

Community College *of* Philadelphia

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, February 6, 2020

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 January 23, 2020 (A)
 - (b) Academic Program Review (A)

Culinary Arts AAS

- 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. Pam Carter, Dean of Business & Technology

Dr. Lynsey Madison, Curriculum Coordinator, Culinary Arts/Tourism and Hospitality Management and Assistant Professor

Mr. Richard Saxton, Department Head, Business Administration

- (c) Follow-Up to Education Programs Academic Program Review (I)

Guests:

Dr. Chae Sweet, Dean of Liberal Studies

Dr. Amy Saia, Education Program Coordinator and Assistant Professor

- (d) 2020 Committee Calendar (I)
- (e) New Business

Attachments:

Minutes of January 23, 2020

Academic Program Review: Culinary Arts AAS Executive Summary

Follow-Up to Education Programs Academic Program Review

**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

Community College *of* Philadelphia

Academic Program Review: Culinary Arts AAS Executive Summary

Authors:

Teresa Frizell, Dr. Lynsey Madison

Fall 2019

1. Executive Summary

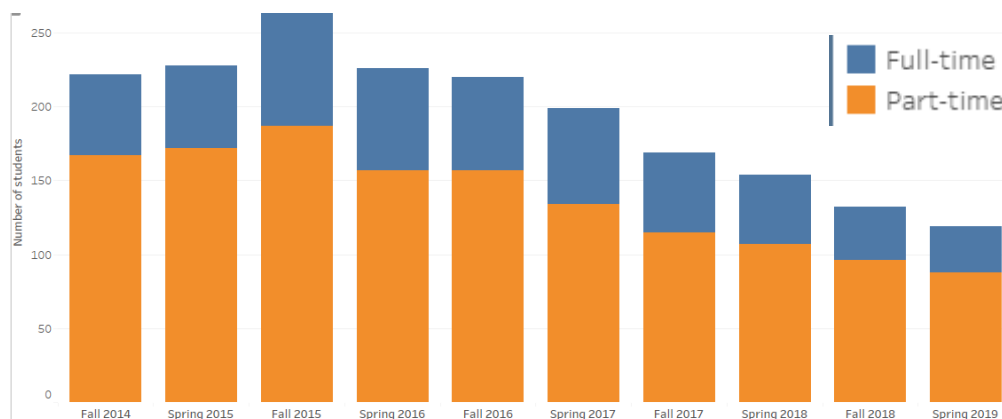
A. Key Findings for the period Fall 2014 to Spring 2019

In 2018 Dr. Lynsey Madison accepted the role of Program Coordinator for the Culinary Arts AAS. Dr. Madison and the Curriculum Facilitation Team wrote and implemented extensive curricular revisions. With a goal of improving retention, the course progression is more logical and pairs developmental courses with Culinary Arts courses. Effective Fall 2019 the Program has new Program Learning Outcomes and a new program designation (CULA) in the College catalog. The Program has partnered with Single Stop to provide hot lunches prepared during cooking classes to students who are experiencing food insecurity

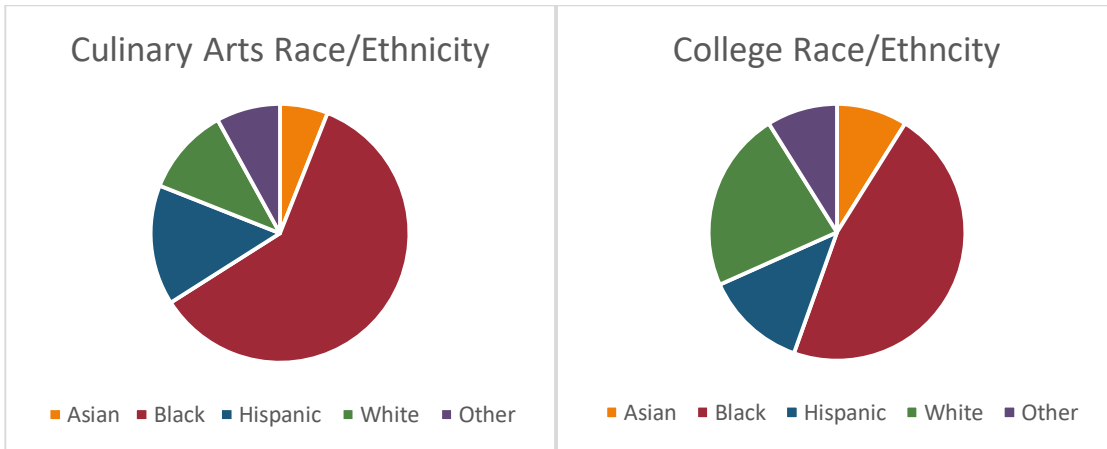
From Fall 2014 to Spring 2019 enrollment decreased while retention was similar to retention across the College as a whole. The majority of the people enrolled in the Program identified as Black. Recommendations in this report focus on assessing the results of the curricular revisions in terms of Program growth and students' progress through the curriculum.

