

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

MINUTES

Thursday, May 7, 2020

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

Members: Mr. Clancy, Ms. Ireland, Ms. Jean-Baptiste, Ms. McPherson, Ms. Posoff

College

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

Guests: Mr. Coleman, Ms. Frizell, Dr. Moudry, Dr. Morris-Skeiker, Dr. Sweet,
Dr. Thomas

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of February 6, 2020

The minutes were approved unanimously.

(b) English AA Academic Program Review

Dr. Sweet, Dean of Liberal Studies, noted that the program has existed for approximately five years; this is its first academic program review. Dr. Moudry, curriculum coordinator for the program, provided additional information and echoed Dr. Sweet's comments that although the program is small, it has a strong sense of community and very committed faculty. He noted that the program holds several events each year, such as a hooding ceremony (to be virtual this year), a literary studies conference, a poets-and-writers series, and talks by awarding-winning writers. Another activity is a mixer where students can meet faculty, alumni and transfer partners; this includes a panel session with former English majors to talk about career opportunities. One of the English faculty produces "Drop the Mic," which has won awards. Students and faculty are also connected via Canvas pages.

The cornerstones of the program are a focus on critical thinking and on text analysis. The program is primarily a transfer program. Students transfer to a variety of places, including Temple, and go on to a variety of majors (education, social work, etc.). Feedback from students who transfer highlights the strong sense of community they had at the College. Dr. Morris-Skeiker, department head for English, commented that they offer students an opportunity that is something like a small liberal arts degree, with high-level experience in analyzing literature and being exposed to different writing situations. Dr. Moudry added that most of the faculty are full-time faculty with Ph.D.s; Dr. Sweet noted this may contribute to the cost of the program.

Ms. Frizell, from the Office of Academic Assessment, explained that the recommendations are focused on next steps. These include outreach and retention strategies to meet enrollment benchmarks; tracking curricular changes on graduation and transfer rates; determining how to track graduates' further studies and careers; and investigating the cost of the program.

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

(c) Dual Enrollment Presentation

Dr. Thomas, in his role as Dean of Access & Community Engagement, presented on the College's dual enrollment programs; a powerpoint presentation was provided (see attached). Dual enrollment has two overarching goals: 1) provide motivated and talented high school students a supporting opportunity to begin college early and accelerate credential attainment; and 2) provide underprepared high school students a supporting opportunity to experience college early and earn credits to enhance their chances for enrollment and retention. The College has two models. Advance at College is a traditional dual enrollment program with students in the 11th and 12th grades taking college courses. The Summer ACE program is for rising 9th through 12th grade students. The College has several partner programs: Parkway Center City Middle College (PCCMC), Gateway to College, 100 Steps, MC², Advance Senior Year, Mastery Senior Year, and Helms Academy.

Further details on the various programs, outcomes, and future plans are in the attached powerpoint document.

(d) Faculty Promotions

Dr. Hirsch provided an overview of the promotion process, for which faculty develop portfolios with supporting documentation. For this year, it is recommended that four faculty be promoted from assistant to associate professor, with an additional faculty member to be promoted from associate to full professor. Dr. Hirsch noted that these five faculty go above expectations; all of them are student oriented, perform

assessments, are engaged in the College's diversity efforts, and support their colleagues

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees approve the promotions for the five faculty.

(e) **Updates**

Student Resources

Dr. Hirsch described how units in the Division of Academic and Student Success that support students and provide student resources have adjusted to the online environment and provided numbers from March to date. Information on Counseling, Advising, the Library, the Learning Lab, and Single Stop, along with several other units, is included. Dr. Hirsch highlighted how placement has changed with the current situation. The College had been wanting to transition to using high school transcripts for placement more often; the pandemic simply made it happen faster. The College looked at over 5,000 student records from the past five years to see how students could be placed based on their high school transcript. The number of English levels has been reduced from 6 to 3, making placement easier to understand. For students whose high school GPA is below 2.74, the College is doing interviews with these students and using a rubric to evaluate their proficiency. An evaluation plan is in place to review the new placement process. For the resources in general, it is difficult to compare the number of interactions during this time with the "normal" schedule as many services are cyclical. With the semester over, comparisons to previous years will be made and the disruption will be taken into account.

Workforce and Economic Innovation

Ms. de Fries highlighted the work that the Division of Workforce and Economic Innovation has been doing. Corporate Solutions identified online programs, quickly updated their website, and has been doing more targeted advertising for those programs. The current situation has exposed the need to diversify the online offerings and to consider how to provide online contract training to employers. Some online training is continuing, with PGW and JEVS. Power Up was able to transition the existing class's remaining modules to online and were thus able to finish and hold a virtual ceremony; all 25 in the class returned to the online format. The new Power Up class was to begin May 7, with 28 people enrolled. Ms. de Fries noted that applications for this new class were generally more established business than usual, which speaks to the level of businesses that normally might think they do not need help.

