

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

MINUTES

Thursday, November 7, 2019

1:30 p.m.

Conference Room M2-34

Presiding: Ms. Fulmore-Townsend

Committee

Members: Ms. Hernández Vélez, Ms. McPherson, Ms. Posoff, Rep. Roebuck

College

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

Guests: Ms. Frizell, Ms. Gordon, Dr. Khan, Mr. Musumeci, Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of October 3, 2019

The minutes were approved unanimously.

(b) Academic Program Review: International Studies, A.A. Degree

Ms. Frizell, from the Office of Academic Assessment, described the International Studies program as relatively small and closely related to the Liberal Arts degree. Until recently, the curriculum was part of the Liberal Arts degree and as a result, International Studies needs its own identity separate from Liberal Arts. The program also needs to make changes to its program learning outcomes so that they differ from the College's general education goals. The program has retention and graduation rates higher than the College average. Dr. Khan, the program curriculum coordinator, explained that people come to the program from different interdisciplinary experiences. The program is inter-cultural (with several foreign languages) and differs from Liberal Arts in that it gives students a firm foundation in global/international studies. The program includes special features such as study abroad and the recently-added "distinction" which notes specialization in Latin America, Africa, Middle East, or Asian studies. The program prepares students to transfer to a baccalaureate program, in addition to preparing students for the labor market. Enrollment has grown from 46 to 66 students; 47% are full-time (compared to 27% college-wide). The program has a 17% success rate, and 61 students have graduated with an AA degree since the program's inception.

A challenge is that retention rates are lower than the College average. Dr. Khan will be working more closely with four-year institutions, including Drexel, University of Pennsylvania, and Temple. He requested input from Drexel on how to stay in touch with alumni; suggestions included alumni happy hours, alumni newsletters, and talks on contemporary topics. Dr. Khan will track graduates and see how they progress in their studies.

To help establish its own identity, Dr. Khan suggested the program could create at least one course on International Studies. Ms. McPherson asked about the vision and mission for the program. Dr. Khan replied that the program wants to produce students who are accepted into baccalaureate programs and well-prepared for rigorous studies. Ms. McPherson noted that while the program has languages, it should also address cultural knowledge. Mr. Musumeci, the department head, explained that culture is incorporated into every language course and is one of the areas regularly assessed. Dr. Khan added that the program started with a strong focus on languages but the program has gone far beyond that, including the specializations that will give students an advantage.

In response to Ms. McPherson's question about providing students with specific niches within the program of study, Dr. Sweet explained there is a new effort to be more deliberate with the specializations for students who will transfer and those who will work. To Rep. Roebuck's query about contacts with the federal government, Dr. Khan said that he has been working on cultivating such connections. While the program is a transfer program, there is an awareness of workforce needs. Dr. Khan noted a decline in the federal government workforce has been countered by expansion in the private sector and that people fluent in more than one language have an advantage in the job market.

Action: The Student Outcomes Committee unanimously recommended the International Studies program should submit a follow-up report in one year providing an update on its progress. The follow-up report should address outreach to four-year institutions and the private sector; learning outcomes; relationships with businesses; labor market trends; tracking graduates; mapping the vision and mission to the curriculum and separating its curriculum from Liberal Arts; and progress on the program review's action items.

(c) Student Success Data

Dr. General explained that the strategic plan has three goals, one of which is to increase the graduation rate. This is important because by 2022, 68% of jobs will require a college degree. Dr. General also emphasized a continued commitment to access. This includes moving more students into college-level courses. Students need to progress through developmental education, and the College is providing the means for students to succeed beyond pre-college/remedial classes. Strategic directions

include fully implementing Guided Pathways, being intellectually rigorous, and increasing workforce development opportunities.

Dr. Hirsch provided the committee with an overview of the College's Guided Pathways website which contains updates on the student experience. Guided Pathways is focused on the student experience and student success. Highlights for how the College has transformed what it does include developing more prescriptive curricula and creating seven academic pathways around thematic groupings of programs. The College has also reviewed access points that may stop students, including placement into development courses. This area has seen dramatic changes, including realignment of measures (i.e., how students are placed), incorporating additional measures, and curricular alignment. By realigning the curriculum to allow for concurrent enrollment via the Accelerated Learning Program (ALP) for English, several hundred students per semester are able to begin taking college-level content courses sooner. There has also been a decrease in the percentage of students who place into developmental education and an increase in credit momentum.

