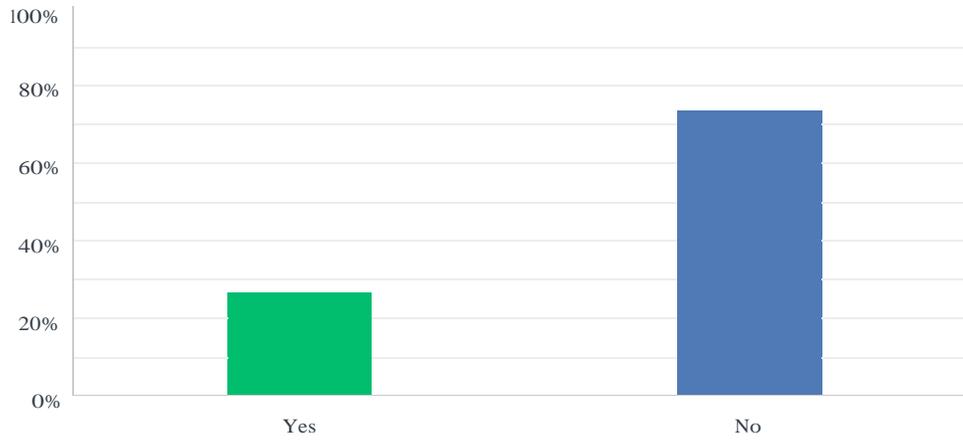
ANSWER CHOICES	RESPONSES	
Yes	26.51%	66
No	73.49%	183
TOTAL		249

Q4 Will you be looking for new employment opportunities in your career field?

Answered: 251   Skipped: 0
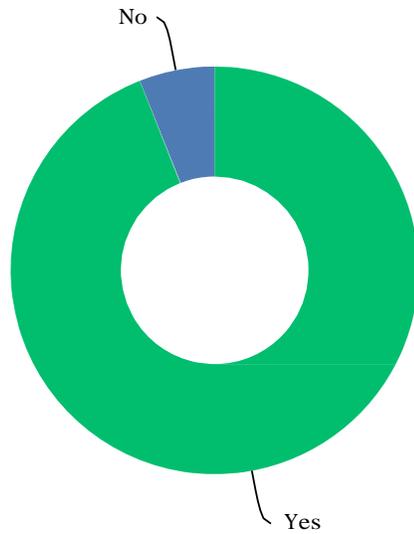
ANSWER CHOICES	RESPONSES	
Yes	94.02%	236
No	5.98%	15
TOTAL		251