For 10,000 Small Businesses, they are still in the process of completing the cohort that was disrupted and has shifted to an online format. The national division of 10KSB made the decision to suspend the summer cohort, even though the College

had recruited and interviewed applicants. With 31 of the 45 applicants accepted, they have a good number of acceptances for the fall. With both Power Up and 10KSB, the division provided assistance with resources and working with clients via webinars, workshops, etc. to help them improve their chances of getting access to resources. The division is reviewing a survey done to see how successful clients have been in getting access to resources (such as PPP loans).

Career Connections has seen increased activity since the move to an online environment. The unit has always hosted a wide variety of in-person workshops with usually 10 or fewer students attending. With the online format, more students have been taking part, with up to 40 students in a workshop session. The increase in participants could be because the unit is not centrally located on campus and because online workshops might be better for students' schedules. For employer sessions, offerings do fluctuate based on employers taking part. The unit will continue with online/remote workshops and job information sessions.

(f) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for June 4, 2020 at 1:00 p.m. via Zoom.

Attachments:

Minutes of February 6, 2020

Academic Program Review: English AA Executive Summary

Student Resources Update

Workforce and Economic Innovation Update

Dual Enrollment at Community College of Philadelphia

**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)

Community College *of* Philadelphia

Academic Program Review:
English

Authors:

Teresa Frizell, Myla Morris-Skeiker, Ph.D, Nick Moudry, Ph.D.

Spring 2020

1. Executive Summary

A. Key Findings for the period Fall 2015-Fall 2019

Enrollment

1. Enrollment in the program decreased from a high of 195 in Fall 2016 to 139 in Fall 2019.
2. Program enrollment averaged 34% full-time and 65.9% part-time students.

Demographics

3. At 19%, the Program enrolled 12 percentage points fewer Black Females than the College overall.
4. Despite this lower enrollment, 26% of Program graduates were Black Females.

Retention

5. The percentage of students who returned to the program from Fall Semester to Spring was within one point of the College's rate.
6. The percentage of students who returned to the program from Fall semester to the following Fall Semester was within one point of the College's rate.
7. The Program employs research-based retention techniques appropriate to their diverse population.

Graduation

8. In the period studied 82 students graduated with an AA in English.

Internal and external relations

9. In response to changes in curriculum at transfer partners, the program revised its curriculum to allow students to create more specialized tracks effective Fall 2019.
10. Alumni, representatives from transfer institutions, and people from local industries attend an annual student mixer and hooding ceremony to speak to students about transfer and career opportunities.
11. All 12 respondents to the Current Student Program Survey described the Program faculty as an "excellent experience or aspect" of the English Program.

Transfer

12. 49 English majors have transferred since 2014. 8 students transferred to Temple.
13. The program meets Pennsylvania Department of Education Transfer and Articulation Oversight Committee (TOAC) requirements.

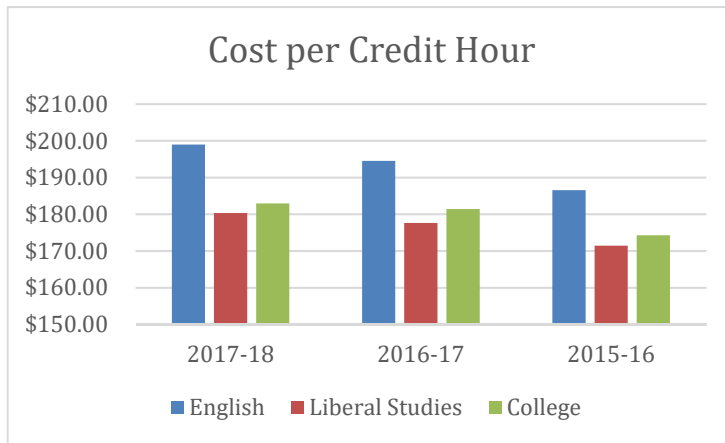
Assessment

13. Program Learning Outcomes are assessed on a two-year cycle according to the curriculum map.
14. The benchmark for each PLO is set at either 75% or 80% of students meeting or exceeding expectations on the assessment instrument.
15. During the 2015-2016 assessment cycle, the program failed to meet the benchmark in Program Learning Outcome #3 ("Analyze a work of literature in its cultural and historical context").

16. The faculty created and implemented research-based professional development to address these results. The Program met this and all benchmarks in the 2018-2019 assessment cycle.
17. In their response to the Current Student Program Survey 10 out of 12 respondents agreed that the Program's courses were high quality, they feel recognized as individuals by the program, and they understand what the Program's learning objectives are.

Cost

18. The Program's costs have increased more than Liberal Studies and the College's since 2018.



B. Prior Audit

This is the first review of the English Program.