Dr. Hirsch described other changes the College has made under Guided Pathways including creation of a department of full-time faculty advisors. There are currently 11 full-time advisors with two more positions to be filled and plans for additional positions each year. Advisors monitor students via an early alert system and work with students to develop academic plans. The College instituted first-year experience courses for several programs, which students are to take within their first 12 credits. In these courses (AH 101 for Allied Health; FYE 101 for Liberal Arts; BUSL 101 for Business programs), students develop educational, career, and financial plans. The Dashboard provides data on student success with 2018-19 the most current data available. Trends have included increased persistence rates, increased 3-year completion rates, decreases in the percent of students placed into developmental English, and some improvements in achievement gaps. Ms. Fulmore-Townsend noted that the committee can make changes to the Dashboard and should do so to make it as useful as possible.

(d) Workforce and Economic Innovation - Update

Ms. de Fries showed a new video from the Division highlighting welding students. One of the strategies with the program offering catalog is to incorporate more students' stories. It is anticipated the Division moving forward is to have a more robust marketing plan. Due to the meeting time constraint, the Division updates will continue at the next Committee 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 February 6, 2020 at 1:00 p.m. in Conference Room M2-34.

Attachments:

Minutes of October 3, 2019

Academic Program Review: International Studies

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

MINUTES

**Thursday, October 3, 2019
1:30 p.m.
Conference Room M2-34**

Presiding: Ms. Fulmore-Townsend

Committee

Members: Mr. Clancy, Ms. Hernández Vélez, Ms. McPherson, Ms. Posoff

College

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

Guests: Dr. Celenza, Ms. Frizell, Ms. Gordon, Dr. Powell

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of September 5, 2019

The minutes were approved unanimously.

(b) Academic Program Review: A.S. in Biology

Ms. Frizell, from the Office of Academic Assessment, noted that the Biology degree was established in 2014 and has experienced consistent growth. Since 2016, 20 degrees have been conferred. The retention rate for the program is higher than the rate for the College. She said that the program has one of the most comprehensive course-level assessments. It is recommended that the program clarify how achievement of course learning outcomes relates to program learning outcomes.

In response to a question from Mr. Clancy about contributions to the above-average retention rates, Dr. Powell, the department head, suggested several factors: grants that support minority students in sciences, books stipends, peer tutoring, and research opportunities. Dr. Powell explained that the most fundamental factor to retention has been the Biology Open Lab. Students are able to study in labs when the labs are not in use for courses, and faculty hold office hours in the Open Lab so they are available to the students. In Fall 2018, 700 students came through the Open Lab; this increased to 1,337 in Spring 2019 (in part because of workshops offered by faculty). With this dedicated space, the department culture has shifted and it has the full support of faculty. Ms. Hernández Vélez asked about diversity in the program.

Dr. Powell explained that Biology attracts students because of the clear career paths and good salaries. About 30% of the students already have a Bachelor's degree. There are clubs associated with some of the grants. Dr. Powell also has connections with many other institutions; as a result, these institutions send students to Community College of Philadelphia to better their preparation. Dr. Celenza added that Dr. Powell intentionally hires for diversity. Ms. McPherson noted that the program's diversity is a contrast to a general lack of diversity she has seen on some boards.

Based on all the work that the program does, Ms. Posoff asked if the headcount projections were appropriate. Dr. Powell explained that enrollments have been steady with no need to cancel courses, which is in contrast to some programs seeing declines in enrollments. The program is also working on more options, including an A.A.S. degree in Biology, which would articulate to Biotechnology and Biopharmaceutical Bachelor's degrees.

Dr. Powell provided an overview of the AMP (Louis Stokes Alliance for Minority Participation) grant. The College has had this grant for 25 years. Through this grant, Dr. Powell has met leaders of other institutions, which has opened doors nationwide for the program and students. For instance, AMP-Penn and AMP-Delaware will come to the College for a course, and the College has reciprocal relationships with Temple and Drexel. The College has faculty who came from AMP programs. Before each semester, Dr. Powell meets with the AMP students, and alumni often come back for these meetings.

Dr. Powell commented on the growth in biology fields and the importance of ensuring the College is in the conversation and thus able to position students for positions that require an A.S. Dr. Celenza added that the quality level of the College's Biology graduates is high and that a challenge is addressing the misunderstandings regarding what A.S. graduates can do.

