Community College *of* Philadelphia

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, May 2, 2019
1:30 p.m.
Conference Room M2-34

AGENDA

(1)   1:30 p.m.   Executive Session

(2)   Public Session

      (a) Approval of the Minutes of February 7, 2019   (A)

      (b) Academic Program Reviews   (A)

- A.A. in Theater
- Acting Proficiency Certificate
- Technical Theater Proficiency Certificate

- What is the role of the Programs in the context of Guided Pathways?
- What changes in the Program have occurred as a result of assessment?
- To what extent does the Committee agree with the Program Review findings and recommendations?
- What is the Committee's action recommendation to the full Board?

Guests: Dr. Chae Sweet, Dean of Liberal Studies
           Ms. Kirsten Quinn, Associate Professor, English
           Theater Program Coordinator

      (c) Board Dashboard   (D)

- What are the trends?
- What are the factors that are influencing the trends?
- What are the projected future trends?

      (d) New Business

Attachments:
Minutes of February 7, 2019
A.A. in Theater Program Review
Acting Proficiency Certificate Program Review
Technical Theater Proficiency Certificate Program Review
Dashboard
2018-19 Academic Pathway

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES

Thursday, February 7, 2019
1:30 p.m.
Conference Room M2-34

Presiding: Ms. Hernández Vélez

Committee
Members: Ms. Fulmore-Townsend, Ms. McPherson, Ms. Posoff

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

Guests: Mr. Davison, Ms. Frizell, Mr. Morrison, Dr. Sweet

(1)   **Executive Session**

There were no agenda items for the Executive Session.

(2)   **Public Session**

(a) Approval of the Minutes of November 1, 2018
The minutes were approved unanimously.

(b) Enrollment and Completion Data Review
Dr. Hirsch provided an overview of recent enrollment and completion data. From 2008 through 2010, enrollment increased with the recession taking place. Enrollment was steady from 2012 through 2015; many other community colleges in general and institutions in the area experienced a decline during those years. The lower enrollments as seen in later years show the effects of a better economy. Declines began in 2016, particularly with part-time students. Enrollment for full-time students decreased less, which could be related to the establishment of the 50th Anniversary Scholarship and to the Philadelphia School District moving more students through the pipeline leading to college. Philadelphia metro area is a highly competitive marketplace with 105 colleges and universities. Dr. Generals noted that in the Philadelphia area, only West Chester University has experienced positive enrollments; this institution is affordable and is accessible to students from three area community colleges. The proprietary schools undertake aggressive marketing (but students then leave with debt). As a strategy, the College is reviewing offerings at

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proprietary institutions and marketing those programs when the College also offers them.

Ms. Hernández Vélez asked about regional projections for employment. Dr. Generals noted that if there are factors that could lead to a recession in the next two to three years, then this would increase students seeking retraining, especially in technology-related fields. The College is able to react more quickly than traditional four-year institutions and can be seen as a support network for students. Dr. Hirsch explained that the College's Academic Pathways chart will look very different in the next few years with the addition of several proficiency certificates and post-degree certificates.

For the three-year graduation rate used by IPEDS, the most recent data is for the 2015 full-time, first-time in college (FTIC) students having a 16% completion rate. This compares to the 2014 cohort with a 13% completion rate. While this is a key measure for both two- and four-year institutions, two-year schools do raise concerns about using full-time students as a measure. For community colleges, the majority of students are typically part-time students. The first cohort of students to experience some of the College's guided pathway efforts is the 2016 cohort, with the 2017 cohort experiencing even more reforms. As such, the College has not yet seen the potential full impact of guided pathways in the three-year completion rate. While IPEDs does not count transfers to four-year institutions, the College does for its own Dashboard. The College has been meeting its benchmark for students who leave without graduating and transfer to another institution.

Dr. Generals mentioned an article that was recently circulated. This article cited 2016 data, which pertains to the 2013 cohort and is thus several years old. The College has written to the City Council and did respond to a similar article from six months ago regarding the use of outdated data. The College's annual report also addresses the increases shown in recent years.

