

Community College *of* Philadelphia

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, September 5, 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 June 6, 2019 (A)
 - (b) Academic Program Reviews (A)
 - Art and Design
 - Psychology
 - 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
Dr. Sarah Iepson, Department Head, Art
Mr. Brian Morrison, Department Head,
Psychology, Education and Human Services
 - (c) Philadelphia Workforce Development Strategy (D)
 - Discussion led by Sheila Ireland
 - (d) New Business

Attachments:

Minutes of June 6, 2019

Academic Program Review: Art and Design A.A – Executive Summary

Academic Program Review: Psychology A.A. – Executive Summary

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

MINUTES

**Thursday, June 6, 2019
1:30 p.m.
Conference Room M2-34**

Presiding: Ms. Posoff

Committee

Members: Ms. Ireland, Ms. McPherson

College

Members: Mr. Coleman, Ms. de Fries, Dr. Gay, Dr. Generals, Dr. Hirsch, Dr. Roberts

Guests: Dr. Carter, Ms. Frizell, Ms. Gordon, Mr. Saxton

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of May 2, 2019

The minutes were approved unanimously.

(b) Academic Program Reviews: A.A. in Accounting, Accounting Paraprofessional Proficiency Certificate, Entrepreneurship Proficiency Certificate

Ms. Frizell, from the Office of Academic Assessment, noted two aspects of the review: enrollments dropped during the period studied and there is a disconnect between assessment and grades. The report recommends the program discuss possible causes. Dr. Carter added that they want to closely examine the assessment data, especially regarding ACCT 101. She described how students may not know what accounting actually entails, that these students drop or withdraw from ACCT 101, and how this can affect assessments. Regarding enrollments, Dr. Carter explained that there used to be a false understanding that if one wants to be a CPA, one should not complete an AAS in Accounting. While it is correct that students who want to transfer to certain schools should complete the Business-General degree, there are pathways to employment with an AAS that could eventually lead to continued studies that the employer may fund. Students in the Accounting AAS program complete BUSL 101, which exposes students to the College's various business programs so that students know their options and can make more informed decisions. Additionally, the program is meeting with Admissions, Advising, and Counseling to ensure everyone has the correct information to provide to students and to prospective

students still in high school; this information will also be posted online and provided to high school counselors. The timeline for this is completion by mid-Fall. Mr. Saxton noted that it is a challenge for students to know before they begin their studies that they want to transfer and to which school, but BUSL 101 is addressing this. In regards to upper-level accounting courses transferring, Dr. Carter noted that while some will not fill requirements at some four-year institutions, that there are many four-year institutions that do articulate well with Accounting.

Regarding the Accounting Paraprofessional proficiency certificate (PC), Ms. Frizell noted that over 50% of the students are 30 years or older and that it has a higher percentage of Black males than the College average. It is recommended that the program review retention strategies and determine which jobs are available with just the proficiency certificate. Dr. Carter said that the program needs to look closely at the data regarding retention and reasons for students leaving; the PC also has the same assessment challenges as the AAS. There is the ongoing challenge of tracking students after they leave or graduate; the program is trying to increase student engagement and faculty involvement to make it then easier to track students. Dr. Carter mentioned that it would be helpful to examine data on students in the AAS who are also getting the PC.

