STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES

Thursday, February 6, 2020
1:00 p.m.
Conference Room M2-34

Presiding: Ms. Fulmore-Townsend

Committee
Members: Ms. Hernández Vélez, Ms. Jean-Baptiste, Ms. Posoff

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

Guests: Ms. Frizell, Dr. Madison, Dr. Saia, Mr. Saxton, Dr. Sweet

(1) Executive Session
There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of January 23, 2020
The minutes were approved unanimously.

(b) Culinary Arts AAS Academic Program Review
Ms. Frizell, from the Office of Academic Assessment, referred the committee to the enrollment chart for the Culinary Arts program. Dr. Madison noted that the program is projecting enrollment growth with a plan to increase the percent of students who persist. The program leadership has already done an analysis of the curriculum and made changes to increase graduation. The program focus has been on customer service, providing opportunities to students, and student engagement.

While the enrollment total declined, the graduation percentage increased from 5% to 16%. Placement in developmental English and math was impeding graduation for many students. To counter this, placement requirements were reduced so that students can begin to take content courses while in their developmental English and/or math course. Since faculty are involved with advising, they are aware of students' needs and abilities. The program provides a student showcase, inviting chefs from outside to the event in order to increase the pipelines for careers. The College has transfer

agreements for Culinary Arts with Cheney University of Pennsylvania and Drexel University. The program's students are more female and younger than the College average. They have students who are single mothers and who work, both of which are taken into consideration when scheduling classes. The program partnered with Single Stop last year so that food from lunches produced by students was available to students in general.

The program has outreach efforts to increase opportunities for students: it has an advisory board, which includes representation from the American Culinary Federation; the school district has offered internship opportunities; and Dr. Madison attends many meetings, has joined various associations, and contacted companies such as Aramark. Faculty also work with non-profit and area community organizations. Dr. Madison invited the Board to the Wednesday lunches provided by students.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review with approval for five years with a mid-term report on the program's progress on benchmarks and recommendations.

(c) **Follow-Up to Education Programs Academic Program Review**
Dr. Sweet, Dean of the Liberal Studies division, gave an overview of the follow-up to the Spring 2018 academic program review of the Education programs. There are four education programs: birth to 4th grade (the largest of the programs), middle school, and two secondary options. She listed the four recommendations from the academic program review: evaluate changes from the Education B-4th Grade sub-grant; develop an engagement strategy; evaluate the need for the Education programs and create a recruitment plan for remaining programs; and assessment practices. Dr. Saia, Curriculum Coordinator for the Education programs, explained that the Early Childhood Education program (birth-4th grade) has experienced a lot of growth since the academic program review and now includes a certificate. There are between 510-520 students who are predominately part-time and in the workforce. She also noted the importance of the program receiving accreditation from the National Association for the Education of Young Children; this is currently in process with a peer review in March. This will provide national recognition for the program and stamp of approval across the nation (several PA community colleges have this accreditation).

The program is taking part in several projects. It is participating in a PA pilot program for apprenticeships, in addition to the apprenticeship program funded through 1199C and The William Penn Foundation. The program has created a cohort for English Language Learner students on University of Pennsylvania's campus. Another project is the Philadelphia Regional Noyce Partnership, a $1.5 million grant from the National Science Foundation. The focus is to recruit and retain students to be trained

as STEM secondary teachers. Dr. Sweet added that the College joined that partnership in 2018 and will continue with the five-year grant through 2022.

Regarding the multiple education programs, Dr. Saia described how they have created the opportunity to collapse the three middle/secondary programs into one program. The Education program is partnering with the Education Institute for Early Intervention to support a new special education focus. The program currently has many students working in supportive roles for special education classrooms. They are trying to build a certification and pathway around this, which would help with both the workforce pipeline and transfer to four-year partners.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review with approval for five years from 2018.