(c) **Academic Program Review: Fire Science AAS Degree**
Ms. Frizell, from the Office of Academic Assessment, provided an overview of the Fire Science program. The last audit was completed in 2010 and contained several recommendations: offer all required courses within a two-year period; explore certifications; and conduct program learning assessments. These actions have been implemented since Mr. Davison became coordinator in 2016. It is a small program, with students often leaving after completing the first 12 credits. The enrollment has shifted from part-time, older students to more full-time and younger students. Among the fire department's ten-year goals, the only goal not met pertained to educating fire fighters. Mr. Davison believes that the College is the key to meeting this goal and can provide the best education for local fire fighters and volunteers. To Ms. McPherson's question regarding challenges facing the program, Mr. Davison explained that online courses are very attractive to younger students and these students will pay more money for the convenience offered by the online courses at Neumann University.

Mr. Davison described how completing an associate's degree can be an incentive for fire fighters. Having an AAS adds three points on the entrance exam and half a point to the promotion exam. With 10,000 applicants a year and increases in hiring, those three points can be helpful. The fire department needs to explain to fire fighters and potential fire fighters how an education is an investment. The city does provide a limited pool of money for tuition. A degree is not a requirement for paramedics. To address this, Mr. Davison suggested that a title change that encompasses more than Fire Science could be considered.

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

Academic Program Review: American Sign Language/English Interpreting AAS Degree
Ms. Frizell introduced ASL/INT as a unique program that allows students to take courses in American Sign Language and in interpreting at the same time. It attracts a large number of post-baccalaureates because a bachelor's degree (in any field) is needed to be a licensed interpreter. A challenge for the program is tracking employment data, as ASL interpreters fall under the larger "interpreters" category, which also encompasses foreign languages and the FCC-mandated video relay services. The program is working with the Advisory Committee to address this. Mr. Morrison explained that the program has heard from the Advisory Committee that there is a shortage of ASL interpreters. Interpreting referral agencies place interpreters, who are mostly free-lancers. The hourly rate for a new graduate can vary and usually ranges from $35 to $40 an hour, while certified interpreters can earn $75 to $120.

Mr. Morrison noted that the College's ASL/INT program is the strongest it has been since it was established in 2009-10. It has benefited from the College's guided pathway efforts, in part because the program is essentially cohort-based. The degree encompasses 67 credit hours, which is made up of five general education courses with the remaining credits devoted to ASL and then interpreting courses. The program has also established two shorter post-baccalaureate proficiency certificates to start in Fall 2019. These will better address the needs of students who already have a degree and therefore do not need to complete all the AAS requirements. The first proficiency certificate covers the first 23 ASL/INT courses, with the remainder making up the second proficiency certificate.

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

(d) Workforce Development Update

Ms. de Fries continued with the overview of the Division of Workforce and Economic Innovation (WEI) begun at the previous meeting. Advanced Manufacturing is a focus now. The CNC program had two separate courses (one in fall and one in spring), which is an increase from the one course last year. Enrollments in the courses also increased from six to 11. Sixty-seven (67) percent of students who completed so far reported CNC-related employment (two were recruited while in the program), with pay ranging from $16.50 to $30 an hour. Job placement support could add to these numbers. Money for the CNC Labs came from the state. Enrollments in Welding are lower this year, but grant funds allow courses to run with fewer students.

The microcredentials grant's current enrollments are down from last year, but last year's enrollments were supplemented by Welding students. Training in this leads to good jobs, though better reporting could provide more accurate information on this. The College received the third phase of the JOIN grant. These funds paid for special advertising for the Advanced Manufacturing in the Spring (Facebook, bus shelters in front of Career Links, etc.); there were 152 leads. Digital badges were produced for the microcredentials grant; they will also be done for the JOIN grant. For the microcredentials grant, training ended in December; record keeping and data submission are occurring now. Success outcomes for the program were above average.

The Power Up Your Business grant is in the last year of a three-year fiscal commitment from the City Council. As part of this, they did an industry best practices series. The program also partners with Mt. Airy USA; the program provides the curriculum and instruction, while Mt. Airy USA supports recruitment. There was a cohort last October followed by another in January. This program received third place for an innovation award.

Goldman Sachs Ten Thousand Small Businesses finished its fifth year in November. Cohort 18 started in January with 24 students. Last year saw the largest percentage increase in women-owned business and underserved businesses (it should be noted that "underserved" does not address ethnicity but is rather a geographic designation).

Career Connections holds job fairs at the regional campuses now, in addition to the main campus. It hosted an appreciation event for employers. Efforts are being increased to track employment.