For the Entrepreneurship proficiency certificate, Ms. Gordon, from the Office of Academic Assessment, stated that there is a low number of students who are enrolled only in the Entrepreneurship PC. The program has made or will make two structural changes: 1) in Fall 2018, it was expanded to 16 credits to be eligible for financial aid; and 2) the Business Leadership AAS is launching in Fall 2019 and the Entrepreneurship PC is a stackable credential within that program. It is recommended that the program monitor enrollments to view the effectiveness of these changes. Dr. Carter explained that the program is only five years old. In the past three years, the program has put more courses online and enrollments in those courses have increased. The program added the Entrepreneurship Law course, which increased the credit hours to 16. There are currently three faculty who teach the Entrepreneurship courses; all three have been or still are entrepreneurs, have connections in the community, and bring in guest speakers. Based on her career experience, Ms. McPherson said that she hopes the courses teach students to successfully run a business. Ms. Ireland added that in her experience with non-profits, she has seen many people who want to start a non-profit and they would benefit from this type of program. Dr. Carter explained that the program is designed for people who do not have a strong business background and want to more effectively run their business; the focus of the program is very practical. She also said that the division is developing a new program focused on the entrepreneurial mindset mentioned by Ms. McPherson. The PC is linked to the new Fashion Merchandising and Marketing AAS, starting in Fall 2019. Ms. Ireland volunteered that if the program needs speakers, she could help.

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

(c) Board Dashboard

Dr. Hirsch noted that the review of the Dashboard is a continuation from the last meeting, with a focus on Workforce for the current meeting. Ms. de Fries explained that the following main areas are covered in the Dashboard: Corporate Solutions (metrics 4.1-4.3), 10,000 Small Businesses (4.4-4.7), and Career Connections (4.8-4.11). For Corporate Solutions, they have exceeded their five-year goal. They have made progress on enrollments since 2015-16. Corporate College brings credit courses into businesses. There was transitions in staff between 2016-17 and 2017-18; an additional staff was hired in 2018-19. Ms. de Fries gave as examples of contract training fleet management for emissions testing, WEDnetPA, and contracts with Philadelphia Works and the Philadelphia airport. Revenues jumped in 2017-18 because of the contract with Philadelphia Works. The number of clients decreased because some major companies, such as the hospital, stopped running programs and because of losing a staff member, but they are in the process of building that back up. Mr. Coleman described how they are trying to put more businesses in the pipeline with tuition reimbursement and extending relationships. To Ms. Posoff's question about competitors, Ms. de Fries said that a lot of other colleges and universities in the city have similar programs. Their long-term project is to develop relationships. The number of business served in in the 10,000 Small Business (10KSB) program decreased in 2016-17 but then was steady in 2017-18. The process of developing a cohort starts with about 140 business that are then narrowed down to 60 for interviews to then 30 members accepted into the cohort. Who is accepted into the cohort is controlled at the national level; sometimes information provided about decisions is not adequate. The retention rate for 10KSB is good and the percent of scholars who increased revenues and created jobs exceeded the national averages. For Career Connections, the unit is doing things completely differently now and it is therefore difficult to compare 2017-18 to previous years. This section includes new metrics. The unit is trying to increase the number of students and employer engagement. They have technological tools that provide a great avenue for students to learn more about jobs and interviewing; they have recently made changes to the portal for job postings. It has been a slow start to the number of experiential learning opportunities created and they are trying to redesign their processes. They have hired a new Employment Partnership Manager and have planned for two additional staff. For metric 4.9, there are three numbers: employers who came to campus, students interviewed, and students hired. Ms. de Fries explained that Career Connections is part of the Academic Pathways by working with advisors, counselors, and Academic Pathway Facilitators. Career Connections is also involved with the first-year experience courses.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for September 5, 2019 at 1:30 p.m. in Conference Room M2-34.

Attachments:

Minutes of May 2, 2019

A.A.S. in Accounting

Accounting Paraprofessional Proficiency Certificate

Entrepreneurship Proficiency Certificate

Community College *of* Philadelphia

Academic Program Review: Art and Design A.A.

Authors:

Teresa Frizell, Dr. Sarah Iepson, Elizabeth Gordon

Summer 2019

1. Executive Summary

A. Key Findings for the period Fall 2014-Spring 2019

Summary of Key Findings

On average in the period studied, the Art and Design Program showed higher retention and graduation rates than the College overall. Effective Fall 2018 the program removed its entrance requirement. Enrollment increased by 47% that semester. Retention that year was 6% lower than the average of the previous three years. Effective Fall 2017 and Fall 2018 the Program made numerous curricular changes, including revising all Program Learning Outcomes and adding a portfolio requirement. Faculty in the Program have been active in the College and local community.