Q5 If the answer to Q5 was yes, do you have an approved resume on our College Central job portal?
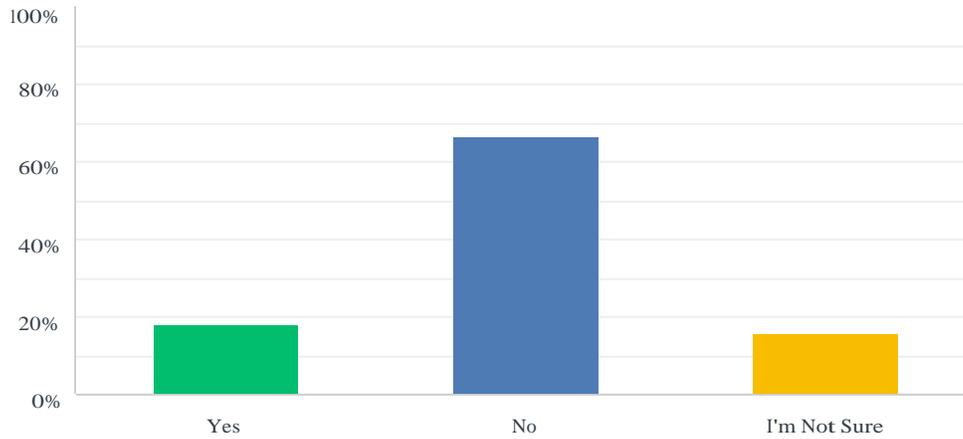
Answered: 250   Skipped: 1
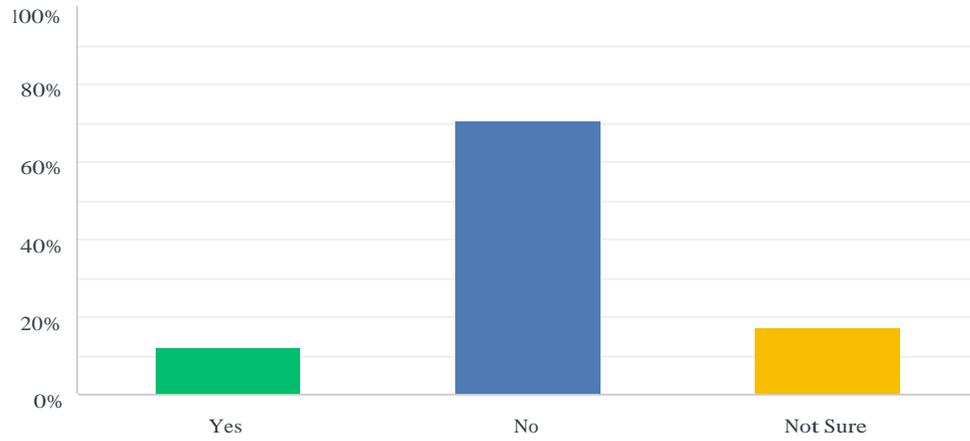
ANSWER CHOICES	RESPONSES	
Yes	12.00%	30
No	70.80%	177
Not Sure	17.20%	43
TOTAL		250

Q6 Are you registered on our College Central job portal to access local and regional job opportunities?

Answered: 250   Skipped: 1

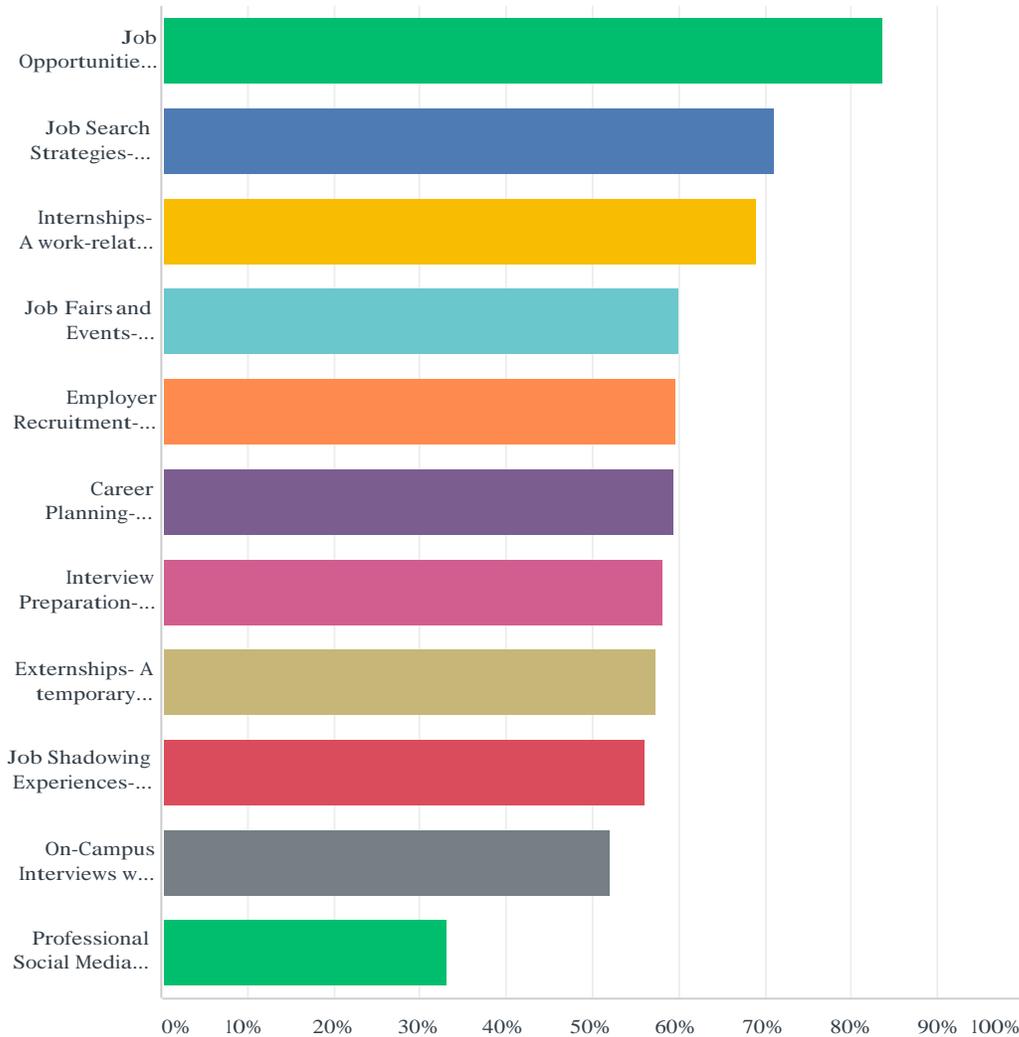| ANSWER CHOICES	RESPONSES	
Yes	18.00%	45
No	66.40%	166
I'm Not Sure	15.60%	39
TOTAL		250