(e) **New Business**

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for April 4, 2019 at 1:30 p.m. in Conference Room M2-

<u>Attachments</u>:
Minutes of November 1, 2018
Enrollment and Completion Data
Fire Science Program Review
American Sign Language/English Interpreting Program Review
Academic Pathways 2018-19

Community College *of* Philadelphia

Academic Program Review: AA in Theater Executive Summary

TERESA FRIZELL, KIRSTEN QUINN, ELIZABETH GORDON

SPRING 2019

I. Executive Summary

A. Key Findings for the period Fall 2013-Spring 2018:

Synthesis of Key Findings

This Academic Program Review reflects the Program's dual emphasis on creating a professional-quality program and emphasizing the use of Theater skills in non-Theater related professions. The Program Learning Outcomes and assessment thereof address the first goal. The Theater Program enrolls a higher proportion of some of the College's traditionally underserved populations: 10% more Black males, who graduate from the College at lower rates than any other demographic group, and 1-2% more students on academic warning. It retains and graduates 2-4% more students than the College overall, and increased its number of graduates from two to thirteen in the period studied. Program enrollment decreased sharply in 2018, though section efficiency had been decreasing since 2016. Part, but not all of the enrollment decrease is explained by unusually large graduating classes in 2016 and 2017. Despite consistent recruitment efforts, the program has been unable to run classes due to low enrollment. The Program currently has 60 students enrolled. Concurrent with this program review, the Program made curricular changes in an attempt to increase enrollment.

Enrollment and Demographics

1. At 45%, the Program averaged a higher proportion of full-time students than the College's 28%.
2. The Program averaged 51.3% people who identified as female and 48.7% people who identified as male to the College's 62.5% female and 37.4% male.
3. It averaged five percentage points lower enrollment of students who identified as Asian and White than the College.
4. The Program's enrollment of students who identified as Black males averaged 29%, which was 10 percentage points more than the College average.
5. Age demographics of the Program were more heavily distributed towards the younger end of the scale, with 54% of Program students aged 16-21 compared to 33.5% of College students.
6. AY 2018 saw a drop in enrollment from 2015-2017, from an average of 85 students to an average of 60.
7. Section Efficiency decreased from an average of 75% Fall 2013-Fall 2015 to an average of 57% Spring 2015-Spring 2018.
8. Concurrent with this Program Review, the Program made curricular changes to ENGL 131: Acting 1 and ENGL 137: Introduction to Theaters in an attempt to address declining enrollment.
9. Concurrent with this Program Review, the Liberal Arts Program was revised to include ENGL 131: Acting 1 as one of the Guided Electives for the Arts requirements in that Program.

Retention

10. From Fall to Spring, 66% of Theater students returned to the same program while 64% returned to the same program across the College overall. From Fall to Fall, 38% of Theater students returned to the Theater Program; College-wide, 36% of students returned to the same program.
11. The Program's rate of students departing unsuccessfully, with a grade point average below 2.0, was 4.5 percentage points higher than the College's, at 41.6%

Graduation

12. Graduation increased from eight students in 2016 to 14 in 2016 and 13 in 2017.
13. At 4%, 1.2 percentage points more Theater students graduated than graduated from the College overall.

Transfer
14. Temple received the highest number (five) of first-time enrolled students who transferred.
15. Of the 27 first-time enrolled students who transferred during the period studied, three graduated from another institution.
16. The Program Coordinator sent all graduates and certificate holders from Spring 2013-Spring 2018 a survey and received 70 responses, yielding a response rate of 81%. Forty-four percent of those respondents had transferred to or graduated from four-year college Theater programs. This figure differs from the one above because this includes students who registered at the College, left for at least a semester, and then returned.

Assessment
17. The Program assessed all PLOs on two-year cycles and met all benchmarks.
18. The Program analyzed assessment results and implemented teaching and curricular changes in response.
19. The Program lists assessable goals and accomplishments such as enhancing teamwork and leadership skills in the Program Analysis section that are not reflected in the PLOs.

Employment
20. In aforementioned survey of graduates and certificate holders, 50% of the 70 respondents are working in theater-related employment.
21. Program faculty work in the field, and actively help facilitate students' connections and opportunities in the field.
22. Program faculty recently secured approval for Theater students to participate in the Greater Philadelphia Annual Auditions, an opportunity previously only available to graduating seniors at baccalaureate-granting institutions.

Cost
23. At $4,855 per FTE in 2016-2017, Theater cost about $300 more than the average College FTE and $600 more than the average Liberal Studies FTE.