Enrollment

1. The Program headcount ranged between from a low of 108 in Fall 2018 and a high of 239 in Spring 2019, for an average of 120 students.
2. 36% of students were full-time and 64% were part-time.
3. Program enrollment increased by 47% after the Program removed entrance requirements.

Demographics

4. At 20.1%, the Program enrolled on average 11 percentage points fewer people who identified as Black Females than the College. It enrolled 2-3 percentage points more people who identified as Black Males (18%) and Hispanic Males (7.1%).
5. At 84%, the Program enrolled on average 10 percentage points more students under 30 than across the College.

Retention

6. At 83%, the proportion of Art and Design students who returned to the Program from Fall to Spring semester in the same academic year (Fall to Spring) averaged 19 percentage points higher than the proportion of students who returned to the same program across the College, Fall to Spring.
7. At 46%, the proportion of the Art and Design students who returned to the Program from one Fall to the next Fall (Fall to Fall) averaged 10 percentage points higher than the proportion of students who returned to the same program across the College, Fall to Fall.
8. At 33% the proportion of Art and Design students who did not return to the College Fall to Fall was 13 percentage points lower than the overall proportion of students who did not return to the College, Fall to Fall.
9. The Program saw a dip in retention the semester after removing its entrance requirement. This is not enough data to indicate a pattern or draw a conclusion.

Success/Graduation

10. The College awarded between 19 and 27 Art and Design AA degrees each semester in the period studied for a total of 157.
11. On average, 20% of Program students graduated each year. This is 10 percentage points higher than the College average.

Transfer

12. 45% of all first-time Art and Design majors transferred to another institution.
13. 50 Art and Design students have graduated with a Bachelor's degree since 2013.
14. The Program has articulation agreements with the following institutions: Moore College of Art, School of the Art Institute in Chicago, and the Pennsylvania Academy of Fine Art (PAFA).
15. Regional job postings for positions targeted by the Program include web skills such as HTML and Cascading Style Sheets (CSS).

Assessment

16. Program Learning Outcomes are assessed on a five-year cycle, with 1-2 PLOs assessed each year. Analysis of data and reassessment are built into the assessment cycle plan.
17. Students have met the benchmarks on all assessments in the latest cycle.

Cost

18. The Program cost averaged \$261 per credit hour compared to the average of all programs in Liberal Studies (\$165) and the College (\$170).
19. Course enrollment (section efficiency) was 80% or higher nearly all semesters.

Findings & Recommendations from last audit

1. Course revisions

The program will complete the two course revisions currently in progress: Art 150 and Art 151.

Program Response: All course revisions that were in progress during the last audit are completed and additional program and course revisions have been completed to better enhance program efficiency.

2. Program Marketing

The Program should submit an application to be recognized for sustained academic excellence and use this designation to market the Program.

Program Response: The opportunity for this designation was not pursued by the College as a whole, so the Department did not follow up on this recommendation. We have worked to develop marketing for the program, however, through the new website, a student handbook, and through social media and personal outreach.

3. Evaluate the Quality and Variety of Assessment Measures

All Program Level Outcomes assessed met the benchmark. Faculty members need to discuss the assessment measures to determine if they reflect the desired level of competence or whether these levels should be more ambitious. Faculty should discuss a variety of direct and indirect measures.

Program Response: The Program has completely redesigned course and program level assessment since the last APR. According to the Program Coordinator, the Program has greatly improved the quality and variety of assessments of students and this has resulted in far more useful data for faculty and students alike.

