

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

**MINUTES**

**Thursday, May 3, 2018  
1:30 p.m.  
Conference Room M2-34**

**Presiding:** Dr. Rényi

**Committee**

**Members:** Ms. Fulmore-Townsend, Ms. Hernández Vélez, Ms. Horstmann (via phone), Ms. McPherson

**College**

**Members:** Ms. de Freis, Dr. Gay, Dr. Generals, Dr. Hirsch, Dr. Roberts

**Guests:** Dr. Barnett, Dr. Celenza, Mr. Webber

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of April 5, 2018**

The minutes were approved unanimously.

**(b) Mathematics Program, Academic Program Review**

Dr. Barnett from the Office of Assessment and Evaluation explained that the office decided to do the Mathematics and Engineering Science academic program reviews together, since the latter depends heavily on the former and the two programs collaborate and share students. Mr. Webber, chair of the Mathematics department, highlighted some key findings from the review report. Regarding assessment, the Mathematics program interacts with both Engineering Science and Computer Science programs. Although the review report says there is little collaboration across the programs, there actually is, but the collaboration is not formally documented. Assessment documents are regularly shared. The programs communicate frequently with one another. Engineering Science and Computer Science have been satisfied with the Math offerings and have requested no changes.

Action items included benchmarking and improving teaching and learning. The faculty are recalibrating benchmarks to increase them from the current 60% to a more

appropriate target (the majority of courses are at or above 75%). As an example of continuous improvement in teaching and learning Mr. Webber described how challenges have long existed with Discrete Mathematics and Calculus I. The leading contributor to success in these courses is performance in Algebra courses. As such, the program has made changes in the pre-calculus sequence. Ms. McPherson suggested that if communications between the Mathematics department and other related programs are currently informal, then perhaps they should develop more formal structures and document jointly arrived-at decisions. Dr. Celenza, Dean of the Mathematics, Science, and Health Care division, explained that with Guided Pathways all the main STEM programs are together in one academic pathway. Programs in the academic pathway have been meeting regularly to discuss increasing student success and will continue to do so.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the Mathematics academic program review and recommendations with approval for five years. A follow-up report should be submitted by the end of the Fall semester. The program should address the following actions in the report:**

- **incorporating more active learning techniques, including study groups**
- **developing and implementing a plan for formalizing collaboration on assessment**
- **establishing a plan to ensure student learning outcomes are addressed throughout the curriculum and used for continuous improvement of program content and student-centered teaching methods.**

**(c) Engineering Science Program, Academic Program Review**

Dr. Celenza noted that the executive summary effectively captures the program. Dr. Rényi said that it was encouraging to see the number of women in the program increasing and the program should set five-year goals for diversity and develop plans to achieve these goals. Ms. Hernández Vélez asked what steps had resulted in the increase of women in the program. Dr. Celenza explained that a core group of women in the National Society for Black Engineers undertook their own activities, including attending conferences and visiting high schools. Dr. Celenza also mentioned the RISE grant, which has provided students with opportunities at Drexel University for additional exposure to STEM careers. Dr. Rényi suggested that the study group approach and other active learning methods be adopted by Mathematics. Dr. Celenza described how recent renovations have encouraged engagement among students and between students and faculty. Dr. Hirsch explained that other issues need to be fine-tuned first, such as the current lack of tutors, timing, etc., but that such issues should be addressed by the end of the Fall semester via the follow-up report. The program will develop a plan by the end of September and then swift implementation of changes should follow that will affect both Mathematics and Engineering Science.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the Engineering Science academic program review and**

**recommendations with approval for five years. A follow-up report should be submitted by the end of the Fall semester. The program should address the following actions in the report:**

- **incorporating more active learning techniques, including study groups**
- **developing and implementing a plan for formalizing collaboration on assessment, with particular emphasis on higher level courses for Mathematics**
- **establishing a plan to ensure student learning outcomes are addressed throughout the curriculum and used for continuous improvement of program content and student-centered teaching methods**
- **determining five-year goals related to a diverse student population and a plan to achieve these goals**

**(d) Measures of Student Success**

Dr. Rényi provided an overview of updates to the three student success metrics documents: the Board dashboard, the Equity in Outcomes document, and the CCRC momentum data. With the Board dashboard, newly added blue arrows indicate work is in a developmental stage toward achieving the goal. Because the entire dashboard addresses student success, section 1.0 should be renamed; Dr. Hirsch will determine an appropriate term. On the Equity in Outcomes document, bar charts have been transformed into line graphs. Regarding the CCRC momentum data, the Committee should determine which data should be brought to the Board. Other related topics to address include how and which additional College policies affect student success, such as accelerated developmental courses, increased numbers of credits taken in the first year, and simultaneous developmental and college-level course-taking. Data should also always be disaggregated by full-time and part-time students. Dr. Rényi and Dr. Generals agreed that the dashboard goals should be matched to the strategic plan through 2025. Once the data on the dashboard has been updated, it can be taken to the Board.

With the equity gap data on the dashboard, two important conclusions stand out: that the gap between Black and white students is not closing, and that the scores for Black students have not improved. To close the achievement gap, different goals are needed for each group of students. Dr. Generals said that in general, Guided Pathways efforts are having a positive effect with most numbers improving, but additional focus is needed on equity. He and Dr. Hirsch can bring the data to the Board at the next meeting. Ms. Fulmore-Townsend also suggested that best practices be highlighted when improvements are seen.

Dr. Rényi requested that Dr. Hirsch research what states are doing well with gathering data on employment outcomes. She also asked the Committee to determine how to extract data from program reviews to support addressing achievement gaps. Dr. Generals and Dr. Hirsch will give a presentation to the Board of Trustees on persistence and completion at the next Board meeting.

(e) **New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for June 7, 2018 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of April 5, 2018

Mathematics A.S Academic Program Review

Engineering Science Academic Program Review

CCRC-CCP Key Performance Indicators

Board Dashboard

Student Success and Equity Outcomes

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

**MINUTES**

**Thursday, April 5, 2018**

**1:30 p.m.**

**Conference Room M2-34**

**Presiding:** Dr. Rényi

**Committee**

**Members:** Ms. Fulmore-Townsend, Ms. Hernández Vélez, Ms. McPherson

**College**

**Members:** Ms. de Fries, Dr. General, Dr. Hirsch, Dr. Roberts

**Guests:** Dr. Barnett, Ms. Canapary, Dr. Celenza, Ms. Grady, Ms. McDonnell, Ms. Peterson, Mr. Prejsnar, Mr. Raskin, Dr. Sweet

**(1) Executive Session**

The Executive Session was devoted to a discussion of faculty promotions.

**(2) Public Session**

**(a) Approval of the Minutes of February 1, 2018**

The minutes were accepted unanimously.

**(b) Draft Board of Trustees Policy on Student Success**

The committee discussed that the policy will result in actions, is tied to Guided Pathways, and is meant to be sustained beyond the current Board membership and administrative leadership. The committee approved the policy unanimously for presentation to the full board for its approval.

**(c) Program Audit Follow-Up Reports**

**Religious Studies**

Mr. Prejsnar stated that the new Guided Pathways initiative will help the program. He highlighted two reasons: it gives students a better way of coming into the program, and via work with the FYE course, students know about this option. Additionally, assessment at the course level is helping assessment at the program level and vice versa. Dr. Rényi asked about articulation agreements. Mr. Prejsnar reported that at least three students have transferred to the University of Pennsylvania. The program does not have a formal articulation agreement with the University of Pennsylvania,

but the faculty work closely with faculty at the University of Pennsylvania. Many students transfer to four-year institutions via the College's dual admissions agreements, which could be of greater focus. Ms. McPherson noted that although the program has connected with a Presbyterian church leader, the program has not yet connected with pastors from other major Philadelphia churches (such as Enon Baptist) asked about connections with local churches. Mr. Prejsnar explained that many students in the program are older, African-American female students who are studying to become ministers in their churches. He also explained that the program is working on increasing relationships with local religious leaders in the city; for instance, the Presbyterian Historical Society spoke on campus the previous day. Dr. Rényi noted that program approvals are for five years; as such, the program should be setting goals beyond 2019.

**Action: The Student Outcomes Committee unanimously approved the motion that the update be accepted.**

### **Communication Studies/Mass Media**

Mr. Raskin discussed how the programs are working with the Assessment and Evaluation office to encourage the use of Canvas for assessment. Faculty can now more easily tie course-level student learning outcomes to assignments. The programs were doing so last year but the information was in individual faculty's folders. Now the programs are pulling together materials to aggregate data. The next step is to get all faculty on board using Canvas rubrics and submitting assessments through assignments in Canvas. Ms. McPherson asked if Drexel and Temple are the only two institutions with which the programs have articulation agreements. Mr. Raskin explained that the programs are included under several dual admissions agreements. Temple is the largest transfer school for the programs. It recently restructured its own program and the two College programs are hoping to work with Temple to reshape courses in line with their new curricula. Dr. Rényi asked if it will be possible to get faculty "happy" with assessment. Mr. Raskin said that the faculty will be able to look at the data together at upcoming meetings, thus engaging the faculty more. Ms. McPherson noted that the biggest problem for employers in this field is still poor writing skills of employees; it is therefore important for the programs to strengthen students' writing skills.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years effective 2017.**

### **Paralegal Studies**

Dr. Sweet explained that Ms. Canapary took over coordinating the Paralegal Studies program this past summer. She is a Visiting Lecturer in the Justice program but has worked with the Paralegal program over the past year. Ms. Canapary reported that marketing the program is a priority. The program is working with the Admissions office, which has helped the program raise awareness among high schools; about 100 high school students attended a recent career fair. Dr. Rényi asked about changes in

enrollment. Ms. Canapary replied that enrollments have been stable and that the program should see growth in the future. This is in part because of Guided Pathways and the revised curriculum. The program has a regular schedule of electives that is posted in advance so students can plan. Ms. Hernández Vélez asked how the profession has morphed in the past few years with technological changes. Ms. Canapary noted that the program receives input from the Advisory Board regarding which software is being used by companies and then tries to incorporate it. An example of addressing changing technology is the new electronic discovery course.

**Action: The Student Outcomes Committee unanimously approved the motion that the update be accepted.**

**(d) Academic Program Review: Diagnostic Medical Imaging AAS**

Dr. Barnett, from the Office of Assessment and Evaluation, commented on the retention, completion, and job placement rates for the Diagnostic Medical Imaging (DMI) program. She also noted the program has a strong assessment plan. It was recently accredited for eight years (the maximum amount of time possible) with no recommendations. The accrediting agency did suggest the program should try to increase diversity of the student body. The program has eight clinical sites and has a new site tracking system.