Recommendations from previous audit
1. The program should develop a structure (set of guidelines or talking points, internship possibilities, classroom time, out of class assignments, etc.) for students regarding their future careers and what plans they have after completion of the program.

   Action taken: The Program developed marketing materials with the Office of Marketing and brochures to hand out to students at majors' fairs and open houses as well as to other students. It provides a detailed handbook to all students who take theater classes. The handbook includes information on co-curricular activities, professionalism, and jobs in the theater. According to the Program Coordinator,
   > CCP's theater program prepares Theater students for the reality of life in
   > the business and provides them with opportunities in Philadelphia so
   > that they can get their feet wet and begin to emerge as artists or future
   > B.F.A. students. One-on-one guidance is the best way to do this.
   > Emphasizing their strengths is crucial. Not everyone will become an
   > actor, but there are hundreds of other job options to be explored.

2.   The program should pursue additional articulation agreements with local Colleges and
        Universities as well as update current agreements as the upcoming program changes are
        implemented.

        Action Taken: The Program has program-to-program articulation agreements with four
        schools. Two of those schools – Indiana University of Pennsylvania and California University
        of Pennsylvania—have received no transfers according to our knowledge. The Program
        emphasizes the opportunity to transfer to PASSHE schools with strong theater departments
        such as Cheyney and West Chester Universities. It also emphasizes the College's
        articulation agreement with Arcadia.

3.   The program should collect more data (both qualitative and quantitative) as part of its
        assessment process.

        Action Taken: The Program has collected quantitative assessment data on a two-year cycle.
        As part of this Program Review, the Program Coordinator surveyed current and past
        students to collect qualitative data.

4.   Develop clear goals for enrollment management.

        Action taken: As of Spring 2019, the goals of the Theater Program are to increase enrollment
        of majors from the current number to 70 next year and 77 the following year, with that
        number remaining steady while accounting for higher graduation rates. The Program would
        like to increase the section efficiency of the major courses by around 3% over the next year,
        and then continue to increase enrollment over the next five years by around 3% each year
        until all courses within the program are running at 75% capacity by 2024.
        The Program also developed and launched two certificate programs: one in Acting and one
        in Technical Theater. These are reviewed separately.

B. Action Items
The Office of Assessment and Evaluation makes the following recommendations:

Enrollment and Demographics

1.   Track the effects on enrollment and section efficiency of the curricular changes made
        concurrent with this Program Review.

2.   Partner with ESL and Developmental math and English faculty to design recruitment and
        curricular material that identifies and maximizes the benefits of Theater courses to these
        students.

3.   Achieve course and Program enrollment benchmarks set by Program Dean by 2023.

        The goal for the program is to increase the Program Major enrollment by a maximum of
        10% each Academic Year. This chart represents the Fall semesters of each year, with
        approximately a 59.4% increase from Fall 2018 to Fall 2023. This does not account for

graduation rates.

Semester	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Headcount	64	70	77	85	93	102

Retention

5.   Devote time to increasing student knowledge of workforce development in addition to transfer. This could include increased connections with STEM and Corporate Solutions as well as outside organizations, such as Theatre Philadelphia, area theaters, and the Greater Philadelphia Annual Auditions.

6.   Actively engage in the Creative Arts pathway community including embedding advisory notes explaining employment opportunities during and after completion of the Program, and infusing the use of Starfish early warning system into the Program.

Transfer

7.   Examine the articulation agreements with Indiana University of Pennsylvania and California University of Pennsylvania to determine why they are underutilized. Discontinue these agreements if they are not useful to students.

Assessment

8.   As a faculty, decide on the importance of non-theater specific skills such as communication, higher order thinking, and teamwork mentioned in the Program Analysis to their program. If they are determined to be essential elements of the Program, adjust Program Learning Outcomes to include and assess them.

C. Narrative

The Theater Program helps students discover and express their creativity while enhancing teamwork and leadership skills. Students learn how to perform scenes and monologues; create characters; improvise during performances; understand and demonstrate basic principles, techniques and styles of body movement and dance; read and write about significant dramatic literature; design costumes; build, design, paint and light stage scenery; operate stage lighting; serve as stage managers; and rehearse and present a in every aspect of a production. Students pursuing non-Theater careers develop skills such as public speaking, verbal and written communication, project management, and teamwork. Other practical skills, immediately transferrable to the job market are set and lighting design, set building, work on stage crews and in some cases stage management. Students are directly connected to the field and transfer institutions by faculty members who are all prominent professional theater and/or film artists. Students have worked for many of the region's major and smaller theater companies in various capacities, and have had the opportunity through the Greater Philadelphia Annual Auditions Student Program to audition for agents and theater companies. Though the program is a transfer program with agreements throughout the area, our students often immediately enter the workforce as well. Many programs not listed as transfer institutions accept our students into their B.F.A. programs after they audition. B.F.A. programs do not generally allow transfer agreements because students must audition to be accepted.