C. Action Items

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

Enrollment and Demographics

1. Utilize research-based outreach and retention strategies to meet enrollment benchmarks by 2023.

	Fall 2018		Fall 2023	
Headcount	165		190	
Returned to Same Program	55	33.1%	73	38%
Returned to Different Program	15	9%	15	8%
Graduated	24	14.5%	32	17%
Did Not Persist	72	43.4%	70	37%

Graduation

2. Track and assess the effect of the curricular changes on graduation rates.

Internal and external relations

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

Transfer

4. Track and assess the effect of curricular changes on transfer rates.

Cost

5. Investigate reason for the higher cost increase relative to other Programs.

D. Narrative

Students in the English program want to be writers, teachers, editors, psychologists, social workers, community activists, and much more. Numerous recent reports have shown that employers today are looking less for students with specific majors and more for students with a broad knowledge and so-called “soft skills”: oral and written communication skills, analytical and problem-solving skills, ethical judgment and integrity, the ability to work with people from diverse backgrounds, and demonstrated capacity for professional development and lifelong learning. These skills are the backbone of literary study and an English degree. As a primarily transfer-oriented program, students are set up for success at local 4-year institutions. The program employs a diverse and award-winning faculty with strong connections at Temple University, the most common transfer institution, and the broader Philadelphia literary community.

The English Program contributes to the College community in many ways. Faculty leverage their expertise and local, national, and international networks to provide students with diverse curriculum, experiences, and connections. For example, *Drop the Mic*, a collaboration between CCPTV and English faculty member Michelle Meyers was nominated for an Emmy and has won numerous awards. The Program organized CCP’s Poets & Writers Series, which ran for 27 years. This annual event frequently paired with the One Book, One Philadelphia program at the Free Library of Philadelphia, and the National Book Foundation to bring a diverse mix of both local and nationally renowned authors that included several National Book Award winners. The event also showcased faculty and student writers.

The program has also made substantive changes to pedagogy stemming from assessment data. During a previous assessment cycle, the program failed to meet the benchmark in Program Learning Outcome #3 (“Analyze a work of literature in its cultural and historical context”). Faculty in the program took this to heart, and professional development in this area became the focus of an entire year’s worth of faculty meetings. The next time this PLO was assessed, the program met the benchmark, and cultural studies continues to be a strength of the program today.

Student Resources Updates since March 30, 2020

- Counselors meet with students via Zoom and phone, refer students to recorded workshops, and are converting sessions to live or short recorded clips. Staff contact students on academic probation for them to contact their assigned counselors. There have been 1,964 interactions with students.
- Center for Male Engagement (CME) support coaches send weekly check-in emails with updates and text messages to students. A CME Cares Survey was given which led to targeted interventions (e.g., laptop and WIFI accessibility, food insecurity, academic preparation, etc.). Coaches facilitate weekly Zoom sessions to cover both technical issues and more community-building sessions. On average, each week about 95 students receive direct services.
- Office of Collegiate Recovery has had 97 contacts with students via email and phone, in addition to outreach to 25 new students. There have been 2 Fellowship Support Meetings via Zoom. The Academic Mentor talked with 11 students individually via Zoom or on the phone to provide assistance with stress and accessing resources.
- Student success staff has had contact with 906 students identified as needing support, 387 scholarship students, and 109 for general support. Collaboration across student success staff included 473 interactions regarding call campaigns, referring students, new procedures, etc.
- Work is taking place on multiple projects for the online environment, including commencement contingency plans, virtual Student Leadership Awards Ceremony plans, updates to Online Orientation, Welcome Weeks, and weekly online club officer workshops. Communications continues with student athletes on student success and eligibility and transfer concerns.
- Academic Advising has worked with 1,067 students. They meet with students via Zoom and phone. They are contacting new students who complete the New Student Online Orientation and providing them educational plans, in place of in-person registration events.
- For placement for new students entering in the Summer and Fall 2020 semesters, the majority will be placed into English and Math utilizing the high school grade point average. Students who have GPA of 2.74 or below will be required to take the ACCUPLACER test (proctored via Zoom). To date, 1,673 students have been placed with their high school GPA.
- The Library rolled out Ask a Librarian – a virtual reference service platform, which offers real-time chat services (during operating hours), email reference services, and a FAQ database. 494 reference interactions have gone through this platform. All librarians can be scheduled for in-depth research consultations. There have been 3 synchronous information literacy instruction sessions and librarians are embedded in 11 sections of ENGL 101 or ENGL 102. The Library website has had 10,569 views.
- The Learning Lab has converted all of its support services to an online format, including tutoring, facilitating ESL supports via Zoom, and writing workshops. Almost all tutoring sessions have occurred synchronously via Zoom. An online tutoring service (tutor.com) will be in place for the Summer 1 session.