Q7 Can you list three companies that you would like to see participate in our job fairs or employer events on campus?

Answered: 251   Skipped: 0

ANSWER CHOICES	RESPONSES	
Company 1	99.60%	250
Company 2	85.66%	215
Company 3	75.70%	190

Q8 Place a check next to the services you want to access through Career Connections:

Answered: 247   Skipped: 4

ANSWER CHOICES	RESPONSES	
Job Opportunities: Summer, Part-Time and Full-Time Jobs- These job opportunities are posted on our job board platforms and can be access for free when you register for an account and submit your resume to be reviewed by a Career Connections staff or peer leader.	83.40%	206
Job Search Strategies- Learning and conducting career-related job research: information about employers, current job opportunities, salary ranges and the future of a career or industry you are interested in learning about.	70.85%	175
Internships- A work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field.	68.83%	170
Job Fairs and Events- Employers sign-up to gain access to the student talent pool at the College.	59.92%	148
Employer Recruitment- On-campus recruitment and information sessions with employers who are actively hiring	59.51%	147
Career Planning- Working with dedicated staff and peer leaders to discuss your interests, skills and exploring your work history.	59.11%	146

Interview Preparation- Learning how to respond and prepare for interviews through our mock interview interactive software which can be access through your cell phone, tablet or desktop computer. Learning how to ask great questions during an interview.	57.89%	143
Externships- A temporary training program in a workplace environment with employers who are actively hiring.	57.09%	141
Job Shadowing Experiences- An opportunity to observe someone doing the job that you are interested in obtaining after you graduate, in addition to accessing our Virtual Job Shadow online platform.	55.87%	138
On-Campus Interviews with Employers- Employers will request to conduct on-campus interviews with students that they meet at our job fairs, workshops and employer information sessions.	51.82%	128
Professional Social Media Presence- Assistance with developing a LinkedIn Account and creating a professional presence through social media online platforms.	32.79%	81
Total Respondents: 247		

Q9 What location would you be most likely to access Career Connection's services and career planning information?