The Arts are highly valuable to the economy, and the job market reflects that. One report notes that in 2010, nonprofit arts and culture organizations put about $61.1 billion back into the economy. CCP's theater program provides students with opportunities here in Philadelphia so that they can get their feet wet and begin to emerge as artists or undergraduate students. With the advent of online streaming services more jobs have opened up. Netflix, Amazon, Hulu and others churn out hundreds of series and movies now, and students have greater possibilities in the acting market. Locally and nationally, theater companies are taking great strides to be more inclusive and diverse, which will directly influence and help the Program's students.

Community College *of* Philadelphia

Academic Program Review: Acting Proficiency Certificate Executive Summary

TERESA FRIZELL, KIRSTEN QUINN

SPRING 2019

I. Executive Summary

A. Key Findings for the period Fall 2013-Spring 2018

Enrollment and Demographics

1. The age of the students who declared the certificate as their primary major skewed older than the Theater AA. Two students are 16-21, four students are 22-29, three are 30-39, and two are 40+.

Graduation

2. Of the 31 students who have earned the certificate, 14 are still attending CCP or a four-year institution.

Assessment

3. The Program Learning Outcomes for the Acting Certificate differ from those of the Theater Program AA. Faculty give the same assessment to a mixed group of certificate and AA students. The Office of Assessment questions the validity of this assessment practice in this case.

Cost

4. The Acting Certificate is resource-neutral within the Theater Program.

Employment

5. The Program Coordinator sent all graduates and certificate holders from Spring 2013-Spring 2018 a survey and received 70 responses. Six students who have earned the Acting Certificate and not the Theater AA are working professionally in the field.

6. Program faculty work in the field, and actively help facilitate students' connections and opportunities in the field.

B. Action Items

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

Assessment

1. As a faculty, review the relationship between Certificate and AA PLOs and, if appropriate, revise assessment practices accordingly.

C. Narrative

The Acting Proficiency Certificates was created to provide students with the opportunity to demonstrate their knowledge and interest in theater. Many students who enroll in Acting I (ENGL 131) continue to take additional theater courses. These courses fulfilled requirements in the Humanities and Artistic Expression, or Directed Electives. Students who earn the Acting Certificate are able to identify and utilize the foundation principles of acting, demonstrate their ability to create and develop characters and recognize the collaborative nature of the craft of acting.

The Acting Certificate allows students to take the full sequence of Acting courses and reap the benefits of theatre education while pursuing other fields. Students take Acting I (ENGL 131), Acting II (ENGL 132), Rehearsal and Performance (ENGL 142), and then one of the following: Voice and Articulation (ENGL 120) or Movement and Dance (ENGL 135.

Casting agents in Philadelphia said they would be very interested in hiring students who were not theater majors, but had earned or were working toward the Certificate because it demonstrated the student's interest in developing acting skills. It is appropriate that students from other academic disciplines who commit to taking multiple theater courses have a credential to demonstrate their knowledge and commitment.

Community College *of* Philadelphia

Academic Program Review: Technical Theater Proficiency Certificate Executive Summary

TERESA FRIZELL, KIRSTEN QUINN

SPRING 2019

I. Executive Summary

A. Key Findings for the period Fall 2013-Spring 2018

Enrollment and Demographics
1.   Advanced Technical Theater, the capstone course for the Certificate, has only run once since its inception in 2015.

Graduation
2.   Ten students have earned the Technical Theater Certificate. Four are still attending CCP or a four-year institution.
3.   Four students have earned the Technical Theater Certificate and no other degrees or certificates.

Assessment
4.   The Program Learning Outcomes for the Certificate differ from those of the Theater Program AA. Faculty give the same assessment to a mixed group of certificate and AA students. The Office of Assessment questions the validity of this assessment practice in this case.

Cost
5.   The Certificate is resource-neutral within the Theater Program.

Employment
6.   Two students who have earned the Certificate are working professionally in the field.