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

(c) Power-Up: Update on Outcomes

Ms. de Fries provided an overview of the College's Power Up Your Business initiative. It came out of small businesses being hurt by the city's beverage tax. Additionally, the division saw with Goldman Sachs 10,000 Small Businesses (10KSB) that there were many businesses which were not at the necessary level for that particular program, so Power Up helps businesses stabilize themselves. A goal of this initiative is to strengthen neighborhood commercial corridors by supporting small business owners, particularly low-income owners, with free training. Partners include PIDC, the Free Library, and SCORE.

The program is structured with two tiers. The first is the shorter program and incorporates peer learning, improvement plans, and 3-6 hours of coaching for the year after graduation. For a business to be eligible, it must not have completed 10KSB,

must be located in Philadelphia, have at least one full-time employee, and have revenues less than one million dollars. Tier 2 is a store owner workshops series, in which workshops (available in Spanish) build on one another. Innovations include Philly iHub, for start-ups; Industry Best Practices, such as for early childhood education; and Finanta Mini-Peer Learning Experience (in Spanish). So far, 157 businesses have taken part, representing 39 zip codes. 91% of the businesses are minority-owned and 80% are women-owned. It has encompassed 258 full-time employees and 207 part-time employees. An annual report is sent to the City Council. The program developed a survey for cohort participants to complete one year after finishing the program. Within one year of having completed Power Up, 56% of businesses hired a new employee and 29% launched a new service or product. For every \$100,000 invested in Power Up, the economic impact over 10 years is \$22.1 million.

(d) CCRC Case Study: How Community College of Philadelphia Set the Pace for Guided Pathways Reform

Dr. Hirsch provided an overview of the College's Guided Pathways work. The College was in the original cohort of 30 institutions chosen in 2015. The Community College Research Center (CCRC) has visited the College several times to talk with faculty and staff. CCRC conducts these visits to get a sense of the impact Guided Pathways work is having and also to provide guidance. CCRC was interested in the College's work because it is an urban institution but also because it was in the midst of contract negotiations but was still able to accomplish a lot.

Five institutions have been highlighted by CCRC in case studies regarding implementation and outcomes to date. The case studies examine the four pillars of Guided Pathways reforms and their components: clarifying the paths, helping students get on a path, helping students stay on their path, and ensuring that students are learning. The authors highlighted the new advising model, changes to developmental education to help students reach college-level sooner, first-year experience courses, and our next set of initiatives. CCRC collects data on key performance indicators, including those related to credit momentum, completion of gateway courses, placement, and changes in developmental education. The College has seen an incremental upswing for these metrics, which will then produce improved retention rates.

Dr. Hirsch went through the Board Dashboard. There is a section on student success, which includes metrics on enrollment, persistence, and completion. The aspirational group is comprised of like institutions who have been finalists for the Aspen Prize; the median for this group is used as a target. The data for increasing persistence has been inching up, and preliminary data for the Fall 2018 cohort is positive. The 3-year completion rate increased for the Fall 2015 cohort. Dr. Hirsch described possible drivers of the positive outcomes. Developmental education innovations have led to moving more students through the pipeline more quickly and then retaining more students. The Accelerated Learning Program for English is now fully at scale.

Another reform includes full-time advisors; programs with assigned full-time advisors saw an increase in retention rates after the department was established in Fall 2016.

(e) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for November 7, 2019 at 1:30 p.m. in Conference Room M2-34.

Attachments:

Minutes of September 5, 2019

Academic Program Review: Biology A.S. Program – Executive Summary

CCRC Balancing Urgency and Patience: How Community College of Philadelphia Set the Pace for Guided Pathways Reform

Community College *of* Philadelphia

Academic Program Review: AA in International Studies Executive Summary

Authors:

Mak Khan, Teresa Frizell

Fall 2019

1. Executive Summary

A. Key Findings

It is difficult to distinguish this Program from the Liberal Arts AA in terms of curriculum and assessment. The Program does not control any courses. Faculty designed Program Learning Outcomes (PLOs) according to a practice that is no longer utilized at this College, and so the PLOs should be revised and assessed. The Program has a higher rate of graduation than the College overall.

Enrollment and Demographics

1. Program headcount ranged between 46 and 66. It averaged 47% full-time students, in contrast to the College's 27% full-time enrollment.
2. Program enrollment averaged 21% people who identified as Black Females, which was 10 percentage points lower than the average enrollment for the same group across the College. This difference was mainly accounted for by higher enrollment of people who identified as Hispanic.
3. Program enrollment averaged 85% students between the ages of 16-29. This is 10 points higher than the College average for the same group.