Enrollment and Demographics

1. Program headcount decreased from above 200 between Fall 2014 and Fall 2016 to 119 in Spring 2019.
2. Due to the number of cooking stations in the kitchens, the Program has a total possible capacity of 269 students.



3. The Program was composed of 18.2% students with zero credits earned. This is 6% percentage points higher than the College average of 12.2%.
4. Program enrollment averaged 59.4% people who identified as Black, which was 13 percentage points higher than the average enrollment of people who identified as Black across the College. It averaged 11.3% people who identified as White, which was 11.8 percentage points lower than the average College enrollment. All other demographic compositions were within ten points of College averages.

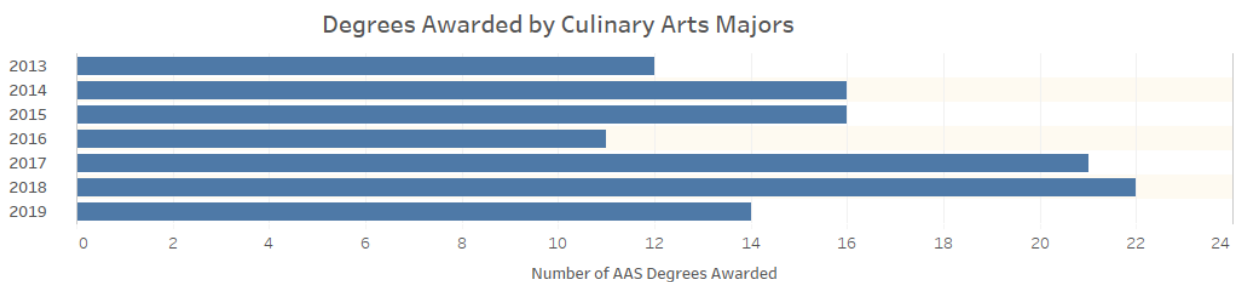


Retention

- At 65.8%, the proportion of Culinary Arts students who returned to the Program from Fall to Spring semester in the same academic year (Fall to Spring) was within a percentage point of the College’s average of 64.6%.
- At 32%, the proportion of Culinary Arts students who returned to the Program from one Fall semester to the next Fall semester (Fall to Fall) was within five percentage points of the College’s average of 35.6%.
- Developmental students now take developmental math and either CULA 170 or CULA 151 concurrently in an attempt to improve retention and success.

Success and Graduation

- Between 11 and 22 students graduated with an AAS in Culinary Arts each year, for a total of 84 graduates in the period studied.



Advisory Committee

- The Advisory Committee met each semester in the period studied.
- While attendance was not always listed on minute notes, meetings generally comprised up to 15 people, including 4-5 industry professionals not otherwise associated with the College. Program curriculum and industry trends were discussed.

Assessment

11. The Program followed a robust and varied assessment schedule. Program Learning Outcomes (PLOs) were assessed directly and indirectly through a variety of practice assessments that mimic workplace expectations, policy, and law.
12. The Program analyzed assessment results and used them to guide teaching and learning changes, including the 2019 curricular revisions.
13. The PLO benchmark is the same for all PLOs. It states that 75% of students must meet or exceed proficiency on the assessment instrument. The benchmark has been met or exceeded on all PLO assessments.
14. Effective Fall 2019 the Program implemented new PLOs. The benchmark and assessment schedule will remain the same for the new PLOs.
15. Assessment data indicates that students are not passing the food handler certification exam that is also required to complete the Program. The Program plans to address this by giving students more time to practice the skills assessed on the exam.