B. Action Items
The Office of Assessment and Evaluation makes the following recommendations for the Certificate:

Enrollment and Demographics
1.   Evaluate the value of the Technical Theater Certificate to students in light of the fact that the core class has not run due to low enrollment in recent years.

Assessment
2.   As a faculty, review the relationship between Certificate and AA PLOs and, if appropriate, revise assessment practices accordingly.
3.   Engage with the Creative Arts Pathway community to help communicate the value of the skills learned in the certificate to the Theater AA as well as other degrees; to help articulate students' ability to build on skills; and to encourage

students to register as early as possible in order to avoid course cancellations.

C. Narrative

The Technical Theatre Certificate gives students the skills to perform technical work in theater including: backstage work such as crew, stage management, front of house management; design such as set, lighting and sound; and leadership roles such as direction, assistant direction, and technical direction. Starting with Introduction to Technical Theatre, students learn about the principles of design, set building, prop and costume construction. Technical theater offers employment in multiple areas, including lighting, sound, and set construction. There are also many related venues and industries that employ people with the same skills such as hotels, restaurants, conventions, weddings, concerts and sporting events. At the completion of the Technical Theater Certificate students can operate sound and lighting systems and build sets and other physical elements.

Theater faculty are connected to professional theater and film. Students participate in major school projects in the Photographic Imaging Department and for CCPTV, providing valuable experience.

Other academic programs at the College offer Technical Theater courses, which allow students to complete the Certificate while pursuing their degrees. Theater courses all fit into the Communication Studies and Mass Media programs as either Directed or General Electives. This allows students to explore multiple interests and receive credentials in multiple areas.

Community College *of* Philadelphia

Dashboard

1.0   Student Success

Indicator of Success										
		2014-15	2015-16	2016-17	2017-18	2018-19	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	Increase Enrollment									+3 to 5% pts
1.1	First-time (FTIC) Full-time Students (Fall Admission)	1,346	1,611	1,615	1,526	1,494	→			
1.2	First-time Part-time Students (Fall Admission)	2,940	2,744	2,442	2,174	2,031	↘			
1.3	Total Fall Credit Hours	158,471	160,972	152,326	147,244	145,623	↘			
	Increase Persistence	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018*	Fall 2018 to Fall 2019				+5 to 7% pts
1.4	Fall to Fall New Full-time Students	53.5%	55.3%	58.5%	54.2%	Data Available Nov. 2019	→	61%	↗	
1.5	Fall to Fall New Part-time Students	40.8%	43.0%	42.7%	42.0%	Data Available Nov. 2019	→	45%	↗	
1.6	Fall to Spring (All first-time) Students[1]	70.6%	72.0%	72.3%	71.4%	Data Available Nov. 2019	→	Data Not Reported		

* Projected data

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[1] All New Students (FTIC, Non-Degree Seeking, and Transfer)

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		2011 Cohort 2014	2012 Cohort 2015	2013 Cohort 2016	2014 Cohort 2017	2015 Cohort 2018	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	Increase 3-Year CCP Completion									+7 to 10% pts
1.7	3-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (IPEDS)	10%	12%	12%	13%	16%	↗	25%	↗	
1.8	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years (IPEDS)	27%	25%	24%	21%	21%	→	17.1%	↗	
1.9	Total percentage of satisfactory student outcomes[2]	37%	37%	36%	34%	37%	→	42.1%	→	

		FTIC Cohort 2008	FTIC Cohort 2009	FTIC Cohort 2010	FTIC Cohort 2011	FTIC Cohort 2012	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	Increase 6-Year CCP Completion									+7 to 10% pts
1.10	6-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (National Community College Benchmark Project)	20%	19%	22%	21%	Available Fall 2019	→	Data Not Reported		
1.11	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years	32%	31%	32%	30%	Available Fall 2019	→	Data Not Reported		
1.12	Total percentage of satisfactory student outcomes	52%	50%	53%	52%	Available Fall 2019	→	Data Not Reported		

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[2] Sum measures 1.7 + 1.8

Community College of Philadelphia

		Grad Year 2015	Grad Year 2016	Grad Year 2017	Grad Year 2018[3]	CCP Trend
	Increase Completion					
1.13a	Unduplicated Number of Completers by Graduation Year	2,103	2,046	2,074	1,942[4]	→
1.13b	Degrees Awarded	2,420	2,357	2,437	2,235	→