Dr. Rényi asked if sections could be filled, if cost and efficiency could improve while still being effective in teaching students. Ms. Peterson noted that they are limited in class size by their accreditation, although it would be possible to increase efficiency within limitations. Ms. Peterson discussed how the program has made changes to its grading policy to reduce attrition. She provided the example that the program saw that if a student did not pass the final exam, that the student would automatically be dismissed, even if s/he had a passing grade before the final. Based on reviewing the courses, the program changed this practice to average the final exam into the final grade instead of automatic dismissal.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years, with the proviso that the program set specific goals for increasing diversity annually for five years.**

**(e) Academic Program Review: Dental Hygiene AAS**

Dr. Celenza highlighted that the program does a superb job of serving the community to the benefit of student learning. Patients using the free clinic have multiple dental problems, providing the students with comprehensive clinical practice. Dr. Rényi asked about diversity in the program; Ms. Grady affirmed that the program wants to work with Admissions on increasing diversity. Dr. Rényi asked if it would be possible to do some research in this area and set goals for increased diversity for the next five years. Ms. Grady commented that students are learning about the program more in the Allied Health 101 course. Dr. Hirsch explained that students are typically at the College for two years before they go into an Allied Health program to take core

content courses. With students taking Allied Health 101 at the beginning of their studies, students are more informed earlier.

**Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review with approval for five years, with the proviso that the program set goals for increasing diversity annually for five years.**

(f) Measures of Student Success

Dr. Rényi discussed three broad categories of student success measures:

- Momentum: this includes moving more quickly through the admissions process, taking more credits each semester, and taking credit-bearing courses in the first semester.
- Persistence (Fall-to-Spring and Fall-to-Fall) and completion
- Value-added of the program: this encompasses reducing debt, taking courses that fulfill transfer institutions' general education requirements, moving students through their studies efficiently, and employment.

Dr. Hirsch noted that metrics were discussed at the full Board retreat in November 2017. These included:

- Momentum: developmental education; college-level English and Math (gateway) completion. At a future meeting, the committee will review data from the Community College Research Center (CCRC) on momentum measures.
- Persistence and completion: IPEDS is the standard measure, which includes only full-time, first-time-enrolled-in-college (FTEIC) students. CCRC looks at data for both full- and part-time FTEIC students.
- Additional data addresses students who leave prior to earning a degree (which is on the Board dashboard) and disaggregating by race/ethnicity, gender, age, part-time/full-time, and Pell eligibility (economic status).

Dr. Rényi stated that the committee needs to develop a calendar of topics and to then examine each at length at Board meetings. Dr. Hirsch will map out the topics. One example is the retention data, which was provided to the Board at the retreat. Dr. Rényi reiterated that 2015-16 will be the baseline.

Ms. Fulmore-Townsend commented that the committee is examining measures before the members have clarified what policies affect student success. Dr. General gave as an example that financial aid policies greatly affect student retention, such as when students are dropped because their tuition balance is too high. Dr. General agreed that the Board needs to stay at the policy level. Dr. Rényi suggested the Board would examine if a trend is moving in the right direction and then look at the policy implications and possible next steps the College could take. Dr. Rényi said that at least one hour will be set aside at the next meeting for data and analysis.



**(g) New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for May 3, 2018 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of February 1, 2018

Religious Studies Program Audit Follow-up Report

Communications Studies/Mass Media Program Audit Follow-up Report

Paralegal Studies Program Audit Follow-up Report

Diagnostic Medical Imaging Academic Program Review

Dental Hygiene Academic Program Review

Measures of Student Success

Academic Pathways

# Community College *of* Philadelphia

Academic Program Review

Mathematics A.S.

Authors:

Dr. Pamela Barnett

Christine McDonnell

Teresa Frizell

Contributors:

Professor Brenton Webber

Spring 2018

## **I. Executive Summary**

The Mathematics Program, which leads to an A.S. degree in Mathematics, has been offered at the College since 1999. There has been one revision to the program since the last audit in 2010: a formerly required CIS course, CIS 103: Applied Computer Technology, was eliminated from the curriculum effective Fall 2016. This reduced the number of required credits for the Mathematics A.S. degree from 63 to 60. There have been no Mathematics course revisions during the review period.

The Mathematics A.S. degree is in compliance with the Statewide Program-to-Program Articulation Agreement in Mathematics.

### **A. Key Findings**

#### **1) Program Management:**

- The Program has historically low enrollment with a recent decline: 13 students were enrolled in Fall 2016 and 9 students in fall 2017. This is down from the average of 16 students for the previous 8 semesters, yet consistent with the average enrollment of 12.9 from the previous audit. The program's 2017 Summary Report recommends addressing low enrollment by 1) considering new upper-level Mathematics course offerings and 2) marketing courses to the Computer Science Program.
- Between 2012 and 2016, fall to fall retention fluctuated, with between 36% and 62% not returning to CCP. Comparatively, the College fall to fall to retention rate has hovered at about 45% in the last five years.
- Accounting for all students who entered the program between Fall 2010 and Spring 2015, more than half (19 of 33 students) transferred to other institutions,
- Thirteen associate's degrees in Mathematics were awarded between Fall 2011 and Fall 2015. (The national proportion of math and statistics associates degrees is 0.123% of all associates degrees. For CCP, this would mean an expected number of degrees to be 11 for the same period. The program's 13 is above the expected number.)

#### **2) Course Enrollment by Other Majors:**

- In the program analysis it provided, Mathematics notes that its courses are well-enrolled because of Mathematics requirements in other programs, especially Computer Science and Engineering Science. Between Spring 2014 and Fall 2017, sections of mathematics ran at between 71% and 80% of their seat capacity. Many of those enrolled were from the other programs. For example, 36% of students enrolled in Math 163 between 2015 and 2017 were from those two programs, whereas 8% were Mathematics majors. This pattern becomes more pronounced with upper level Mathematics courses. For example, Math 272

enrollment in these years included 59% Computer Science and Engineering Science students compared to 12% Mathematics students.

- Considerable overlap exists between the Mathematics, Computer Science, and Engineering Science Programs. One hundred percent of Mathematics requirements are either requirements or guided electives in either Computer Science, Engineering Science or both. Students majoring in Engineering Science can take an additional three courses (Math 163, Math 263 and CIS 112) and also receive an A.S. in Mathematics. Students majoring in Computer Science can take four additional courses Math courses (Math 263, 270, 271, 272) and a third lab science to also receive an A.S. in Mathematics.

### 3) Assessment

Each of these programs has PLOs for “problem solving,” The Office of Assessment has not found evidence that Math systematically collaborates with the other programs to ensure that the more specific CLO assessments are relevant to the programs served by these courses, or to analyze the results to determine how math CLO performance contributes to student learning and students’ performance in latter courses in the other two programs.

Middle States Standard VII, “Assessment of Student Learning” was one of the two standards CCP did not meet in the accreditation process. In the 2007 follow-up to Standard VII, MSCHE states that, “Faculty members who teach prerequisite courses or “service” courses can prepare students better for later courses and programs if they are familiar with the expected learning outcomes of subsequent courses or courses in the target program.” Currently, there is evidence that the Mathematics Department assesses the pertinent CLOs and shares data with Computer Science and Engineering Science. However, it does not appear that Engineering Science or Computer Science have the opportunity to discuss results, share feedback or suggest changes to these service courses that could lead to improved student learning in their respective programs.

### 4) Program Selectivity and Benchmarks:

- The program is selective; students must demonstrate college readiness in English and Calculus readiness in math before admission to the program.

### 5) Continuous Improvement in Teaching & Learning:

- The pass rate for various Math courses ranges from 31% to 100%. Courses with lower pass rates include: Math 163 “Discrete Mathematics” at 31%, Math 171 Calculus 1 at 59% and Math 270 Linear Algebra at 52%.
- In “Teaching and Learning Improvement Documentation” for 2015-16, the program articulates a specific “action plan” to address unmet CLOS; the plan begins with a section on “Instructional Changes.” The specific instructional change that is identified for every unmet CLO is “use more examples to support and better emphasize the following CLOs.”

6) Tutoring:

- According to the program, many students express a particular need for tutoring for upper-level math courses. According to staff at the Math and Business Lab section of CCP's Learning Lab, students can make appointments for math tutoring at any level, including upper level courses. However, Mathematics faculty report that they have heard from students who say such tutoring assistance is highly limited by the specific expertise of the tutors, the times available to schedule (or when the labs are open), and by the amount of time students are allowed to stay.

**B. Action Items**

The Office of Assessment and Evaluation makes the following recommendations for the Program:

1) Program Management:

2) Determine if there are additional effective strategies to increase enrollment, retention and completion and develop an enrollment management plan accordingly." Course enrollment by other majors:

- The Mathematics Program should work collaboratively with the other programs to ensure that the Course Learning Outcomes for Mathematics 171, 172, and 272 articulate the specific math learning needs of students in the other programs. "Problem solving" is a shared PLO for all programs which suggests an opportunity for routine at least yearly discussion of assessments relevant to all three.
- Report relevant CLO assessment data to these other programs, which rely on Mathematics for a host of quantitative reasoning outcomes. Formally sharing assessment information on an annual basis will enable the identification of areas for improving learning for all students served by the program, rather than the small subset of Mathematics majors.

3) Program Selectivity and benchmarks:

- Set a more aspirational benchmark that accounts for the program's selectivity. The oft-met benchmark of 60% for student mastery of program learning outcomes may mask opportunities for improvement. The Office of Assessment recommends a benchmark of 75%; mathematics can provide a justification for a different standard.

4) Continuous Improvement in Teaching and Learning:

- Identify courses with low pass rates (less than 60%) and further develop existing Teaching and Learning Action Plans to improve both student learning and course completion outcomes. We recommend that the program expand upon the planned instructional changes "use more examples and emphasize topics"

(articulated in the 2015-16 “Action Plan” of the “Teaching and Learning Improvement Documentation) by engaging in faculty development about research-based best practices in math education, including active learning, to promote student learning outcomes. In the interests of continually improving and expanding pedagogical toolboxes, the program can consult a statement describing the incorporation of active learning methods into the post-secondary mathematics classroom signed by fifteen Presidents of the most well-established mathematical professional societies in the nation:

<https://www.cbmsweb.org/2016/07/active-learning-in-post-secondary-mathematics-education/> Their recommendation is built on a substantive body of research, including a 2014 meta-analysis of 225 studies comparing active learning to traditional lecture. The study found that “active learning significantly increased students’ assessment performance and decreased course failure rates.” Of particular relevance to CCP is the finding that “active learning confers disproportionate benefits for STEM students from disadvantaged backgrounds and for female students in male-dominated fields.” (Freeman, et al, 2014).

5) Tutoring:

- The program could collaborate with Engineering Science and Computer Science (who share similar needs for upper level math tutoring) to survey students and get an accurate picture of their experiences accessing tutoring. If students report accessibility is an issue, the programs should collaborate with the Learning Lab to envision solutions.

**B. Suggestions: The Department Chair suggests the following:**

- 1) Continue to explore the need for revision of the precalculus sequence, the formation of an algebraic methods course for the STEM pathways and develop courses appropriately in order to best address the prerequisite skill needs of incoming students the program (as well as other STEM pathways).
- 2) Continue to address the classroom needs of the program (and Math courses in general).
- 3) Continue to work with the Science and Technology pathway to facilitate the formation of the Integrated Science and Technology degree in order to best serve students who wish to enter the mathematics program but do not yet meet the entry requirements.