Answered: 250   Skipped: 1
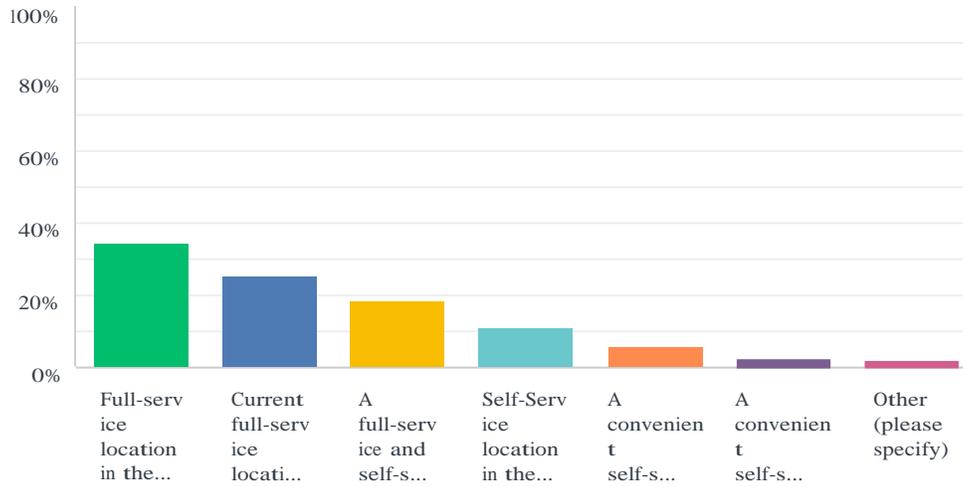
ANSWER CHOICES	RESPONSES	
Full-service location in the Bonnell Building	34.40%	86
Current full-service location in CBI for personalized assistance (located in Suite C1-34)	25.60%	64
A full-service and self-service location are both important and useful	18.40%	46
Self-Service location in the Northeast Regional Center	11.20%	28
A convenient self-service location for accessing services after regular business hours	6.00%	15
A convenient self-service location to access quick searches, news, and upcoming event information	2.40%	6
Other (please specify)	2.00%	5
TOTAL		250

Career Connection's Status Report

Summary of Accomplishments To-Date

- Conducted meetings with VP, Student & Academic Success Sam Hirsch, all Deans,14 faculty members in Business & Technology, Allied Health & Liberal Studies
- Hosted Comcast Veterans Day Hiring event, featuring William A. Baas, Vice President of Talent, Comcast Northeast Region.
- Hosted Job Fair Week in April: 59 employers & 476 unique students participated.
- Established strong relationship with Comcast & sponsored exclusive job fair, *8 students hired to-date in the following roles: Technician, Sales, Customer Service & Retention.* Held evening job fair this Fall.
- Implemented Virtual Job Shadow & Big Interview - Single sign-on established.
- Employer Engagement Specialist – Hired. Will start on November 6th.
- Created a student survey with Institutional Research to address student's needs for Career Connections, **1st Phase of Survey:** Main Campus and NERC. **Results:** 7609 invitations, 643 opened (click rate),251 responses **2nd Phase of Survey:** WERC and NWRC. Due to be emailed in early December. info
- Hosted job fair at NERC 10/19 total students 49, total # of employers 28;
- Working with Marketing to identify and interview a few students who have obtained employment with Comcast since April 2017 as part of the PR campaign for the Pathways Magazine event.
- Hosted PD Class to soft launch new services offered in Career Connections.
- Teaching BUSL101 in the Fall.
- Mini Job Fairs delivered for WEI programs: CNA, Pharmacy Tech, Phlebotomy, Dental Assisting & Advanced Manufacturing.
- Collaborated with Jocelyn Sirkis to integrate Virtual Job Shadow & Big Interview into BUSL101 FYE class.
- Collaborated with 10 Allied Health faculty to update Virtual Job Shadow software into their FYE courses.
- Developed Career Peer Connector Leadership Program *(official program will launch in Spring 2018).*
- Participated in New Student Orientation activities throughout the summer with Student Life & Student Success.
- Partnering with Financial Aid to host a work study info session for students & supervisors to streamline process.
- Designed new Logo/Branding Image for Career Connections with Marketing & Communications; Updated Career Connections Signage in CBI.
- Assessed 3 new job posting software tools, looking to implement in Spring.
- **Student Launch**, Oct.10th **196 students** attended during **Career Exploration Week**, **partnered with Counseling**: Preview of New online software preview, Comcast Job Fair targeted to evening students; business career exploration panel; resume review and interview preparation workshops.