Retention

4. At 22.5%, the proportion of International Studies students who returned to the Program from Fall to Spring semester in the same academic year (Fall to Spring) averaged four percentage points lower than the proportion of students who returned to the same program across the College, Fall to Spring.
5. At 38%, the proportion of International Studies students who did not return to the College from one Fall semester to the next Fall semester (Fall to Fall) averaged eight percentage points lower than the proportion of students who did not return to the College, Fall to Fall.

Success and Graduation

6. At 17%, the average proportion of International Studies students who graduated each Spring was seven points higher than the College average.
7. The Program has awarded 61 AA degrees since 2014.

Assessment

8. The Program does not control any courses.
9. Three out of the five PLOs are General Education requirements, which is not aligned with best assessment practice.
10. PLO Assessment only included PLO 1 and 2.
11. The Program rotated assessment of analyzing culture, speaking, listening, reading, and writing in another language across all language courses. Faculty analyzed assessment results and read and applied appropriate teaching techniques from peer-reviewed journals in response.
12. The benchmarks for PLO 1 and 2 are, respectively, a mean score of 60% on the assessment instrument across courses.

13. There were notable differences in assessment results between languages, e.g., 67.5% in French 101 and 86% in Arabic 101.

Cost

14. Cost is tracked by Foreign Languages, not International Studies. Foreign Languages cost averaged \$147.88 per credit hour compared to Liberal Studies average cost per credit hour of \$174.54 and the Colleges’ average of \$177.84.

B. Prior Audit - 2014

Recommendations from Prior Audit and Program Response:

1. Make a determination about the coherence of explicit curricular pathways in the program.
Program Response: The Program did not move forward due to concerns over viability of an introductory course. The Program courses were mapped to liberal arts courses that included an international focus specifically in order to allow students flexibility in choosing courses.

2. Explore ways to increase program size through a program management plan.
Program Response: In order to grow the program, the program coordinator intends to market International Studies as follows:

- **First, enhancing the visibility of the program within the College**
- **Second, adding an annual lecture series on International Studies**
- **Third, adding German and Urdu as language course offerings**

3. Further refine Program Student Learning Outcomes.
Program Response: The program did not refine its learning outcomes, now called Program Learning Outcomes.

C. Action Items

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

Enrollment and Demographics

1. Increase enrollment and retention according to departmental goals listed on the table below.

	Fall 2018	Fall 2019	Fall 2020	Fall 2023	Fall 2021	Fall 2022	Fall 2023
Headcount	59	60	69	74	79	85	90
Returned to Same Program	30.8%	31%	40%	45%	50%	55%	60%
Returned to Different Program	5.8%	5.8%	4.5%	4%	3.5%	3%	2.5%
Graduated	32.7%	33%	40%	45%	50%	55%	60%
Did Not Persist	30.8%	30.6%	25%	20%	15%	10%	10%

2. Implement curricular changes to distinguish an AA in International Studies from an AA in Liberal Arts.

Transfer

3. The office of Institutional Research will provide the Program with data on transfer students' areas of study, time to completion, and graduation rates.

Assessment

4. Revise Program Learning Outcomes so they reflect current practices in International Studies and at the College.
5. Revisit 60% benchmark for Foreign Language courses using peer reviewed research or examples from other institutions to ensure best practice.
6. Analyze assessment results to formulate explanations for differences between languages in mean scores on the assessment instrument. Apply appropriate techniques to increase scores in the languages with lower scores.

D. Narrative

Although relatively new, the International Studies Program is growing and the students are performing well. At 17%, the Program's graduation rate was seven points higher than the College average graduation rate. The program's Fall to Fall retention is also stronger than that of the general student body at the College. The program's outcomes assessment will be revised further to strengthen student learning and to better define the mission of the program.

Considering the shifting directions in the field of International Studies towards understanding international, translational and global affairs, the program will be focusing on key areas of development. Through in-depth conversations with colleagues and faculty here at CCP and at other institutions, and an analysis of the current trends in the labor market for IS graduates, the Program has developed the following strategy to further enhance the relevance and quality of the Program:

1. Promote a recently added feature of graduating with "Distinction in International Studies," which offers an opportunity for students to graduate the program with "Distinction" with a General focus, or with a concentration in Latin America, Africa/Middle East, or Asia Studies.
2. Develop network with institutions of higher education and non-governmental organizations working in the field.
3. In order to develop strong, sustaining, student connections within the program, IS will institute an annual guest lecture series in which the academic community and industry professionals in the field of International Studies will be invited to speak to CCP's IS community.
4. Design and implement an introductory course to International Studies, which will be a foundational course in the curriculum.