B. Action Items

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

Enrollment and Demographics

1. Achieve Program benchmarks for retention and graduation as enumerated below:

	Fall 2018	3 Year Fall 2019	Fall 2020	5 Year Fall 2021	Fall 2022	7 Year Fall 2023	Fall 2024
Headcount	207*	240	245	250	255	260	265
Returned to Same Program	45.6%	48.0%	48.0%	49.0%	49.0%	49.0%	50.0%
Returned to Different Program	1.6%	1.5%	1.5%	1.4%	1.4%	1.3%	1.3%
Graduated	19.8%	20.0%	20.0%	21.0%	21.0%	22.0%	22.0%
Did Not Persist	33.0%	30.0%	30.0%	29.0%	29.0%	28.0%	28.0%

*Actual headcount, not projected

2. Explore the reason that the Program's proportion of students who identify as Black females differs from that of the College by more than ten percentage points. Apply appropriate recruitment and retention tactics.

Transfer

3. Communicate to students the potential employment benefits and cost savings of adding coursework in web skills such as HTML and CSS while pursuing their AA.
4. Encourage students considering a career in Graphic Design to pursue the Web Design Proficiency Certificate as an additional graduation credential.

Assessment

5. Assess the impact of recent program entrance changes on student success, retention, and completion.

C. Narrative

The Art and Design curriculum is a transfer program that prepares students to succeed at four-year art schools and to utilize course and program experience in the workforce. The program, part of the Creative Arts Pathway, introduces students at the College – both majors and non-majors – to skills of creative production, concepts of design, and cultural and historical elements of the art world. Students are encouraged to consider ways of communicating their creative ideas to an outside audience and engage with the College family through several annual displays of student work including April is Art and the Spring Three-Dimensional Art Exhibition. Both students and faculty in the program engage with the large College community through active exhibition, participation in fellowships, professional conferences, and volunteer

work at various art and cultural institutions in the city.

There continues to be a demand for individuals in the workforce with creative thinking skills and with particular skills related to digital image production, graphic design knowledge, and drafting ability. Program faculty recognize that software changes rapidly and continue to update technology – both hardware like computers and scanners and software like Photoshop – to ensure that the Program is in line with what is in use at transfer institutions and in the workforce. Faculty continue to look into expanding the program offerings into the realm of Digital Media and are currently assessing the connection of that sort of programming with local industry and workforce partners.

The Program has ensured ease and success of transfer through various articulation agreements with Moore College of Art, School of the Art Institute in Chicago, and PAFA, among others. Students successfully transfer to the Tyler School of Art, Moore College of Art, and School of the Art Institute of Chicago, as well as PAFA, Rhode Island School of Design, and Maryland Institute College of Art. The Program continually assesses current articulation agreements and works on new agreements to ensure that students can move on to four-year institutions with ease. The Program plans to encourage students interested in graphic design to consider taking courses that appear as part of the Web Development I Proficiency Certificate or consider the certificate as an additional graduation credential.

Community College *of* Philadelphia

Academic Program Review: Psychology A.A.

Authors:

David Dupree, Elizabeth Gordon, Teresa Frizell

Summer 2019

1. Executive Summary

A. Key Findings for the period 2014-2019

Enrollment and Demographics

1. Psychology's headcount peaked in Fall 2016 with 729 students. By Spring 2019 it had fallen to 554 students. A greater proportion of its students (34.8%) were full-time compared with the College overall (26.9%).
2. As of Spring 2019, Psychology had 2.5 percentage points more students with fewer than 24 credits than the College as a whole. The Program averaged 1.7 percentage points fewer students with 24 credits or more than the College as a whole.
3. The Program averaged 12.7 percentage points more students in the 16-21 age range than the College overall, and 11.4 percentage points fewer students over 30 than the College.
4. Across all ethnicity categories, the Program averaged a lower proportion of males than the College as a whole.
5. The Psychology Program averaged 8.6 percentage points more students who identified as Black females, 4.2 percentage points more students who identified as Hispanic females, and 4.9 percentage points fewer students who identified as White males than the College as a whole.