Workforce Development

16. Between 2018 and 2023, targeted professions are expected to grow between 4-7% in the Philadelphia metropolitan area. They are expected to pay \$21-28 per hour.

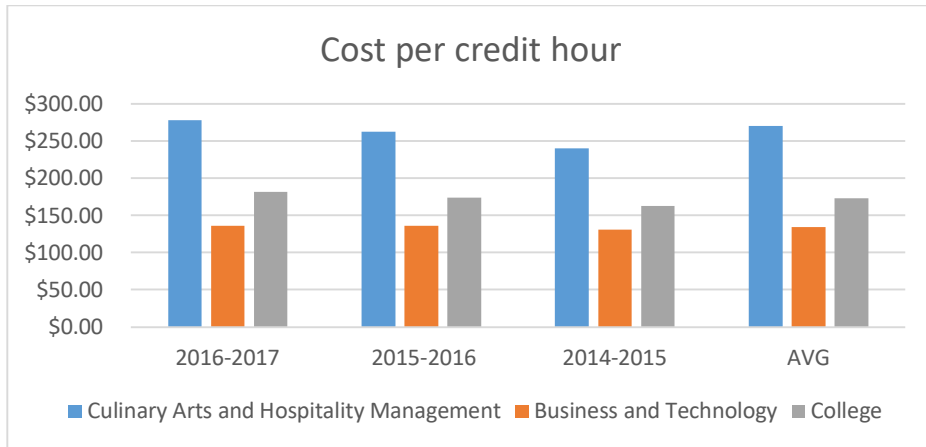
Target Occupations

<p>16,471</p> <p>Jobs (2018)</p> <p>12% below National average</p>	<p>+5.7%</p> <p>% Change (2018-2023)</p> <p>Nation: +6.9%</p>	<p>\$21.13/hr</p> <p>Median Hourly Earnings</p> <p>Nation: \$17.23/hr</p>	<p>2,430</p> <p>Annual Openings</p>	
Occupation	2018 Jobs	Annual Openings	Median Hourly Earnings	Growth (2018 - 2023)
First-Line Supervisors of Food Preparation and Serving Workers	11,828	1,845	\$19.36/hr	+5.80%
Food Service Managers	2,996	352	\$27.14/hr	+4.27%
Chefs and Head Cooks	1,647	234	\$28.21/hr	+7.23%

17. The Program has been accredited by the American Culinary Federation (ACF) since 2017.
18. The Program Coordinator is in talks with local food management corporations to create pathways into management positions and management training programs.
19. Students take the ServeSafe Certificate exam, which is a requirement for many culinary management positions.

Cost

20. Courses in Culinary Arts ran above 80% full with the exception of Spring 2018.
21. Culinary Arts averaged \$270.37 per credit hour compared to the Division of Business and Technology average of \$134.26 and the College average of \$172.91 per credit hour.
22. Due to the size of the kitchens at the College, cooking courses can have 12 or 20 students.
23. The Program has unique costs including food and specialized equipment.



B. Prior Audit

Recommendations from Prior Audit and Program Response:

1. Program Management

Identify reason students enroll in approximately 40% more courses than are required for graduation.

Identify courses with high risk of students leaving the program.

Program Response: Effective Fall 2019 the program performed extensive course revisions in order to guide students through the program in a manner that builds on learning outcomes from previous courses. Previously, students only needed to take one introductory cooking course, yet this course requires the skills and knowledge gained in other courses that were not required. These changes clarify the course sequence most conducive to achieving the course learning outcomes and following the path to degree completion.

Additionally, the Program changed the initial mathematics placement from FNMT 118 to FMNT 017, as students do not need proficiency in algebra to use equipment and perform conversions properly. This change will allow developmental students to progress through the CA program while attaining the skills in mathematics required to obtain an Associate degree.

Finally, the Culinary Arts Program and the Tourism and Hospitality Program are now separate programs, with separate designations (CULA and THM, respectively).

