

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

MINUTES

**Thursday, January 23, 2020
1:00 p.m.
Conference Room M2-34**

Presiding: Ms. Fulmore-Townsend

Committee

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

College

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

Guests: Ms. Chrestay, Mr. Coleman, Ms. Washington,

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of November 7, 2019

The minutes were approved unanimously.

(b) Workforce Development Presentation

Ms. de Fries brought the senior leaders in the Workforce and Economic Innovation (WEI) division: Mr. Coleman (Assistant Vice President, Workforce and Economic Innovation), Ms. Chrestay (Executive Director, Goldman Sachs 10,000 Small Businesses), and Ms. Washington (Director, Career Connections). The division was established in 2015, encompassing some already-existing units. Ms. de Fries led the committee through the division's vision and mission statements and guiding principles. She described how the division's work falls into three buckets: Corporate Solutions, entrepreneurship programs, and Career Connections.

Mr. Coleman provided an overview of Corporate Solutions, which has thirteen full- and part-time staff members. Within this area is Corporate College, which works with organizations and businesses in the City (such as Einstein Healthcare Center and Horizon Health Services) to bring credit programs at the College to them. The instructors are from the academic departments, and the courses are the same as those

on campus. The cohort structure of the program helps with retention. Corporate College seeks out employers who offer its employees tuition reimbursement.

Another program is Contract Training. This is more flexible with the employer informing Corporate Solutions of their needs and then Corporate Solutions creating a customized training program for the employer. An example is WedNET, which receives funds from the PA Department of Community and Economic Development and provides central skills and technical skills training. Employees have one year to finish this non-credit program. Next Mr. Coleman described Continuing Education, which is the unit's largest area and includes occupational training programs. Professional Development and Personal Enrichment are two additional areas. Apprenticeship/Pre-Apprenticeship Programs is a growing area. Lastly, the Testing Center offers high-stakes testing, including certifications for TSA, social workers, pharmaceutical techs, real estate, and teachers.

Ms. Chrestay oversees the Goldman Sachs 10,000 Small Businesses (GS10KSB) program. This program is for businesses that have been in operation for at least two years, have the equivalent of at least four full-time employees, and at least \$150,000 in revenues the previous year. The current cohort has 30 enrollees; the goal is 90 enrollees per year across three cohorts. Outcomes show growth in the percent of alumni who increased revenue and created jobs post-graduation. All the teachers are trained by Babson College, and Goldman Sachs pays the cost of the program. So far, 129 individuals have graduated.

Ms. de Fries described the Power Up Your Business program, which has 40 participants a year and impacts businesses through workshops. Power Up Your Business was an outgrowth of the GS10KSB but has a less rigorous application process. The Power Up Your Business program is designed for small businesses and goes into communities, offers evening sessions, and has a 12-week workshop series and individual workshops. It recently included a 100% Spanish-language cohort. The City pays for Power Up Your Business.

Ms. Washington provided information about Career Connections. They offer employer services, such as recruiting opportunities and career fairs. The unit has worked with employers to recalibrate its workshops to meet employers' needs. By engaging more with employers, the employers are then more ready to help with opportunities such as internships and interviews. Career Connections also provides student services. Personnel do classroom presentations that began with the first-year experience courses and expanded into other courses. This has increased student engagement. The unit now has three pathway coordinators. Faculty and academic supports are also available. There is now a kiosk in the Bonnell lobby. Career Connections has six staff members, including one dedicated to employer partnerships.

The WEI administrators were asked what was most important. Ms. de Fries said goals and outcomes, including revenues, enrollments, and businesses served (all have increased since 2015-16). Goals are part of the College's strategic plan. The SOC

Dashboard contains the high-level key performance indicators for each unit. More information was requested regarding the top ten companies and the division's structure. Ms. de Fries announced that the College started a Massage Therapy program at the Northeast Regional Center, which is the non-credit program that qualifies for financial aid. The College is also considering additional programs to qualify for financial aid.

(c) Improving Committee Efficiency

Ms. Fulmore-Townsend explained that there have been recent conversations about the committee's role and the use of meeting time. The chair of the Board of Trustees wants the committee to consider if workforce development should have its own committee. She had discussed with almost everyone how to effectively use meeting time and how to strike a balance with academic program reviews. Regarding program reviews, Dr. Hirsch explained the stages a review goes through before it reaches the committee. There is an annual calendar and the College is mandated to review programs on a five-year cycle; a calendar of reviews will be sent. The program reviews includes actions based on recommendations from the last review, data analysis (e.g., retention and enrollment), student learning outcomes assessment, and economic trends. Faculty and deans provided feedback. Reviews now include enrollment and retention projections and strategies to achieve them. The committee can ask program personnel to come back; for instance, if they did not adequately assess outcomes. For programs with external reviews (such as Nursing accreditation), they coordinate these with the program review schedule.

Assessment and Evaluation staff provide data and analysis for the review, but do not make recommendations regarding approval; the committee makes these recommendations. If the committee approves a program for five years, this goes to the Board of Trustees for a full vote. However, the committee could decide instead that the program personnel should return in a year with updates on progress (and again, if necessary). Dr. General used the Computer Information Systems-Information Technology program review as an example of a follow-up. The committee asked program personnel to do more on assessment; program personnel came back with appropriate assessment documentation and had a leadership change after the review.

Ms. Fulmore-Townsend asked Ms. de Fries what the committee could do for workforce development. Ms. de Fries said the committee could help with employer partnerships, priorities for programmatic development, and the professional development area. The committee discussed if other Board of Trustee members should be brought in. It was noted that the committee has still not discussed reviewing policies to impact students and regular data review, possibly indicating the committee might not have the time for workforce development and a dedicated group might be needed for this area. This will be discussed further. Dr. General added that some Board of Trustee members, including the chair, have mentioned they would like more information on the topics on which they vote.

(d) 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 November 7, 2019

**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