Retention

6. Fall to Fall, the Program averaged a comparable proportion of students who returned to the same program (36%) to the College overall (35.6%) and of students who did not persist (45.8%) to the College overall (46.1%).
7. Fall to Spring, the Program averaged a comparable proportion of students (65.3%) who returned to the same program within one academic year with the College overall (64.6%), and a lower proportion of students (26.1%) who did not persist within the same academic year than did the College overall (27.3%).
8. All required Psychology courses in the curriculum are offered as both in-person and online courses.

Success/Graduation

9. The Psychology Program had a higher proportion of students on academic probation in either full-time or part-time status (10.1%) than did the College overall (7.5%).
10. The program awarded 300 AA degrees in the period studied, showing a pronounced increase (from 59 to 92) during the 2018 academic year.

Transfer

11. Nine percent of first-time enrolled students whose first semester at CCP was between 2011 and 2017, and whose last CCP major was Psychology, transferred to another institution before earning 12 credits.
12. The A.A. in Psychology is accepted in full by Temple University, all PASSHE Schools, and is under the umbrella of most dual-admissions agreements at the College.

Assessment

13. The Program has five Program Learning Outcomes. PLOs are assessed via embedded assessments within required Psychology courses, all of which are delivered by full-time faculty. All PLOs were assessed at least once within the period studied.
14. Assessment results indicate that students met or exceeded the assessment criterion (75%) for all PLO assessments except for two. In those two exceptions, over 70% of the students met or exceeded the criterion. Action plans were developed and implemented to diagnose and address gaps in student understanding of the relevant Course Learning Outcomes.

Cost

15. Psychology program costs averaged \$3,759 per FTE, compared to \$4,258 for the Liberal Studies division and \$4,470 for the College.

Enrollment and Retention Benchmarks

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	3 Year Fall 2022	Fall 2023	5 Year Fall 2024
Headcount	627*	600	610	620	630	640	650
Returned to Same Program	37.0%	38.8%	39.0%	40.0%	41.0%	42.0%	43.0%
Returned to Different Program	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%
Graduated	11.0%	12.0%	13.0%	14.0%	15.0%	15.0%	15.0%
Did Not Persist	45.0%	44.0%	43.0%	42.0%	41.0%	40.0%	39.0%

*Actual headcount, not projected

B. Action Items

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

Retention

1. Investigate factors contributing to students' transferring before completing the Psychology A.A. Apply relevant interventions.

Assessment

2. Continue to monitor PLO assessment data using AEFIS Assessment Repository, and develop action plans for addressing gaps in student understanding of relevant CLOs.

C. Narrative

CCP's Psychology program offers courses that address the diverse perspectives studied in the field of Psychology. The program offers coursework and activities that help students develop their scientific

writing, research and data analysis and interpretation skills. All required Psychology courses in the Program curriculum are offered as both in-person and online courses. This offers students much more flexibility in the completion of the Psychology curriculum.

As a strategy for improving the effectiveness of Psychology in achieving program level outcomes, the Psychology Program developed and implemented a cross-course themes initiative to create greater alignment across Psychology courses. The Program has created new courses, including but not limited to Cross-Cultural Psychology, Cognitive Psychology, Biological Bases of Behavior and Forensic Psychology. As the names of the courses imply, these courses are interdisciplinary in nature and address human behavior in its greater complexity.

As a relatively new degree-granting program at the College, the Program recognizes the need to develop and reinforce a Psychology program identity among the Psychology majors. The Psychology Program has begun to collaborate with Student Life to implement Psychology-themed programming for students. In the Spring 2019 semester, the Psychology Program released the inaugural issue of its student-driven newsletter, Psychologically Speaking. Psychology majors and alumni contributed essays reflecting engagement with Psychology as a science, including a review of a 3D Brain app and perspectives on how to apply the lessons learned from research on the psychological effects of early childhood trauma.