C. Action Items

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

Enrollment and Demographics

1. Increase headcount as follows:

	Fall 2017	Fall 2021		Fall 2023		Fall 2025	
Headcount	169 Students	142	15% increase in headcount*	163 students	15% increase in headcount	187 students	15% increase in headcount
		# of students by category	% of students by category	# of students by category	% of students by category	# of students by category	% of students by category
Returned to Same Program	32%	56	40%	71	44%	86	46%
Graduated	16%	28	20%	35	22%	46	25%
Did Not Persist	47.3%	49	35%	49	30%	44	24%
Returned to Different Program		9		8		11	

*Increase from Fall 2019 headcount

2. Monitor the effects of curricular changes on enrollment and retention.
3. Work with developmental and ESL faculty to more deeply integrate developmental math and English skills with Culinary Arts.

Assessment

4. Monitor the effects of curricular changes on student success and progress through the Program through a variety of assessment methods.
5. As needed, update assessment instruments to accurately assess new PLOs.

Workforce Development

6. Poll students on effective ways to track post-graduation careers.

C. Narrative

The Culinary Arts Program has undergone several changes for the 2019-2020 academic year. The catalog designation, curriculum map, and courses and completion sequence changed. Beginning in 2015, in an effort to increase graduation rates, students were required to complete general education courses early in the course sequence, before progressing to cooking classes. Instead of increasing graduation rates, assessment data indicated this change contributed to the decline of student enrollment and lower retention rates. The 2019 curriculum changes removed these roadblocks that contributed to loss of enrollment. The revised PLOs clarified how students will be assessed, and put additional emphasis on the general education skills that students gain and develop through the course sequence. The vision for the

Program, which is to prepare graduates for positions as chefs, cooks, and kitchen workers, remains the same.

The Culinary Arts Program provides an academic foundation for people to enter the Philadelphia area's continuously growing culinary industry. While the base entry for this field does not require more than a high school equivalent, management opportunities often require at least an associate degree. This Program offers career options that can expand beyond mid-line supervisory roles. The career choices students are able to apply for both in school and upon degree completion allow students to increase their lifetime earnings and improve their future paths. Furthermore, the Culinary Arts Program collaborates with Single Stop to reduce food waste and repurposes food from cooking classes as hot lunch for students who are experiencing food insecurity. In 2018-2019, nearly 600 meals were served while students also learned about the Culinary Arts program, and tried various cuisines.

The Culinary Arts Program continues to connect to local industry professionals to provide insight on skills, knowledge, and abilities required for graduates. The Program is a member of, and is accredited by the American Culinary Federation (ACF). This keeps the program updated on industry trends and issues. By hosting meetings and bringing ACF-certified chefs to campus, Culinary Arts students and faculty get feedback and valuable information related to the industry. Through the lunch series program run in conjunction with THM 285: Dining Room Management and CULA 270: Advanced Finishing and Production, industry professionals are invited to campus to experience the execution and finished products of student work. Students receive feedback and tips from industry professionals. As noted in advisory committee minutes, this has led to job offers and positive awareness and reinforcement of the Program.

Follow-Up to Education Programs Academic Program Review

In April 2018, The Student Outcomes Committee of the Board of Trustees approved the following action in regards to the Education programs:

ACTION: The Student Outcomes Committee approved the motion that action on the four associate's degrees in Education be deferred until a progress report is submitted. The report should address progress made on the recommendations in the Academic Program Review. An analysis on the viability of continuing each of the four Education Programs and a formulated recommendation for the future direction of the Education Program must in particular be carried out. The report should be submitted by November, 2018.

APR Action Items Recommendations

1. Evaluate Changes from the Education B-4th Grade Sub-Grant
2. Develop Engagement Strategy
3. Evaluate the Need for the Education Programs and Create a Recruitment Plan for Remaining Programs
4. Assessment Practices

Program Response:

National and Statewide Data

The national data shows a decline in enrollment in middle and secondary education programs specifically in science, math, and special education. There is an alarmingly low number of Pennsylvania undergraduate students who are becoming teachers, thus, creating a crisis if districts can't meet the demand for teachers (Learning Policy Institute, 2016).