Community College of Philadelphia  
Academic Program Review  
Engineering Science

Authors:

Teresa Frizell

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Christine McDonnell

Contributors:

Pamela Barnett  
Spring 2018



## **I. Executive Summary**

**The Engineering Science Program leads to an A.S. Since the last audit (now Academic Program Review) the curriculum map has been revised. Courses within the program have been revised to include new problem sets, lab experiments, and software.**

### **A. Key Findings**

#### **1. Program Management**

- Enrollment in the Engineering Science program has averaged 99 per year students between Fall 2011 and Fall 2016.
- The program had been exceeding the College's retention rates by between 5-7%, but saw their rates drop to 4% above the College's in 2016.
- The program's graduation rate decreased from 27.9% in Spring 2014 to 23.1% in Spring 2015.
- 94% of graduates of the Program have transferred as of Fall 2016, 88% to baccalaureate-granting institutions.
- The Program has an active and engaged advisory committee with representatives from the departments of Engineering at Temple University, Drexel University, and Philadelphia University.
- 72% of first-time majors with 45 credits or more who do not graduate have transferred.
- In 2017-2018 the program cancelled upper-level engineering courses due to low enrollment in the weeks before the start of the semester.
- In a concurrent Academic Program Review, Mathematics notes that its courses are well-enrolled because of Mathematics requirements in other programs, especially Computer Science and Engineering Science. For example, between Spring 2014 and Fall 2017 Math 272 enrollment included 59% Computer Science and Engineering Science students compared to 12% Mathematics students.

#### **2. Student support**

- From 2013-2017, the College implemented additional STEM-oriented outreach, tutoring, mentoring, stipends, and opportunities for research for students of color through the RISE Program RISE/MSEIP. This included a flexible tutoring schedule for Engineering Science students offered by a graduate student in engineering. That grant has ended.

#### **3. Diversity**

- The number of women enrolled in the program more than doubled between 2012 and 2017.
- Between 2013 and 2016 the percentage of students in the Program who identify as Black Non-Hispanic comprised between 30 and 37% of students,

while the percentage of students at the College who identified as Black Non-Hispanic varied between 46% and 49%.

- During the same time period the percentage of Engineering Science students who identified as Hispanic varied between 7 and 14% while percentage of students at the College who identified as Hispanic varied between 11% and 13%.

#### **4. Assessment**

- The Program consistently assesses most course learning outcomes aligned with program learning outcomes. The Spring 2015 Program Assessment Report found that the benchmark of 70% was met for PLOs including: *Work in teams to implement projects* and *Use computers for data acquisition and instrumentation control*.
- The Program fell slightly short of the benchmark goals for PLOs in discrete semesters including: *Solve problems in algebra, trigonometry and calculus* (not met in Spring & Fall of 2013), *Solve basic problems in science and engineering* (not met in Spring 2012, 2013, 2014 and Fall 2014), and *Communicate technical information using written, verbal and graphical presentations* (not met in Spring 2012, 2013, 2014 and Fall 2014). The Program has implemented additional problem sets to address the shortfalls in Physics and Engineering courses
- The Program utilizes course grades in Math 171, 172, and 272 for assessment of PLO 1, "Solve problems in algebra, trigonometry and calculus." There is no evidence that the Program receives assessment data on discrete CLOs for these courses. There is no evidence that the Program has taken action to address the shortfalls in PLO 1.

#### **B. Action Items**

The Office of Assessment and Evaluation makes the following recommendations for the Program:

##### **1. Program Management**

- The Program should investigate the reasons students are not registering for upper-level courses. For example, the Program can request lists of students who need specific upper-level courses. They can then send targeted emails to these students informing them of the course. The Program can then formally survey students who needed a specific upper-level course but did not register for it when it was open.
- Concurrently the Program should investigate the role these upper-level course cancellations have played in the recent decrease in graduation and retention rates, and lower transfer rates for students with 45 credits or more.

- After investigating, the program should implement a research-based plan to improve upper-level course enrollment, retention, and graduation.

## **2. Student support**

- The Program should work with appropriate offices within the College to seek new avenues for student support.
- The Program should stay informed about changes to tutoring available through Learning Labs in order to appropriately direct students to necessary support.
- The Program notes that students often form study groups to assist each other with the rigor of the courses. The benefits of these types of learning communities is supported by the 2016 National Academies of Science, Engineering, and Medicine (NAS) report on Barriers and Opportunities for Two-and Four-Year STEM Degrees. The Program should formalize assistance in forming these study groups and faculty should encourage students to actively participate.

## **3. Diversity**

- The Program should work with appropriate offices within the College to recruit and retain Black non-Hispanic students.

## **4. Assessment**

- The Program should request CLO assessment data for PLO 1 from the Mathematics Department.
- The Program should articulate a plan to address shortfalls in PLO 1 in Mathematics 171, 172 and 272. This could be done collaboratively with the Mathematics Department.
- According to the current Assessment Plan PLOs 3-5 are each assessed only once per assessment cycle. This contradicts the Curriculum Map, which shows each PLO assessed between two and five times, including introduction, reinforcement, and mastery. The Program should clarify the language in the Assessment Cycle Plan to ensure assessments are given in a timely and systematic manner.



# Community College *of* Philadelphia

## Dashboard

### 1.0 Student Success

Indicator of Success								
		2014-15	2015-16	2016-17	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	<b>Increase Enrollment</b>							+3 to 5% pts
1.1	First-time Full-time (FTIC) Students (Fall Admission) <sup>1</sup>	1,346	1,611	1,615	→			
1.2	First-time Part-time Students (Fall Admission) <sup>2</sup>	2,940	2,744	2,442	↘			
1.3	Total Fall Credit Hours	158,471	160,972	152,326	↘			
	<b>Increase Persistence</b>	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017				+5 to 7% pts
1.4	Fall to Fall New Full-time Students <sup>3</sup>	53.5%	55.3%	58.5%	↗	61%	↗	
1.5	Fall to Fall New Part-time Students <sup>4</sup>	40.8%	43.0%	42.7%	→	45%	↗	
1.6	Fall to Spring (All first-time) Students <sup>5</sup>	70.6%	72.0%	72.3%	→	Data Not Reported		

<sup>1</sup> FTIC Full-time (IPEDS)

<sup>2</sup> FTIC Part-time

<sup>3</sup> FTIC Full-time

<sup>4</sup> FTIC Part-time

<sup>5</sup> All New Students (FTIC, Non-Degree Seeking, and Transfer)

# Community College *of* Philadelphia

		2010 Cohort 2013	2011 Cohort 2014	2012 Cohort 2015	2013 Cohort 2016	2014 Cohort 2017	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	<b>Increase 3-Year CCP Completion</b>									+7 to 10% pts
1.7	3-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (IPEDS) <sup>6</sup>	10.0%	10.4%	11.6%	11.8%	13.3%	↗	25%	↘	
1.8	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years (IPEDS) <sup>7</sup>	22.4%	27.3%	24.9%	23.5%	21.0%	↘	17.1%	↗	
1.9	Total percentage of satisfactory student outcomes <sup>8</sup>	32.4%	37.7%	36.5%	35.5%	33.2%	→	42.1%	↘	

		FTIC Cohort 2008	FTIC Cohort 2009	FTIC Cohort 2010	FTIC Cohort 2011	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	<b>Increase 6-Year CCP Completion</b>								+7 to 10% pts
1.10	6-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (NCCBP) <sup>9</sup>	20.0%	18.5%	21.9% <sup>10</sup>	Data Available Fall 2018	↗	Data Not Reported		
1.11	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years	31.6%	31.4%	32.2%	Data Available Fall 2018	→	Data Not Reported		
1.12	Total percentage of satisfactory student outcomes	51.6%	50.0%	53.0%	Data Available Fall 2018	↗	Data Not Reported		

<sup>6</sup> Source → Current IPEDS


<sup>7</sup> Source → Current IPEDS









<sup>8</sup> Sum Measures 1.7 + 1.8

<sup>9</sup> Data Source for 6-year completion rates - NCCBP

<sup>10</sup> Source NCCBP 2017

# Community College *of* Philadelphia

		Grad Year 2015	Grad Year 2016	Grad Year 2017	CCP Trend
	<b>Increase Completion</b>				
1.13	Unduplicated Number of Completers by Graduation Year	2,103	2,046	2,074	

		2014-15	2015-16	2016-17	CCP Trend	5-Year Goal 2020
	<b>Improve Success Rates of Students in Developmental English</b>					+7% pts
1.14	Placed Developmental English (Decrease annually)	54.9%	46.6% <sup>11</sup>	36.8% <sup>11</sup>		
1.15	First-Year Success in ENGL 098 (Increase annually)	63.8%	64.1%	63.6%		
1.16	Completed ENGL 101 within two years (Improve annually)	44.0%	40.9%	Data Available Dec. 2018		
	<b>Improve Success Rates of Students in Developmental Math</b>					+7% pts
1.17	Placed Developmental Math (Decrease annually)	46.4%	44.0%	51.5% <sup>11</sup>		
1.18	First-Year Success in Foundational Math 017 (Increase annually)	35%	41%	52%		
1.19	Completed FNMT 118 within two years (Improve annually)	17.0%	18.9%	Data Available Dec. 2018		
	<b>Improve Achievement Gap in First Year Success in Developmental English</b>					+5% pts
1.20	All First-time	63.8%	64.1%	63.6%		
1.21	Black	59.7%	58.6%	59.5%		
1.22	Hispanic	65.4%	64.9%	66.7%		
1.23	White	73.2%	77.1%	76.6%		

<sup>11</sup> Reflects changes in placement cut-off scores

# Community College *of* Philadelphia

	<b>Improve Career Preparation and Employment</b>	2014-15	2015-16	2016-17	5-Year Goal 2020
1.24	Career Program Job Placement Rates <sup>12</sup>	85.2%	87.6%	Data Available May 2018	90%
1.25	Career Program Graduates' Wages and Wage Growth	\$43,123	\$41,253	Data Available May 2018	Rate of Inflation
1.26	Licensure Exam Pass Rates				
	Clinical Laboratory Technology	100%	86%	100%	90%
	Dental Hygiene	100%	100%	100%	100%
	Diagnostic Medical Imaging	100%	100%	100%	100%
	Nursing	67.1%	83.2%	87.5%	90%
	Respiratory Care Technology	100%	100%	100%	100%

## 2.0 Facilities

<b>2.0</b>	<b>Facilities</b>	Updates	Target Completion	Progress	5-Year Goal 2020
	<b>Projects</b>				
2.1	Facilities Master Plan	Master Plan for Board Approval	October, 2017	100%	100%
2.2	The Hamilton	Construction Started	August/December 2018	50%	100%
2.3	Expansion of West Regional Center	Project Finalization	Summer 2018	25%	100%
2.4	Mint Steps Replacement	Completed	October/November 2017	100%	100%
2.5	Biology Lab Renovations	Work Progressing	Summer 2018	95%	100%
2.6	Library/Learning Commons	HDR Design Progressing	Spring/Summer 2018	25%	100%
2.7	Public Art	Footing/Installation of Artwork	Summer 2018	20%	100%

<sup>12</sup> For Indicators 1.24 and 1.25, data are obtained via graduate surveys conducted six months after graduation. For 2014-15, the number of respondents was 433.