(d) **2020 Committee Calendar**
Dr. Hirsch provided a draft of topics for the 2020 calendar. Included are anticipated program reviews; report updates (such as Workforce and Economic Innovation); updates to the Dashboard; additional updates (such as to the CCRC's key performance indicators data), and an update on Dual Enrollment/collaborations with high schools. There are about 15 academic program reviews each year. While proficiency certificates were part of the academic program reviews for associate degrees, it was decided instead to review PCs by academic pathway. It was suggested that a review of the calendar be added, in addition to the specific metrics on the Dashboard to be discussed at designated meetings.

(e) **Developmental Education presentation.**
Dr. Hirsch provided an overview of recent outcomes in developmental education at the College. Baseline data is from 2014-15: 75% of entering students placed into developmental education with 26% in one course, 28.6% in two courses, and 21.8% in three courses. We know that students who place into developmental education courses cannot start college-level courses right away so therefore might take courses not in their major, use financial aid funds when having to repeat a course, and have lower fall-to-fall retention rates. Students in developmental education courses are also less likely to attain a credential. The College has already made progress on retention and completion, although there are still gaps.

Dr. Hirsch discussed the current context for developmental education at the College and recent innovations. Developmental education really starts with placement and entering the College. The College has changed its placement exam and recalibrated cut-off scores; more students are starting content courses sooner. Another significant change is using high school transcripts for placement. The College consistently assesses the effectiveness of such changes. Outcomes have been positive regarding

placement based on high school transcripts: success in college-level courses has been the same or higher for students placed based on high school transcripts.

Another major shift within the English department has been the Accelerated Learning Program (ALP). The ALP model has students who place one level below college-level English (ENGL 098) take both ENGL 098 and the college-level English composition course (ENGL 101) in the same semester as linked courses with the same instructor. The ALP ENGL 098 sections have a smaller class size than traditional developmental education courses (13 compared to 20), but the ALP model pays for itself with increased retention. Faculty who teach ALP sections must go through training. Outcomes show that ALP students had similar or higher pass rates in ENGL 101 than those who placed directly into ENGL 101. Moreover, credit accumulation increases because ALP students can start their college-level courses in their first semester. ALP was piloted in 2017, went to scale in 2018, and further increased in 2019. The English faculty are now looking at possible options for lower levels of developmental English.

Developmental math has also seen progress in the development of new course offerings. The College has piloted offering arithmetic and algebra in 7-week sessions so that both courses can be completed in one semester. This led to a new course combining both into one course, which will be offered starting in Fall 2020. The College recently approved a math course contextualized for the Fashion Merchandising and Marketing program, allowing for an applied approach. Other colleges are also developing contextualized math courses, often called "math pathways." There are more contextualized math courses in the pipeline.

The Board Dashboard also contains data on developmental education. One goal is to decrease the percentage of students who are placed into developmental courses. In 2014-15, about 55% placed into developmental English; this decreased to 25% in Fall 2019. This decrease did not result because students are better prepared, but because of the new ALP model and using high school transcripts for placement. This improvement exceeds the 5-year goal the College set of a 7 percentage point decrease. Math has not seen the same results, but we hope to see some changes based on accelerated and contextualized math courses. Regarding the achievement gap data, all groups are progressing, but we are not closing the gap enough; this still remains a challenge.

In summary, more students are placing into college-level courses, are being retained at a higher rate, and can begin accumulating college-level credit from the beginning of their studies. Regarding credit momentum, the trend since Fall 2014 has been an increase.

(f) **New Business**
There was no new business.

Next Meeting
The next meeting of the Student Outcomes Committee of the Board is scheduled for April 2, 2020 at 1:00 p.m. in Conference Room M2-34.

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 Calendar (2020)

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. Generals 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. Generals added that some Board of Trustee members, including the chair, have mentioned they would like more information on the topics on which they vote.