Career Connection's Status Report

Additional Activities
- Requested by Dr. Braverman, Interim Dean of Students to present Career Connections and our new services to the Student Life Administrators and Counseling Department Head.
- New Avelin equipment installed and ready for use; ability to promote Career Connections activities to students.
- Identified three internship programs to review with the deans & department heads.
- Scheduled a meeting with Behavioral Health & Psychology faculty to develop an internship program with industry employers.
- Finalizing job fairs to host at WERC & NWRC for Spring 2018.
- Planning stages for 2nd Annual Spring Job Fair Week.
- Working with Marketing & IT to automate & offer all Career Connections services online.
- Working with Marketing & Government Relations on external "launch" of the new Career Connections during the Pathways Magazine in December for employers.
- Redesign and developing Career Connections marketing materials.
- Working with Welcome Center and Admissions to actively participate in new student activities.
- Employer Engagement Specialist will start on November 6th.
- Submitting Proposal to present at NACE Conference in 2018.
- Submitted Proposal to Present During PD Week in January 2018.

CAREER CONNECTIONS

**PRESENTED BY
AYANNA WASHINGTON
DIRECTOR, CAREER CONNECTIONS**

CAREER CONNECTION'S MISSION

Career Connection's mission is to have an uncompromising focus on our students' career and professional development skills and deliver services and programs that inspire employers to partner with the College and recruit our students to impact their workforce needs. In addition, Career Connections must inspire, engage and collaborate with the academic assets at the College to produce employer-driven experiential learning opportunities that prepare, empower and connect our students for employment throughout the City of Philadelphia and region.

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CAREER CONNECTIONS
STRATEGIC PLAN GOALS SNAPSHOT

- **Student Engagement-** Real-time customer service feedback, single sign-on capabilities for new software tools, Career Peer Connector Leadership Program

- **Experiential Learning Program Development-** Early talks with the deans regarding identifying employers to participate in the development of internship & externship opportunities

- **Internal/External Partnerships-** Create collaborative partnerships between with the faculty, staff, deans and department heads to ensure that

- **Innovation and Technology-** To create a customer service friendly experience for students, employers, faculty and staff.

- **Staff Development-** Establish Accountability Model, Training for New Software Tools, Identify ongoing training and professional development opportunities

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WHAT'S NEW?

- *Pop-Up Banner for On-Campus Recruitment Events with Employers* **(Be on the lookout for NOW HIRING POP-UP BANNERS)**

- *Monthly Podcast Postings through College Central (Career Connections web page coming soon…..)*

- *BUSL101 Career Connections Software Tools*

- **New Software Tools:**

  - **Virtual Job Shadow-** 356 student users have logged in since 9/26/2017

  - Big Interview

  - 12Twenty- Job Portal Platform: *Coming Soon* (will replace College Central)

Coming Soon…

WHAT'S NEW?

- **Employer Engagement Specialist position-** James (he prefers Jim) McLaughlin will start on November 6th! WOO HOO ☺

- **Career Peer Connector Leadership Program-** *Spring 2018 Launch (First Phase of Training and Development is in motion now*

- **Major Job Fairs at all Four Campus Locations**
  - **Fall Semester:** NERC- 10/19 & MAIN 12/4
  - **Spring Semester:** WERC & NWRC

AUTOMATING OUR SERVICES

ON-CAMPUS RECRUITMENT FORM

- https://www.ccp.edu/forms/campus-recruitment-ocr-online-form

CLASSROOM PRESENTATION ONLINE REQUEST FORM

- https://www.ccp.edu/forms/career-connections-empowerment-workshop-presentation-request-form

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VIRTUAL JOB SHADOW

VIDEO EXAMPLES

Architectural Designer
https://www.virtualjobshadow.com/vs3/careers/v1/careerprofile/?cguid=6EE9B9B3-9542-4A7A-9FD2-5311E3DE6C62&section=industry&id=3