# Community College *of* Philadelphia

## 3.0 Finance

3.0	Finance	Quarterly Report September 2017 (In Millions)	Quarterly Report December 2017 (In Million)	Quarterly Report March 2018 (In Millions)	Quarterly Report June 2018 (In Millions)	
3.1	Operating Budget Status 2017-2018	\$29.5M	\$31.6M	\$33.8M	\$35.5M	
3.2	Operating Cash Position 2017-2018	\$18M	\$35M	\$40M	\$20M	
3.3	Long Term Cash Investments 2017-2018	\$22M	\$22M	\$22M	\$22M	
		FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
3.4	Stabilize % of Operating Revenues from Student Sources	57%	57%	57%	57%	57%
3.5	Stabilize Reserve Balance as % of Operating Budget	28%	28%	28%	28%	28%
3.6	Liquidity as % of Operating Budget	34%	34%	34%	34%	34%

## 4.0 Workforce Development

4.0	Workforce Development	2015-16	2016-17	5-Year Goal 2020
4.1	Annual Enrollments – Contract Training, Open Enrollment, Corporate College	2,904*	3,031	+3-5% (3,093)
4.2	Revenue (after expenses)	\$1,166,266	\$1,306,304	+35%
4.3	Number of Unique Clients Served (WedNet, Contract Training, Corporate College)	43	50	90
*revised, included Conference Attendees as Enrollments				

# Community College *of* Philadelphia

		2015-16	2016-17	5-Year Goal 2020
4.4	10KSB # of Businesses Served Annually (Cohorts)*	83 (Cohorts 9, 10, 11)	64 (Cohort 12, 13, 14 Graduation)	90
4.5	10KSB Retention Rate	99% (Cohorts 1-10)	99% (Cohorts 1-13)	99%
4.6	10KSB % Scholars Who Increased Revenues at 6 months	72% (Cohorts 1-8)	71% (Cohorts 1-11)	+2% Nat'l Average
4.7	10KSB % Scholars who created Jobs at 6 months	52% (Cohorts 1-8)	53% (Cohorts 1-11)	+2% Nat'l Average
4.8	Career Connections Total Student Contacts	4,512	Data Available November 2018	+20%
4.8a	Career Connections Number of Student Career Related Activities/Participants	82/1,349	Data Available November 2018	+20%
4.9	Career Connections Number of Employer Engagement Opportunities/Participants/Employers	2/354/75 Career Fairs Only	Data Available November 2018	+20%
4.9a	Students Interviewed/Students Hired	Not Previously Tracked	Data Available November 2018	+10%
4.10	Career Connections – Technology Tool Usage: Jobs/Internships Posted, Student Registrations, Big Interview and Virtual Job Shadow	Data Available October 2018	Data Available November 2018	+5%
4.11	Career Connections - Experiential Learning Opportunities Created	Not an existing activity	Data Available November 2018	+5%

\*10KSB Grant Renewal through September 2018

## 5.0 Community Relationships

5.0	Community Relationships	2016-17	5-Year Goal 2020
5.1	Number of College-community partnerships	30	50
5.2	Number of student volunteer hours	86	10,000
5.3	Monetary value of faculty/staff volunteer hours	\$1,120	\$500,000
5.4	Number of visitors for events open to the public	1,200	3,000

## **Student Success and Equity in Outcomes**

### Student Success Metrics

- Fall-to-Spring Retention
  - Fall 2015 Cohort & Fall 2016 C Cohort
- Fall-to-Fall Retention
  - Fall 2014 Cohort & Fall 2015 Cohort
- Three-Year IPEDS Completion Rates (
  - For full-time, first-time-in-college students only
  - Fall 2013 IPEDS Cohort & Fall 2014 IPEDS Cohort projections
- Developmental Placement
  - 2015-16 and 2016-17
- Completion of College-Level English In First Year
  - Fall 2014 FTIC Cohort & Fall 2015 FTIC Cohort
- Completion of College-Level Math In First Year
  - Fall 2014 FTIC Cohort & Fall 2015 FTIC Cohort

### Demographics/Students Characteristics (when available)

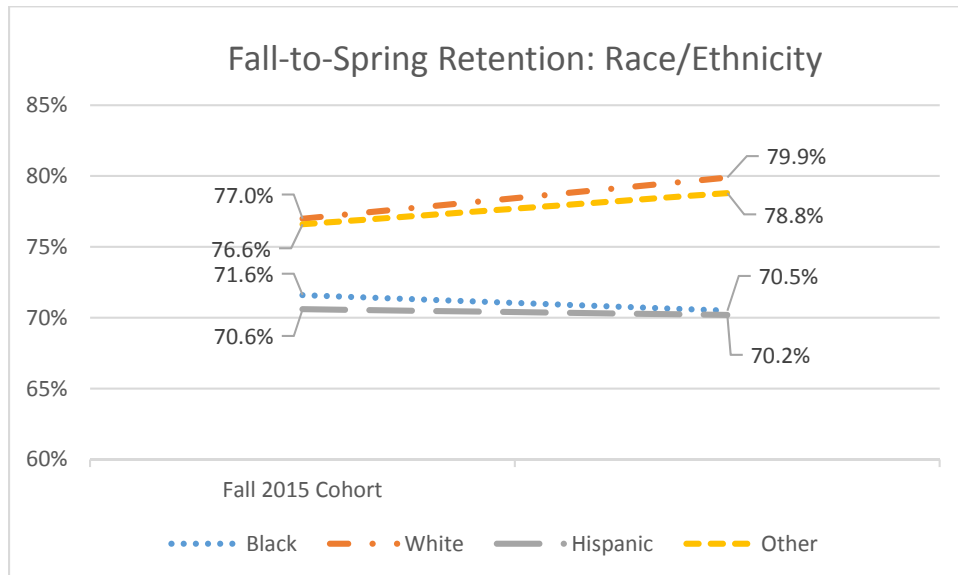
- Race/Ethnicity
- Gender
- Pell Status
- FT-PT Status

## Fall-to-Spring Retention

	Fall 2015 Cohort Retention in Spring 2016			Fall 2016 Cohort Retention in Spring 2017		
	# of Students in Fall Cohort	# Who Returned in Spring Semester	% Who Returned in Spring Semester	# of Students in Fall Cohort	# Who Returned in Spring Semester	% Who Returned in Spring Semester
<b>Total First-time in College Students</b>	4,356	3,192	73.3%	4,062	2,992	73.7%
<b>Race/Ethnicity</b>						
Black	2,063	1,476	71.6%	1,916	1,351	70.5%
White	873	672	77.0%	794	634	79.9%
Hispanic	731	516	70.6%	678	476	70.2%
Other/Unknown	689	528	76.6%	674	531	78.8%
<b>Gender</b>						
Female	2,442	1,858	76.1%	2,258	1,691	74.9%
Male	1,914	1,334	69.7%	1,804	1,301	72.1%
<b>Pell Status</b>						
Pell Recipients	3,158	2,414	76.4%	2,805	2,139	76.3%
Non-Pell Recipients	1,198	778	64.9%	1,257	853	67.9%

Source: IR data

## Race/Ethnicity



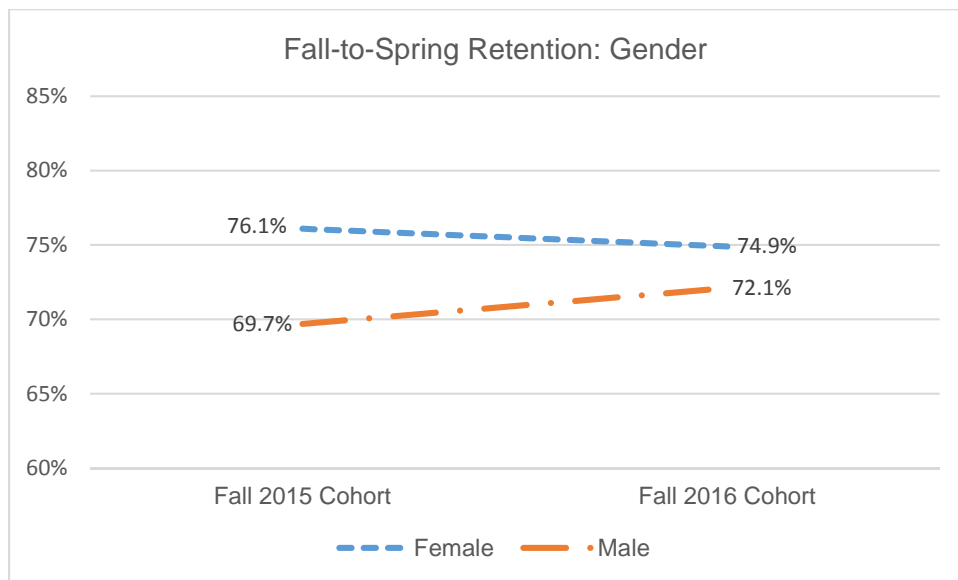
### Comparisons Across Groups:

- Fall-to-Spring retention rates for Black and Hispanic students were lower than the overall average; Hispanic students had the lowest retention rates.
- Retention rates for White and Other/Unknown students were higher than the overall average both years.
- Fall-to-Spring retention rates for Hispanic students were 6 and almost 10 points lower than that for White students, while the difference between Black and White students ranged from 5 to 9 points.

### Comparisons Across Years:

- The overall retention rate increased by over 1.5 percentage points from the Fall 2015 to the Fall 2016 cohort.
- Fall-to-Spring retention rates decreased slightly for Black (-1 percentage point) and Hispanic students (-.4 percentage point).
- Fall-to-Spring retention rates increased for White students by almost 2 percentage points.

### **Gender**



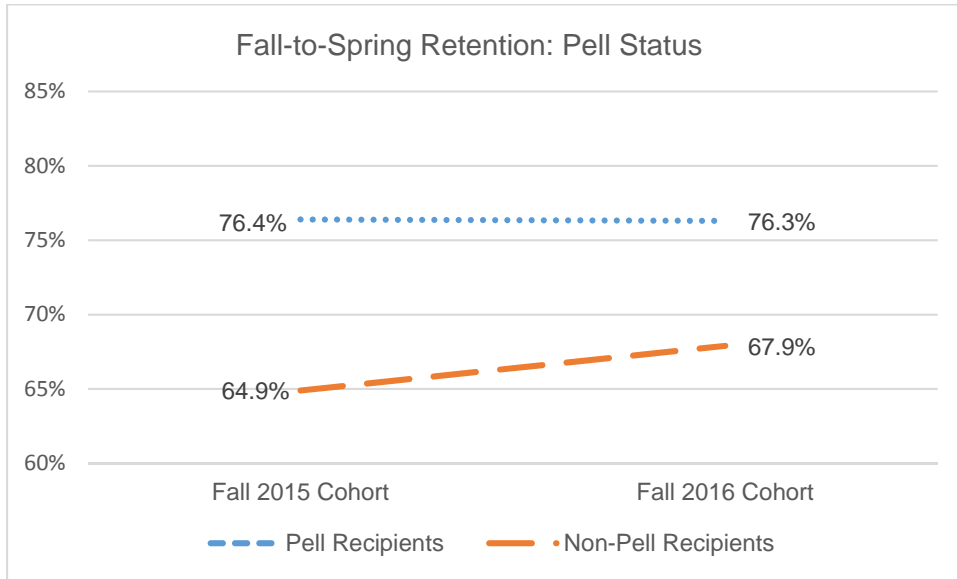
### Comparisons Across Groups:

- Female students were retained from fall to spring semesters at a higher rate than male students each year.
- The Fall-to-Spring retention rate for male students was lower than that of female students by 6 (for Fall 2015 cohort) and 3 (Fall 2016 cohort) percentage points.