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.
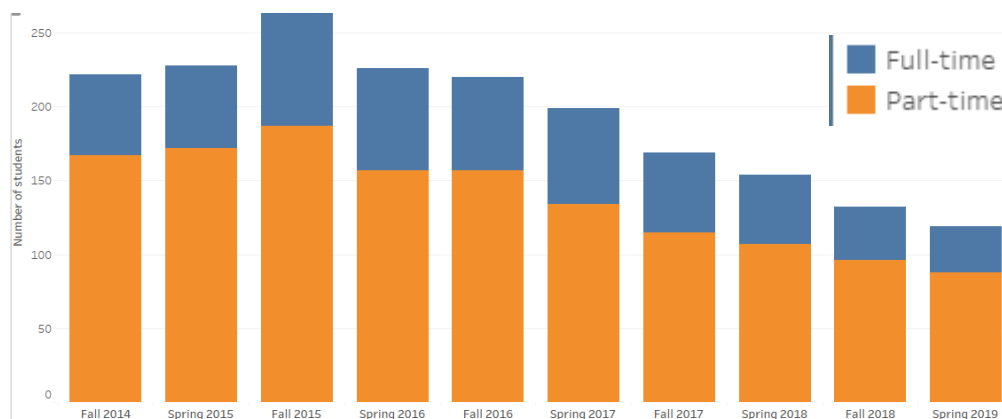
3. The Program was composed of 18.2% students with zero credits earned. This is 6% percentage points higher than the College average of 12.2%.
4. Program enrollment averaged 59.4% people who identified as Black, which was 13 percentage points higher than the average enrollment of people who identified 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.

Culinary Arts Race/Ethnicity	College Race/Ethncity

Asian ■ Black ■ Hispanic ■ White ■ Other
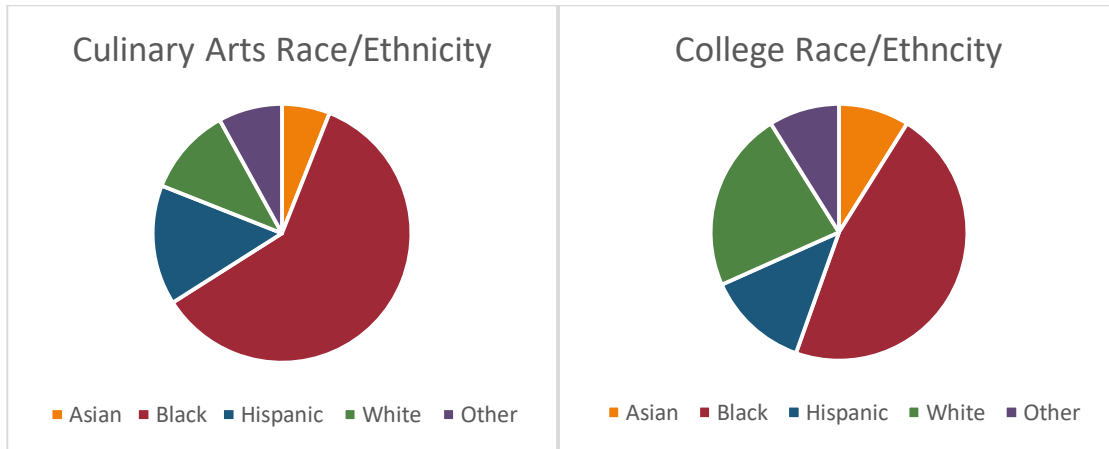
Retention

5. 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%.
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%.
7. 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