		2014-15	2015-16	2016-17	2017-18	CCP Trend	5-Year Goal 2020
	Improve Success Rates of Students in Developmental English	Fall 2014	Fall 2015	Fall 2016	Fall 2017		+7% pts
1.14	Placed Developmental English (Decrease annually)	54.9%	46.6%[5]	36.8%	30.0%	↗	
1.15	First-Year Success in ENGL 098 (Increase annually)	63.8%	64.1%	63.6%	69.7%	↗	
1.16	Completed ENGL 101 within two years (Improve annually)	44.0%	40.9%	46.9%	Data Available Fall 2019	↗	
	Improve Success Rates of Students in Developmental Math						+7% pts
1.17	Placed Developmental Math (FNMT 016 and 017) (Decrease annually)	46.4%	44.0%	51.5%	51.7%	→	
1.18	First-Year Success in Foundational Math (FNMT) 017 (Increase annually)	32.6%	36.3%	53.4%	40.9%[5]	↘	
1.19	Completed Foundational Math (FNMT) 118 within two years (Improve annually)	17.0%	18.9%	31.3%	Data Available Dec. 2019	↗	
	Improve Achievement Gap in First Year Success in Developmental English						+5% pts
1.20	All First-time	63.8%	64.1%	63.6%	69.7%	↗	
1.21	Black	59.7%	58.6%	59.5%	60.2%	↗	
1.22	Hispanic	65.4%	64.9%	66.7%	76.4%	↗	
1.23	White	73.2%	77.1%	76.6%	79.7%	↗	

[3] Grad year is from July 1st through June 30th
[4] Unduplicated graduates with associates degrees, academic certificates, and proficiency certificates
[5] Reflects changes in placement cut-off scores

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		Improve Career Preparation and Employment	2014-15	2015-16	2016-17	2017-18	5-Year Goal 2020
1.24		Career Program Job Placement Rates[6]	85.2%	87.6%	84.9%	Data Available Fall 2019	90%
1.25a		Career Program Graduates' Wages and Wage Growth	$43,123	$41,253	$43,173	Data Available Fall 2019	Rate of Inflation
1.25b		Number of Graduate Survey respondents	433	416	405	Data Available Fall 2019	
1.26		Licensure Exam Pass Rates					
		Dental Hygiene	100%	100%	100%	96%	100%
		Diagnostic Medical Imaging	100%	100%	100%	100%	100%
		Medical Laboratory Technician	100%	86%	100%	91%	90%
		Nursing	67.1%	83.2%	87.5%	95.7%	90%
		Respiratory Care Technology	100%	100%	100%	100%	100%

2.0   Facilities

2.0	Facilities	Updates	Target Completion	Progress	5-Year Goal 2020
	Projects				
2.1	The Hamilton	Construction Started	February 2019	100%	100%
2.2	Library/Learning Commons	Bids for Construction	Late Spring 2019	85%	100%
2.3	Public Art	Installation of Artwork	Summer 2019	60%	100%
2.4	Career & Advanced Technology Center	Selection of Architect	February 2019	100%	100%

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[6] For Indicators 1.24 and 1.25a, data are obtained via graduate surveys conducted six months after graduation.

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3.0 Finance

3.0	Finance	Quarterly Report September 2018 (In Millions)	Quarterly Report December 2018 (In Million)	Quarterly Report March 2019 (In Millions)	Quarterly Report June 2019 (In Millions)	Quarterly Report September 2019 (In Millions)
3.1	Operating Budget Status 2018-2019	$28M	$64M			
3.2	Operating Cash Position 2018-2019	$21M	$39M			
3.3	Long Term Cash Investments 2018-2019	$22M	$22M			
		FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23
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	2017-18	5-Year Goal 2020
4.1	Annual Enrollments – Contract Training, Open Enrollment, Corporate College	2,904	3,031	3,298	+3-5% (3,093)
4.2	Revenue (after expenses)	$1,166,266	$1,306,304	$1,614,183	+35%
4.3	Number of Unique Clients Served (WedNet, Contract Training, Corporate College)	43	50	31*	90