### Comparisons Across Years:

- The Fall-to-Spring retention rate decreased for female students by 1 percentage point, but increased for male students by over 2 points.

## Pell Status



### Comparisons Across Groups:

- Students receiving Pell funding were retained at a higher rate for both cohorts than students without Pell funding.
- The difference between the two groups was 11 percentage points for the 2015 cohort and 8 points for the 2016 cohort.

### Comparisons Across Years:

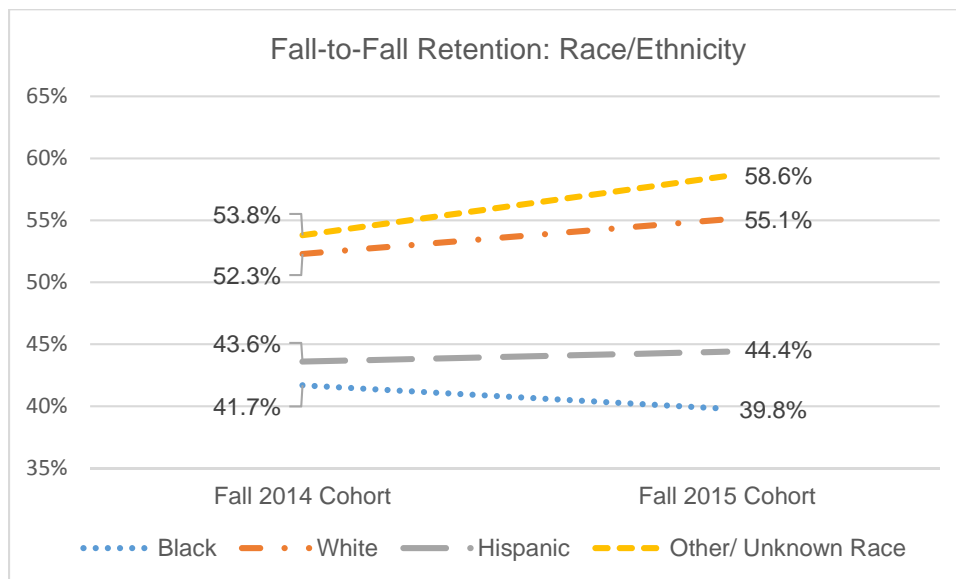
- The retention rate for Pell recipients remained constant from the Fall 2015 to the Fall 2016 cohort.
- For non-Pell recipients, the retention rate increased by 3 percentage points.

## Fall-to-Fall Retention

	Fall 2014 Cohort Retention in Fall 2015			Fall 2015 Cohort Retention in Fall 2016		
	# of Students in 2014 Cohort	# Who Returned in Fall Semester*	% Who Returned in Fall Semester	# of Students in 2015 Cohort	# Who Returned in Fall Semester*	% Who Returned in Fall Semester
<b>Total First-time in College Students</b>	4,287	1,998	46.6%	4356	2069	47.5%
<b>Race/Ethnicity</b>						
Black	2,136	891	41.7%	2,063	821	39.8%
White	865	452	52.3%	873	481	55.1%
Hispanic	599	261	43.6%	731	325	44.4%
Other/Unknown	687	370	53.8%	689	404	58.6%
<b>Gender</b>						
Female	2,435	1,208	49.6%	2,442	1,226	50.2%
Male	1,852	787	42.5%	1,914	842	44.0%
<b>Pell Status</b>						
Pell Recipients	3,177	1,477	46.5%	3,158	1,491	47.2%
Non-Pell Recipients	1,110	518	46.7%	1,198	577	48.2%

\*Frequencies are estimates extrapolated from success rates  
Source: IR Data

### Race/Ethnicity



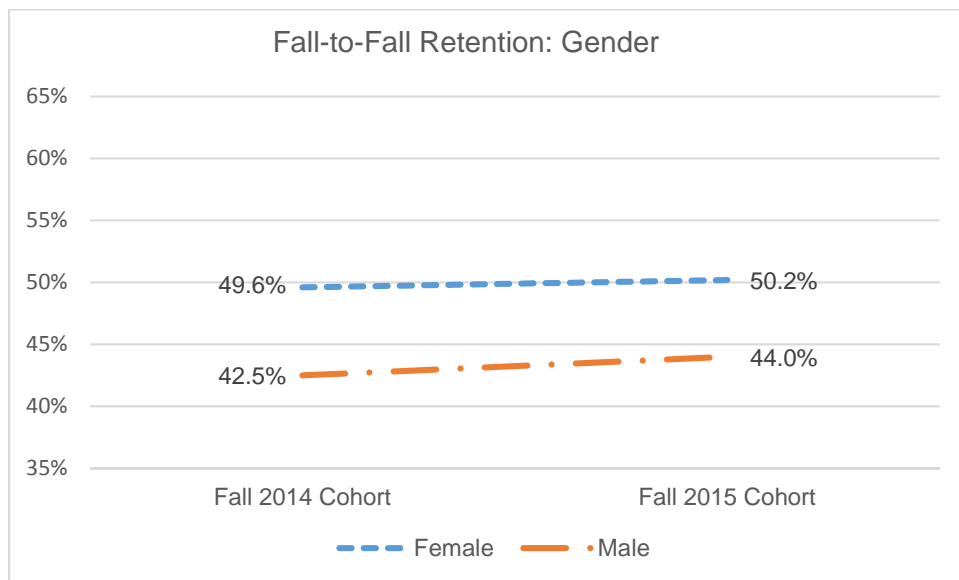
### Comparisons Across Groups:

- Fall-to-Fall retention rates for Black and Hispanic students were lower than the overall retention rate for both the Fall 2014 and the Fall 2015 cohorts.
- The retention rate for White students was above the average for both years.
- The difference in retention rates between Black and White students ranged from almost 11 percentage points (Fall 2014 cohort) to 15 points (Fall 2015 cohort).
- The differences between Hispanic and White students was less, ranging from almost 9 to 11 percentage points.

### Comparisons Across Years:

- The overall Fall-to-Fall retention rate increased by 1 point from the Fall 2014 to the Fall 2015 cohort.
- For Black students, the retention rate decreased by almost 2 points.
- The retention rate increased by 1 point for Hispanic students.
- White student saw the largest gain in Fall-to-Fall retention with an increase of approximately 3 points.

## Gender



### Comparisons Across Groups:

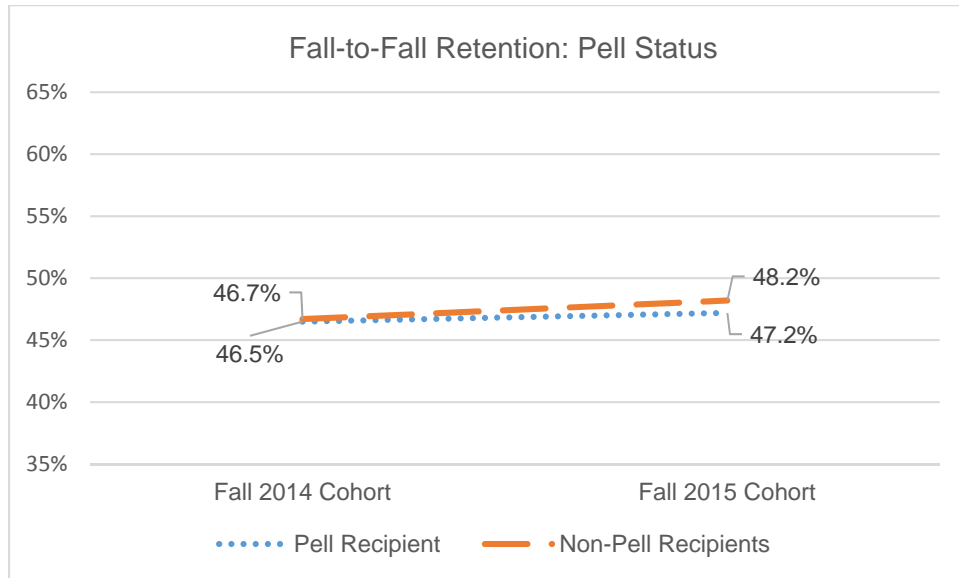
- Male students were retained from fall to fall semesters at a lower rate than female students each year.
- The Fall-to-Spring retention rate for male students was lower than that of female students by 7 points for the Fall 2014 cohort; the difference fell to 6 points for the Fall 2015 cohort.

### Comparisons Across Years:

- The Fall-to-Fall retention rate increased for both female and male students from the Fall 2014 cohort to the Fall 2015 cohort.
- While the retention rate increased by less than 1 point for female students, the gain was larger for male students (+1.5 points).



## Pell Status



### Comparisons Across Groups:

- For the Fall 2014 cohort, the Fall-to-Fall retention rate was about equal for both Pell and Non-Pell recipients – almost 47%.
- The difference between the two groups was 1 percentage point for the Fall 2015 cohort.

### Comparisons Across Years:

- While the retention rate for Pell recipients increased slightly from Fall 2014 to the Fall 2015 cohort (an increase of less than 1 point), the retention rate for Non-Pell students saw a larger increase (1.5 points).

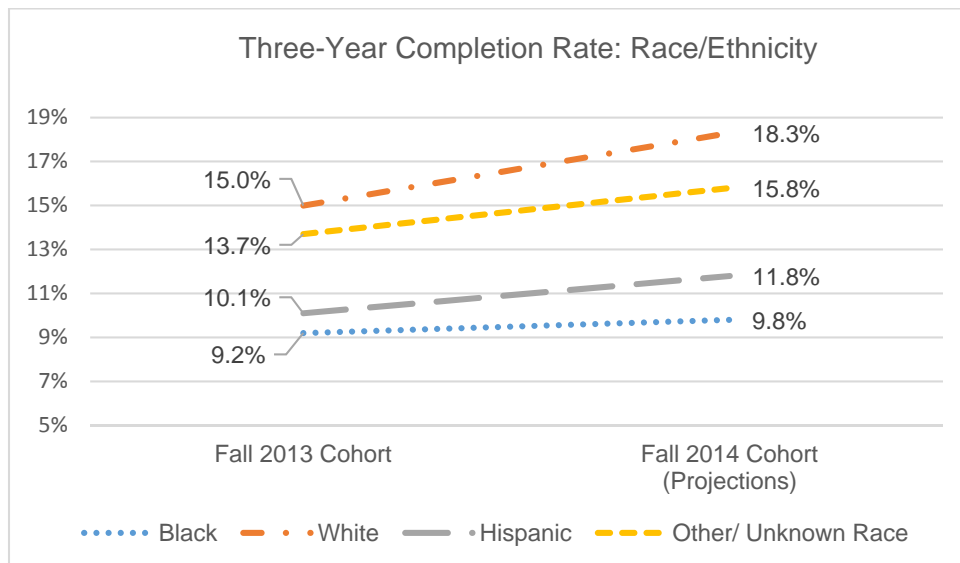
**Three-Year IPEDS Completion Rates**  
(for full-time, first-time in college students only)

	Fall 2013 Cohort			Fall 2014 Cohort Projections		
	# of Students in Cohort	# Who Completed Degree w/in 3 Years	% Who Completed Degree w/in 3 Years	# of Students in Cohort	# Who Completed Degree w/in 3 Years	% Who Completed Degree w/in 3 Years
<b>Total Full-time First-time in College Students</b>	1,362	161	11.8%	1347	179	13.3%
<b>Race/ Ethnicity</b>						
Black	531	49	9.2%	581	57	9.8%
White	320	48	15.0%	327	60	18.3%
Hispanic	169	17	10.1%	186	22	11.8%
Other/Unknown	342	47	13.7%	253	40	15.8%
<b>Gender</b>						
Female	682	87	12.8%	741	108	14.6%
Male	680	74	10.9%	601	71	11.7%
<b>Pell Status</b>						
Pell Recipients	971	88	9.1%	981	115	11.7%
Non-Pell Recipients	391	73	18.7%	366	64	17.5%

Note: Other/Unknown includes Asian, American Indian, Pacific Islander, Multi-Racial, and Unknown. Each of the specific subgroups comprised less than 10% of the cohort.