Operating Room Nurse
https://www.virtualjobshadow.com/vs3/careers/v1/careerprofile/?cguid=53D2520E-39FF-4DDB-8A79-28A83CD10C1A&section=&id=

CAREER CENTRAL

- Job Shadow Video
- Career Description
- Required Education
- Earnings
- Future Outlook
- Additional Links
- College Search
- Jobs/Internships
- Related Careers

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BIG INTERVIEW

INTERVIEW PRACTICE CATEGORIES

- **General Start Here:** Covers 80% of the interview questions you might get.

- **By Industry:** Start practicing mock interviews in hundreds of industries and job titles.

- **By Competency:** Practice interview questions sorted by competency & skillset.

- **Admissions Interviews:** Here you can practice interviews by program type and school.

- **Government:** Practice interviews for a variety federal and state jobs.

- **Veterans:** Practice interviews for some of the fastest growing jobs for veterans.

PREVIEW

https://ccp.biginterview.com/members/dashboard

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CAREER CONNECTIONS GRADUATION KIT

Graduate Flash Drive Loaded with:

- Final Cover Letter and Resume (Reviewed & Approved by Career Connections Staff or CPC's)
- Template Thank You Letters
- Job Search Strategies Documents and Links
- How to Identify a Mentor
- Professional Organizations by Industry (Customized)
- Professional Headshots for LinkedIn Profiles
- Virtual Job Shadow My Career Links and Information
- Big Interview Information
  - General Interview Questions
  - Industry Specific Interview Information

CAREER CONNECTIONS SURVEY AT A GLANCE

Targeted Students: Main & NERC Campus Students with12 credits or more

Total Invitations: 7,609

Opened Surveys: 643 (8.5%)

Unopened Surveys: 6,961(91.5%)

Returned (Bad Email Address): 0 bounced (0%)

Click Through Rate (CTR): 414 clicked through (5.4%)

Students Who Opted Out: 5 (% Negligible)

$$CTR = \frac{Clicks}{Impressions}$$

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STUDENT SURVEY RESULTS SNAPSHOT

CONNECTION OPPORTUNITIES

- 74.4% of the students surveyed have not visited the Career Services Center

- 19.20% of the students who responded to the survey have visited Career Connections 1-3 times.

- 64.14% of the students surveyed are employed

- 73% of the students surveyed are NOT working in a job related to their major

- 94% will be looking for job opportunities in their career field

CONNECTION OPPORTUNITIES

- 66% of the students surveyed are not registered on our College Central job portal.

- 15% of the students surveyed aren't sure if they are registered.

- 225 students (100%) could list at least one company

- 195 (86%) students could name at least two companies

- 173 (77%) students could name three companies

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STUDENT SURVEY RESULTS SNAPSHOT CONTINUED

THE TOP 3 SERVICES STUDENTS WANT TO ACCESS IN CAREER CONNECTIONS

- 184 (83%) Job Opportunities
- 159 (72%) Job Search Strategies
- 153 (69%) Internships

TOP 3 LOCATION REQUESTS- CAREER CONNECTIONS

- 81 (36%) Full Service Location in Bonnell
- 56 (25%) Current Full Service Location C1-34
- 38 (17%) Full Service and Self Service Location

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SUCCESSFUL
EXTERNAL PARTNERSHIPS TO-DATE
COMCAST

- Since 2014, the Freedom Region hired 105 CCP students (this data does not include Comcast's Corporate Teams).

- In 2017 to-date, Comcast hired 17 CCP students.

- During the Department's 1st Job Fair Week, Comcast spoke with approximately 276 students, interviewed 40 students and hired eight students with the following job titles:

  - 5 Installation Technicians

  - 1 Retail Sales Consultants

  - 2 Xfinity Sales Associate

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EXTERNAL PARTNERSHIP GOALS

Q7 Can you list three companies that you would like to see participate in our job fairs or employer events on campus?

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