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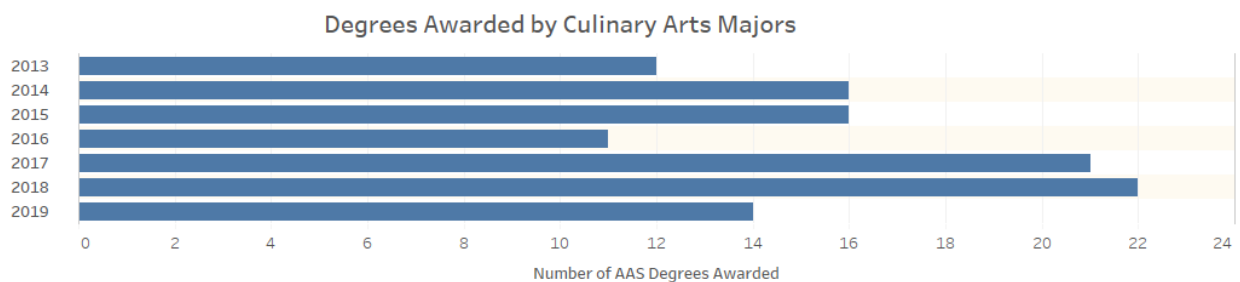
Advisory Committee

9. The Advisory Committee met each semester in the period studied.
10. 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

16,471	+5.7%	$21.13/hr	2,430
Jobs (2018)	% Change (2018-2023)	Median Hourly Earnings	Annual Openings
12% below National average	Nation: +6.9%	Nation: $17.23/hr	

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.

Cost per credit hour
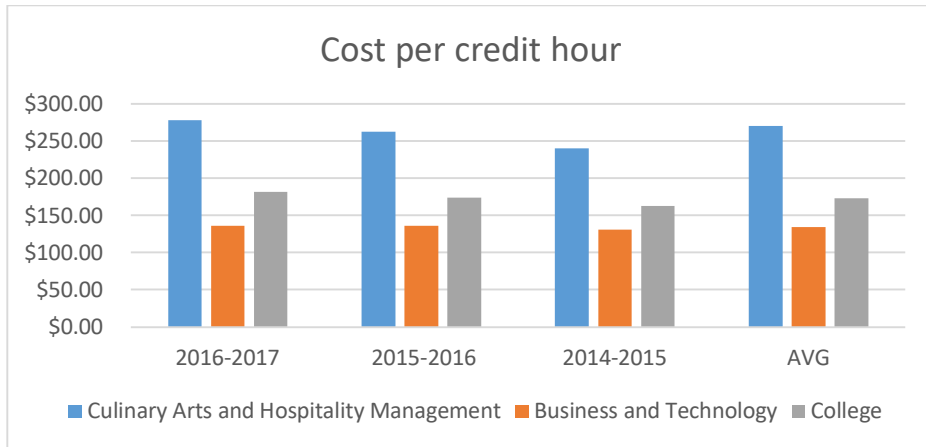
B. Prior Audit

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 reduces 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.

Student Outcomes Committee Calendar
Monthly Topics
2020

SOC Meeting	Topics Scheduled to be Addressed
February 2020	• Culinary Arts Program Review • Education Programs Review Follow-Up Reports • Review of Annual Calendar
April 2020	• Faculty Promotion Approval • CCRC KPI Data for Guided Pathways • Behavioral Health/Human Services Program Review • English Program Review
May 2020	• Updated Board Dashboard (Indicators 1.1-1.6, 1.8-1.9, 1.11-1.13, 1.16, 1.19, 1.24-1.25) • Workforce and Economic Innovation Update • Liberal Arts – Honors Option Program Review • Religious Studies Program Review • Business, Entrepreneurship and Law Pathway Certificate Reviews
June 2020	• Construction Management Program Review • Facility Management Program Review • Dual Enrollment Update
September 2020	• Workforce and Economic Innovation Update • Design, Construction and Transportation Pathway Certificate Reviews • Review of SOC Calendar
October 2020	• Updated Board Dashboard (Indicators 1.7, 1.10, 2.1-2.4, 3.1-3.6) • Digital Forensics Program Review • Liberal Arts – Social/Behavioral Science Option Program Review
November 2020	• Updated Board Dashboard (Indicators 1.14-1.15, 1.17-1.18, 1.20-1.23, 1.26, 4.1-4.11, 5.1-5.4) • Workforce and Economic Innovation Update • Automotive Technology Program Review • Medical Laboratory Technician Program Review