Source: IPEDS data and IPEDS data submission

**Race/Ethnicity**



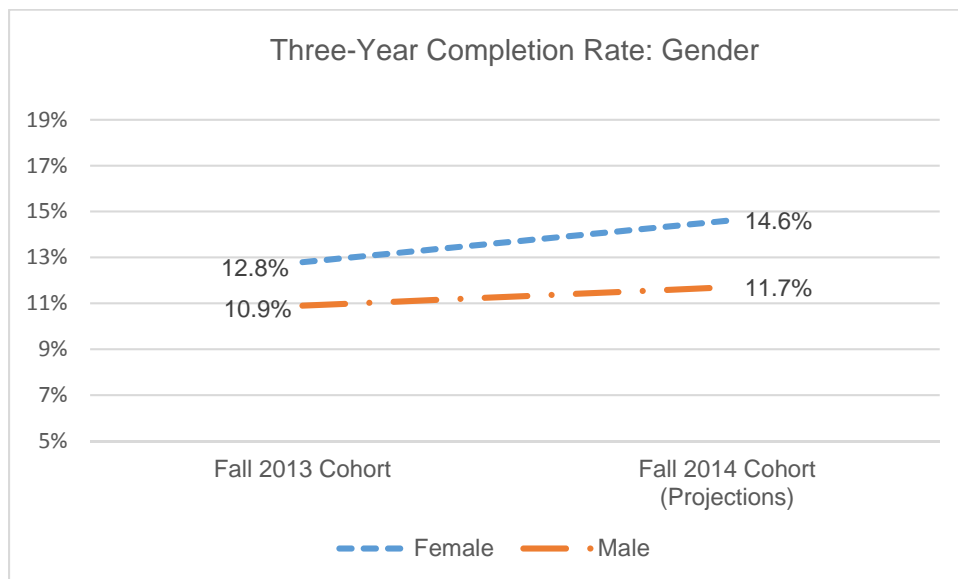
### Comparisons Across Groups:

- Of the specified racial/ethnic groups, White students had the highest three-year completion rate each year.
- Hispanic students had three-year completion rates between 10%-12%.
- The three -year completion rates for Black students were 9%-10%.
- The differences in completion rates between Black and White students ranged from almost 6 percentage points to over 8 points.
- For Hispanic and White students, the difference in completion rates was between 5-6.5 percentage points.

### Comparisons Across Years:

- The overall three -year completion rate increased from almost 12% for the 2013 cohort to over 13% for the 2014 cohort.
- Completion rates increased from the 2013 cohort to the 2014 cohort for all the largest groups.
- White students saw the highest increase in completion rates with a gain of 3 percentage points.
- The three-year completion rate increased by less than 1 point for Black students and less than 2 points for Hispanic students.
- The differences between Black and White students and between Hispanic and White students increased from the 2013 cohort to the 2014 cohort (almost 3 percentage points for Black students and almost 2 points for Hispanic students).

## Gender



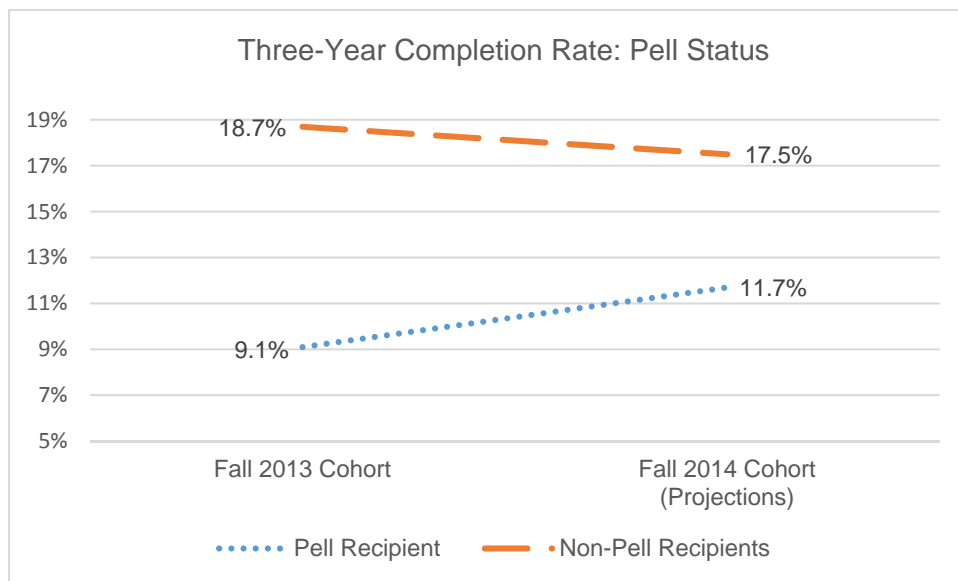
### Comparisons Across Groups:

- Male students completed a degree within three years at a lower rate than female students.
- The different was 2 percentage points for the Fall 2013 cohort and 3 points for the Fall 2014 cohort.

### Comparisons Across Years:

- The three-year completion rate increased for both male and female students from the Fall 2013 to the Fall 2014 cohort.
- The completion rate increased for female students by almost 2 percentage points and by almost 1 point for males.

## Pell Status



### Comparisons Across Groups:

- For the Fall 2013 cohort, Non-Pell recipients completed a degree within three years at twice the rate of Pell recipients.
- The difference was smaller for the Fall 2014 cohort with the percent of Pell recipients less than 6 points less than Non-Pell students.

### Comparisons Across Years:

- The three-year completion rate increased by Pell students by about 2.5 percentage points.
- Non-Pell recipients experienced a decrease in completion rate of 1 point.

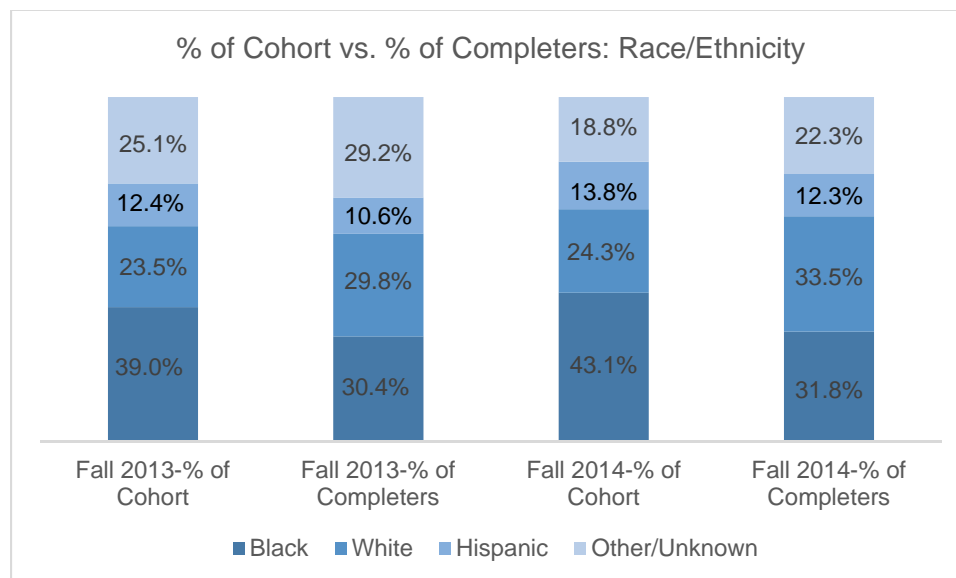
## IPEDS: Proportions of Cohorts Compared to Completers

	Fall 2013 Cohort				Fall 2014 Cohort Projections			
	# of Students in Cohort	% of Cohort	# Who Completed Degree w/in 3 Years	% of Completers	# of Students in Cohort	% of Cohort	# Who Completed Degree w/in 3 Years	% of Completers
<b>Total Full-time First-time in College Students</b>	1,362	100%	161	100%	1347	100%	179	100%
<b>Race/ Ethnicity</b>								
Black	531	39.0%	49	30.4%	581	43.1%	57	31.8%
White	320	23.5%	48	29.8%	327	24.3%	60	33.5%
Hispanic	169	12.4%	17	10.6%	186	13.8%	22	12.3%
Other/Unknown	342	25.1%	47	29.2%	253	18.8%	40	22.3%
<b>Gender</b>								
Female	682	50.1%	87	54.0%	741	55.0%	108	60.3%
Male	680	49.9%	74	46.0%	601	44.6%	71	39.7%
<b>Pell Status</b>								
Pell Recipients	971	71.3%	88	54.7%	981	72.8%	115	64.2%
Non-Pell Recipients	391	28.7%	73	45.3%	366	27.2%	64	35.8%

Note: Other/Unknown includes Asian, American Indian, Pacific Islander, Multi-Racial, and Unknown. Each of the specific subgroups comprised less than 10% of the cohort.

Source: IPEDS data and IPEDS data submission

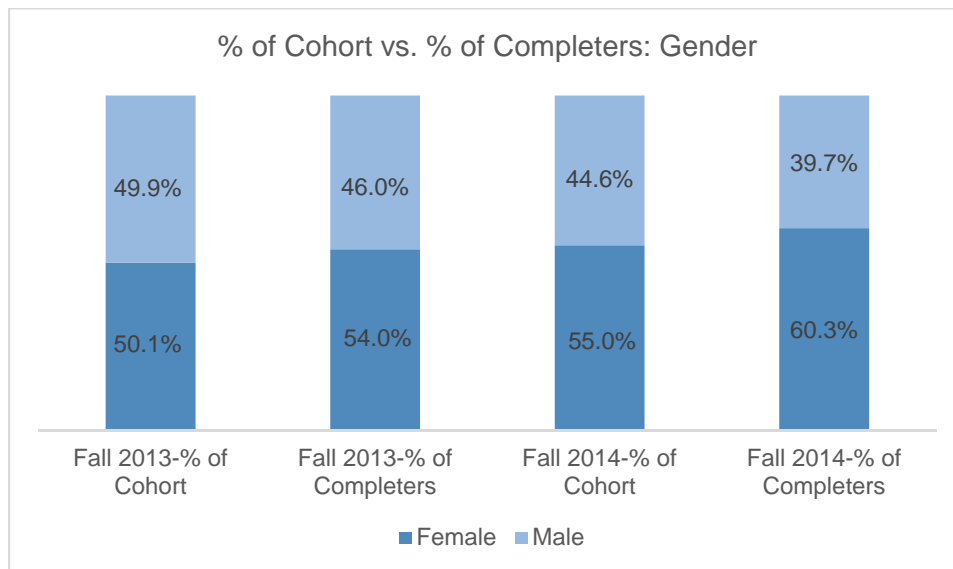
### Race/Ethnicity



### Comparisons

- Black students comprise a smaller percentage of completers than the total cohort for both 2013 and 2014 cohorts. The difference was almost 9 percentage points for the 2013 Fall cohort and increased to 11 points for the Fall 2014 cohort.
- Hispanic students also made up a smaller proportion of completers than the total cohort for both cohorts. However, the difference was smaller (about 2 percentage points for each cohort).
- White students constituted a larger percentage of the completers than the total cohorts. For the Fall 2013 cohort, the percent of completers was 6 points greater than the percent of the cohort. For the Fall 2014 cohort, this increased to 9 percentage points.