In the 2014–15 school year, the state issued 6,215 in-state certifications, which are issued to Pennsylvania college students who are getting certified to teach in the state. That was a 62 percent drop from the number issued in 2012–13 (American Association of Colleges for Teacher Education, 2018). The national and state data are indicative of the downward trending enrollment documented in the middle and secondary Education programs here at CCP.

Recommendation I

The Early Childhood (Birth to 4th Grade) Education program has seen many exciting developments. In 2017, the faculty created the Early Childhood Education Proficiency Certificate. In addition to the for-credit courses, faculty support non-credit credentialing courses. Local and state-wide governmental policies and initiatives have had a positive impact on the number of childcare jobs in Philadelphia and the enrollment in the Education: Early Childhood (Birth to 4th Grade) Program. Policies include universal pre-kindergarten in Philadelphia, T.E.A.C.H Scholarships, and the PA Department of Education Code requirements for the credentialing of Early Childhood providers, and the newest initiative (2017- present) is the Apprenticeship Program for Philadelphia and the region's early childhood workforce development funded through 1199C and The William Penn Foundation.

The Birth-4th Grade Education program's enrollment in fall 2018 was 522 students, the fourth largest program in the Liberal Studies Division. The full curriculum is offered fully online/hybrid. The B-4 program is currently preparing for the National Association for the Education of Young Children peer-review visit in March to receive national accreditation recognition; if the site visit is successful, the program will be NAEYC accredited beginning in Fall 2020. We continue to add new apprentice cohorts (currently 57 apprentices with 10 graduates)

into our B-4 program. We also work closely with Workforce Development and Economic Innovation to recruit new students into the AA degree program (new B-4 cohort of English Language Learners students on University of Pennsylvania's campus). We now have a program-to-program articulation agreement with three new universities: Holy Family, Eastern University, and Arcadia University. We are a part of the statewide Apprentice Higher Education Project funded by the Department of Education and the Office of Child Development and Early Learning.

Recommendations II & III

As well, in 2018, the College was approached and became a partner with six other local higher education institutions to join the Philadelphia Regional Noyce Partnership (PRNP) to share a 5-year 1.45 million-dollar grant from the National Science Foundation, to recruit, prepare, and retain STEM teachers. The grant provides 24 education students funding to participate each summer in externships for the next four years to explore STEM-related teaching careers. One of the key goals of the PRNP program are to increase the number of STEM majors that enter and remain in teaching in high-need schools in the Philadelphia region. This is in keeping with the Education programs intention to recruit and retain students in the secondary education programs at the College. While the PRNP project was successful and has two more years, additional measures are needed to address the falling enrollment in the middle and secondary education programs.

Consequently, while the PRNP grant in 2018 addressed some immediate concerns revealed in the audit, that alone isn't enough. After further review, the faculty have determined to completely revamp the middle and secondary Education programs. This will entail closing the three separate programs and creating a general Middle-Secondary Education program that allows students to follow either a middle-level generalist, social studies/humanities, math/science, or newly created special education focus.

To create the new special education focus, the Education program will partner with the Education Institute for Early Intervention (EIEI) to develop a degree pathway for students receiving a state-approved diploma from the institute to articulate for prior learning credit along with a certificate of proficiency. This career pathway will offer the middle and secondary education students with technical skills to pursue school district positions as special education technical support assistants.

The consolidation will benefit the middle and secondary programs and offer students an intentional pathway that focuses on content interest, academic scholarship, and transfer. As well, by partnering with the Education Institute for Early Intervention (EIEI) for the special education training, a new segment of students in the workforce will be able to align new competencies in support of diverse student learners and provide much needed support to families of special needs children with a tailored understanding and awareness. The faculty will complete this program consolidation and revision in the 2020-2021 academic year.

Recommendation IV

After the findings of the 2017 audit, the middle and secondary level programs revised their program learning outcomes, course learning outcomes, and have since offered new online delivery options for their students.

The Birth to 4th Grade program embedded the NAEYC key assessments into all education courses that align with NAEYC standards. The key assessments are aligned to course learning outcomes and program learning outcomes, which are then managed through the AEFIS program assessment.