* New Business Development Director Hired

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		2015-16	2016-17	2017-18	5-Year Goal 2020
4.4	10KSB # of Businesses Served Annually (Cohorts)*	82 (Cohorts 7,8,9)	76 (Cohort 10, 11, 12 Graduation)	76 (Cohort 13, 14, 15 Graduation)	90
4.5	10KSB Retention Rate	99% (Cohorts 1-9)	99% (Cohorts 1-12)	99% (Cohorts 1-15)	99%
4.6	10KSB % Scholars Who Increased Revenues at 6 months	71% (Cohorts 1-9)	71% (Cohorts 1-12)	71% (Cohorts 1-15)	+2% Nat'l Average
4.7	10KSB % Scholars who created Jobs at 6 months	53% (Cohorts 1-9)	54% (Cohorts 1-12)	52% (Cohorts 1-15)	+2% Nat'l Average
4.8	Career Connections Total Student Contacts	4,512	3,399	3,985	+20%
4.8a	Career Connections Number of Student Career Related Activities/Participants	82/1,349	168/2851**	186/1,672	+20%
4.9	Career Connections Number of Employer Engagement Opportunities/Participants/Employers	2/354/75 Career Fairs Only	54/1,188/155	74/1,226/198	+20%
4.9a	Students Interviewed/Students Hired	Not Previously Tracked	Not Previously Tracked	40/190/48	+10%
4.10	Career Connections – Technology Tool Usage: Jobs/Internships Posted, Student Registrations, Big Interview and Virtual Job Shadow	Not Previously Tracked	Not Previously Tracked	910/913/774/4,436	+5%
4.11	Career Connections - Experiential Learning Opportunities Created	Not an existing activity	Not an existing activity	3	+5%

*10KSB Grant Renewal through September 2018
**Job Fair Data included in 16-17 metrics moved to 4.9 for 17/18

5.0   Community Relationships

5.0	Community Relationships	2016-17	2017-18	5-Year Goal 2020
5.1	Number of College-community partnerships	30	43	50
5.2	Number of student volunteer hours	86	2,260	10,000
5.3	Monetary value of faculty/staff volunteer hours	$1,120	$59,717	$500,000
5.4	Number of visitors for events open to the public	1,200	1,600	3,000

ACADEMIC PATHWAYS 2018-19
COMMUNITY COLLEGE OF PHILADELPHIA

Health Care	Science & Technology	Design, Construction & Transportation	Business, Entrepreneurship & Law	Creative Arts	Liberal Arts & Communications	Education & Human Services
DEGREES						
Dental Hygiene*	Applied Science & Engineering Technology	Architecture*	Accounting	Art and Design	American Sign Language/English Interpreting*	Behavioral Health/Human Services
Diagnostic Medical Imaging*	Biology*	Automotive Technology	Business – Accelerated*	Digital Video Production	Communication Studies	Education: Early Childhood
Health Care Studies	Chemistry*	Building Science	Business - General	Music Performance*	English	Education: Middle Level
Health Services Management*	Computer Information Systems – IT	Construction Management	Culinary Arts	Photographic Imaging	International Studies	Education: Secondary Humanities/Social Studies Option
Medical Laboratory Technician*	Computer Science*	Facility Management - Construction Option	Digital Forensics	Sound Recording and Music Technology	Liberal Arts	Education: Secondary Math/Science Option
Nursing*	Cybersecurity	Facility Management - Design Option	Fire Science	Theater	Liberal Arts - Honors Option*	Liberal Arts – Social/Behavioral Science
Respiratory Care Technology*	Engineering Science*	Interior Design*	Hospitality Management		Mass Media	Psychology
	Mathematics*		Justice		Religious Studies	
	Network Technology Management and Administration		Paralegal Studies*			
			Technical Studies*			
ACADEMIC AND PROFICIENCY CERTIFICATES						
Medical Assistant PC	Biomedical Equipment Technology I PC	Architectural Visualization PC	Accounting Paraprofessional PC	Acting PC	Creative Writing AC	Early Childhood Education PC
Medical Insurance Billing PC	Biomedical Equipment Technology II PC	Automotive Service I PC	Culinary Arts I PC	Digital Imaging PC		Human Services AC
Ophthalmic Technician PC	Computer Programming & Software Development PC	Automotive Service II PC	Culinary Arts II PC	Digital Video Production PC		Recovery & Transformation AC
Patient Service Representative PC	Cybersecurity I PC	Energy Conservation AC	Electronic Discovery PC	Music Production PC		Recovery Leadership PC
	Cybersecurity II PC		Entrepreneurship PC	Technical Theater PC		
	Network & Systems Administration PC		Fire Science & Public Safety PC			
	Process Technology PC		Geographic Information Systems PC			
	Web Development PC		Paralegal Studies* PC			
			Post-Baccalaureate Accounting PC			

* Select program

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