### **Gender**

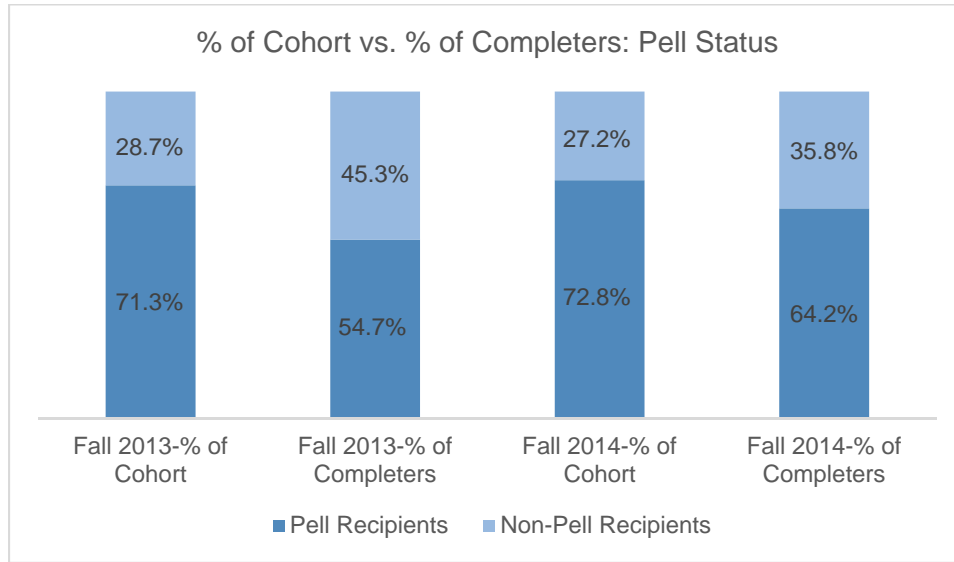


### Comparisons:

For both cohorts, male students made up a smaller percent of completers than they did for the cohorts.

- For the Fall 2013 cohorts, males were half of the cohort and 46% of completers.
- This difference increased for the Fall 2014 cohort by one percentage point.

## Pell Status



### Comparisons:

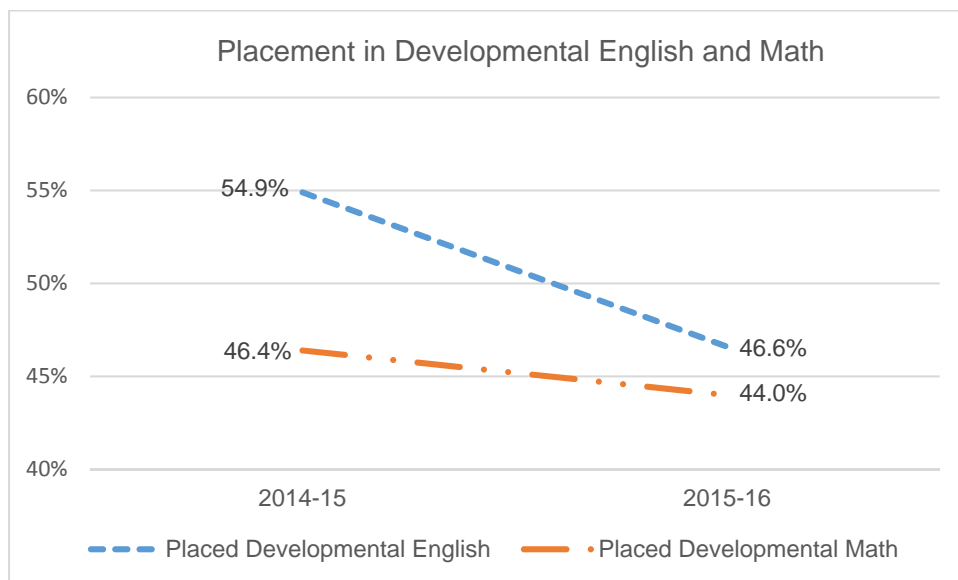
- For both cohorts, Pell recipients were more than 70% of the cohorts.
- For the Fall 2013 cohort, the difference between the cohort and completers for Pell recipients was almost 17 percentage points.
- This difference decreased for the Fall 2014 to less than 9 points.

## Placement in Developmental English and Math

	2015-16	2016-17
	%	%
<b>Placement in Developmental Education (Decrease annually)</b>		
Placed in Developmental English	46.6% <sup>1</sup>	36.8% <sup>1</sup>
Placed in Developmental Math	44.0%	51.5% <sup>1</sup>

<sup>1</sup> Reflects changes in placement cut-off scores  
Source: IR data

## Placement in Developmental Education



### Comparisons:

- For placement in Developmental English and Math courses, the goal is to decrease the percentage of students who place into these courses.
- The percentage of students placing into Developmental English decreased from 2015-16 to 2016-17 by almost 10 percentage points.
- For placement into Developmental Math, the percent of students placed into a developmental course rose by about 7 points.



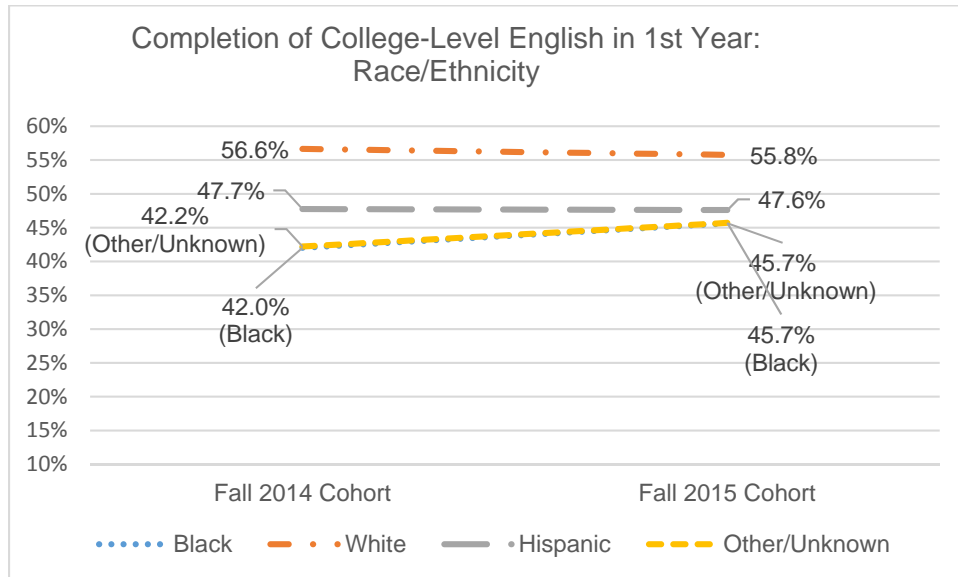
## Completion of College-Level English In First Year

	Fall 2014 Cohort			Fall 2015 Cohort		
	# of Students in Cohort	# Who Completed College-Level English in First Year	% Who Completed College-Level English in First Year	# of Students in Cohort	# Who Completed College-Level English in First Year	% Who Completed College-Level English in First Year
<b>Total First-time in College Students</b>	4,287	1,964	45.8%	4,356	2,092	48.0%
<b>Race/ Ethnicity</b>						
Black	2,136	898	42.0%	2,063	942	45.7%
White	865	490	56.6%	873	487	55.8%
Hispanic	599	286	47.7%	731	348	47.6%
Other/ Unknown	687	290	42.2%	689	315	45.7%
<b>Gender</b>						
Female	2,435	1,201	49.3%	2,442	1,259	51.6%
Male	1,852	763	41.2%	1,914	833	43.5%
<b>Pell Status</b>						
Pell Recipients	3,177	1,401	44.1%	3,158	1,507	47.7%
Non-Pell Recipients	1,110	563	50.7%	1,198	585	48.8%

Note: Cohort includes all new first-time in college students in Fall semester (full-time and part-time)

Source: IR data

## Race/Ethnicity



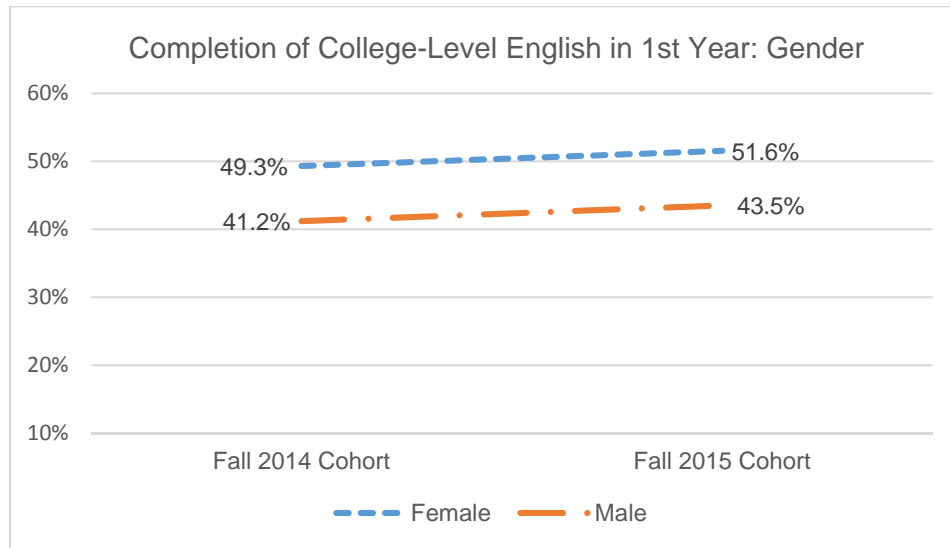
### Comparisons Across Groups:

- Black students had a lower percentage of completing the first college-level English course in their first year the average for all FTIC students.
  - 45-46% college-level English completion rate for Black students was 10-11 percentage points lower than for White students.
- Hispanic students completed college-level English in their first year also at a lower rate than White students (48% compared to 56-57%), though at a higher than or the same rate as the FTIC average.
- The overall completion of college-level English in the first year increased from the Fall 2014 cohort to the Fall 2015 cohort.

### Comparisons Across Years:

- The percentage of all FTIC students increased by 2 percentage points from Fall 2014 to Fall 2015 cohorts.
- The completion rate remained consistent for Hispanic students; decreased by 1 percentage point for White students, and increased by 0.1 percentage point for Black students.

## Gender



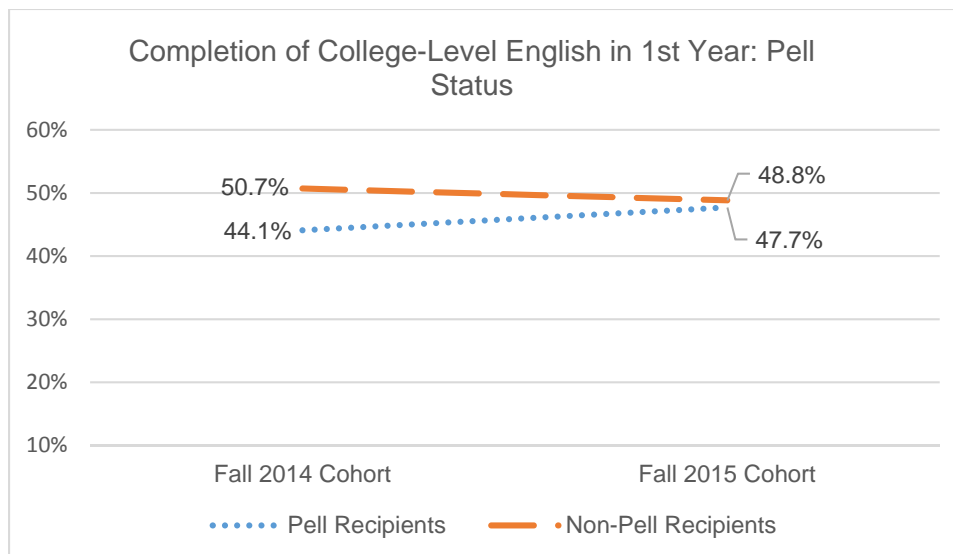
### Comparisons Across Groups:

- Male students completed their college-level English course during their first year at a lower rate than the average and female students.
- The difference in completion rates for male and female students was 8 percentage points for both the Fall 2014 and Fall 2015 cohorts.

### Comparisons Across Years:

- The completion rates increased for both male and female students from the Fall 2014 to the Fall 2015 cohort.
- Each group increased at the same rate, by over 2 percentage points.

## Pell Status



Comparisons Across Groups:

- For the Fall 2014 cohort, the percentage of students who completed their college-level English course in their first year was over 6 points lower for Pell recipients.
- The gap decreased to only 1 percentage point for the Fall 2015 cohort.

Comparisons Across Years:

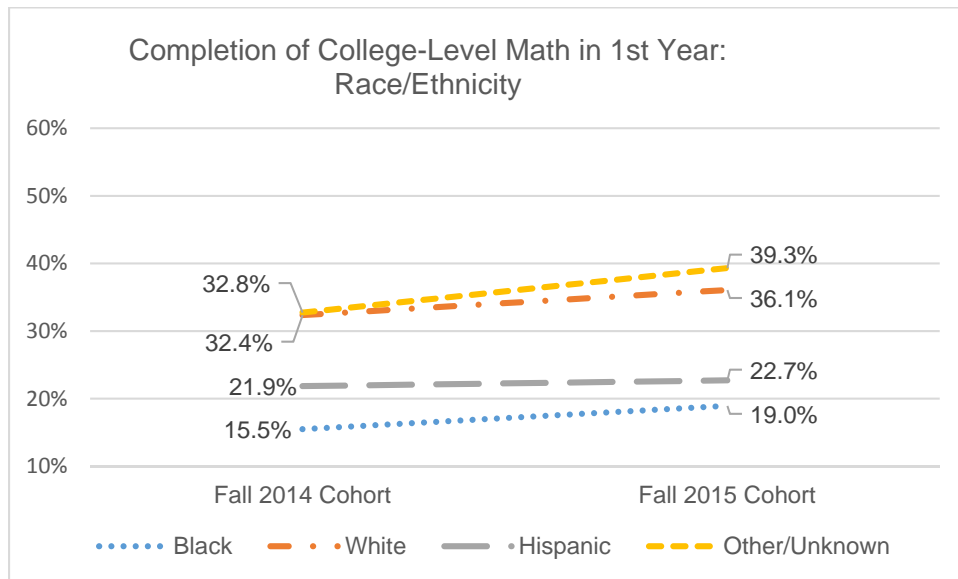
- The completion rate for Pell recipients increased over 3 percentage points from the Fall 2014 to the Fall 2015 cohort.
- For Non-Pell recipient, the completion rate fell by almost 2 points.

### Completion of College-Level Math Course (118 or Higher) In First Year

	Fall 2014 Cohort			Fall 2015 Cohort		
	# of Students in Cohort	# Who Completed College-Level <u>Math</u> in First Year	% Who Completed College-Level <u>Math</u> in First Year	# of Students in Cohort	# Who Completed College-Level <u>Math</u> in First Year	% Who Completed College-Level <u>Math</u> in First Year
<b>Total First-time in College Students</b>	4,287	967	22.6%	4,356	1,143	26.2%
<b>Race/ Ethnicity</b>						
Black	2,136	331	15.5%	2,063	391	19.0%
Hispanic	599	131	21.9%	731	166	22.7%
White	865	280	32.4%	873	315	36.1%
Other/ Unknown	687	225	32.8%	689	271	39.3%
<b>Gender</b>						
Female	2,435	548	22.5%	2,442	627	25.7%
Male	1,852	419	22.6%	1,914	516	27.0%
<b>Pell Status</b>						
Pell Recipients	3,177	630	19.8%	3,158	761	24.1%
Non-Pell Recipients	1,110	337	30.4%	1,198	382	31.9%

Note: Cohort includes all new first-time in college students in Fall semester (full-time and part-time)  
Data provided by IR.

## Race/Ethnicity



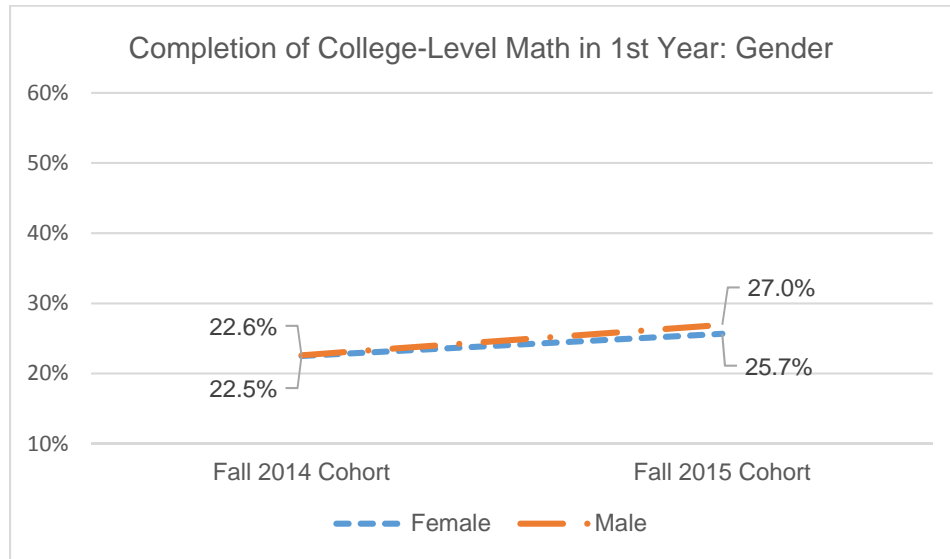
### Comparisons Across Groups:

- Black students had a lower percentage of completing a first college-level Math course in their first year than Hispanic and White students.
  - While 32% of White students completed a college-level Math course in their first year, Black students completed a college-level math course in their first year at less than half that rate (at 16%).
- Hispanic students completed college-level math in their first year slightly lower than the overall FTIC population (21.9% compared to 22.6%).

### Comparisons Across Years:

- The overall percentage of FTIC students completing college-level math in their first year increased by almost 4 percentage points. All four groups showed increases from the Fall 2014 to the Fall 2015 cohort.
- The increases were slightly less for Black and White students (about 3.5 points). The increase was less than 1 point for Hispanic students. The college-level Math completion rate increases the most for Other/Unknown students (6.5 percentage points).

## Gender



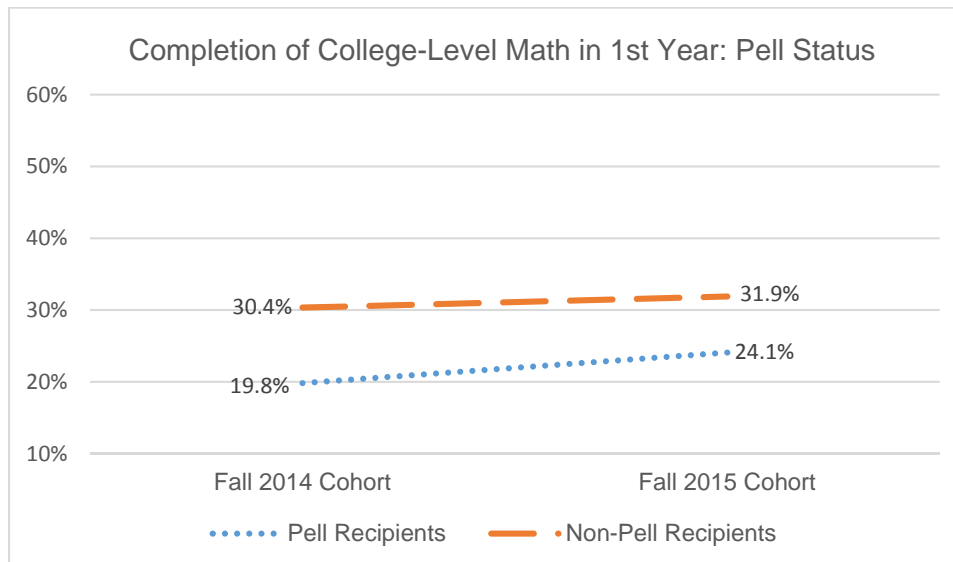
### Comparisons Across Groups:

- Both male and female students in the Fall 2014 cohort completed their college-level Math course during their first year at the same rate.
- For Fall 2015 cohort, the completion rate for male students was over 1 point higher than the completion rate for female students.

### Comparisons Across Years:

- The college-level Math completion rates increased for both male and female students from the Fall 2014 to the Fall 2015 cohort.
- The completion rate for female students increased by 3 percentage points and by 4 points for male students.

## Pell Status



Comparisons Across Groups:

- For the Fall 2014 cohort, Non-Pell recipients completed their college-level Math course at a rate of over 10 percentage points higher than Pell recipients.
- The difference decreased slightly to about 8 points for the Fall 2015 cohort.

Comparisons Across Years:

- The college-level Math completion rate for Pell recipients increased over 4 percentage points from the Fall 2014 to the Fall 2015 cohort.
- For Non-Pell recipients, the increase was lower (1.5 percentage points).