- Center on Disability has been addressing issues such as accommodations within the online teaching and learning environment, accommodations with testing, and academic concerns. The majority of contacts are via email and ZOOM for a total of 435 student contacts.
- Single Stop has been providing referrals via multiple communication streams. 701 students have been served, i.e., were contacted; provided information, connected with resources, etc. 147 students were screened for benefits and 48 received tax preparation assistance. Single Stop has been referring students to various local resources for help with benefits, utilities, employment, food insecurity, housing, transportation, child-related needs, and emergency funds.

2020 Summer Session

- All courses will be delivered online.
- 395 of face-to-face or hybrid course sections were converted to online.

Workforce & Economic Innovation
Update to the Board
3/13/20 - 4/28/20

Corporate Solutions

- Identified new online offerings from partners UGotClass, MindEdge, Ed2Go to feature and promote for the Summer; proceeding with a special advertising to Chamber of Commerce members for the Summer.
- Online instruction for Massage Therapy and Dental Assisting Classes completed; in-class skills portions pending; will support students through WorkKeys and free online course offerings.
- Identified online workforce programs to offer with Philadelphia Works and for our Fall Corporate Solutions catalog.
- New contracts for online training with JEVS and PGW.
- Developed Proposal for Dealer School with Philly Live! In discussions with Philadelphia Works to support training.

Power UP

- Daily and Weekly communication of COVID19 Business Resources to Power Up Alumni; referrals to organizations with grants and loans; support with applications.
- Disrupted Northwest Regional Center Cohort 11 resumed online; all 25 businesses returned; Virtual Graduation featuring Dr. Generals and Councilwoman Parker on 4/29/20.
- Workshops Resumed Online:
 - 5 workshops held in April (Accessing Financial Resources During Crisis and After; Benefits of Purchasing vs. Leasing; How to Build Lasting Online Business Relationships In Times of Crisis; How to Up Your Business Through Covid-19; Philadelphia City Compliance);
 - 2 Workshops Scheduled for May (Adapting Your Business Model to COVID19: Business Challenges & Opportunities; Strategies to Survive COVID19 Crisis – Incorporating E-Commerce into Your Business Model).
- Recruitment for summer online cohort completed; over 30 businesses applied; new cohort begins May 5th; 32 finalists will be interviewed and final class size determined May 1.
- Conversion of curriculum into Russian & Mandarin; ongoing planning to run All Spanish Cohorts with Finanta in the Fall.
- Additional business coaching offered to Alumni during current crisis.
- Business Survey distributed to alumni to determine pain points, and help to focus new workshop offerings for the Summer and Fall.

Goldman Sachs Ten Thousand Small Businesses

- Coordination with Babson College to adapt the curriculum for remote learning for Modules 6 through 9; faculty re-trained for on-line delivery.
- Class resumed online instruction 3/30; only 1 scholar withdrew.
- Conducted interviews for 45 applicants for Cohort 22; this summer session was deferred to the Fall; the application process remains open.
- Instituted the process for making BA's, ESD and the Outreach Director/Mod 7 faculty available for alumni calls, reporting on each contact.
- Weekly online meetings with Alumni to bring resources to the table to assist them with their businesses.
- Coordination with Goldman Sachs on SBA PPP application, including providing a special process created by Goldman Sachs nationally for 10KSB alumni; locally, coordinating with Commerce and PIDC on the GS/Lendistry application process announced by the Mayor.
- Creation of Business Resource Clinics to be offered to 10KSB businesses;
- Outreach staff are revamping the outreach strategy in light of COVID restrictions.
- First Quarter Grant Report submitted; new grant application due mid-June.

Career Connections

- All student and faculty services available remotely since March 23rd.
- Over 2000 employers contacted to assess their hiring needs, status, and interest in working with the College; 47 employers in our database that are actively hiring; added 99 new jobs to our database.
- 16 career readiness Zoom Sessions offered to date to assist students with remote job recruitment, job search and interviewing techniques.
- Hot Job Alert Sessions with employers hosted twice a week on Instagram – 10 sessions held to date with 8 employers hiring, 159 Students have participated to date; Employers Featured: CVS Health, Apple Incorporated, Open Health Systems, Bisanz Agencies; Lowes Home Improvement; JEVS Human Services; Merakey; Dietz and Watson
- 3 Classroom presentations conducted for faculty.
- Identified Virtual Job Fair Software and Cost; Planning for Summer events online.



Dual Enrollment at Community College of Philadelphia

Board of Trustees Meeting

May 7, 2020

Dr. David Thomas

SUCCESS STARTS HERE

Community College *of* Philadelphia

Definitions...

Dual enrollment: a program in which a student is enrolled in both high school and college concurrently and taking college-level courses.

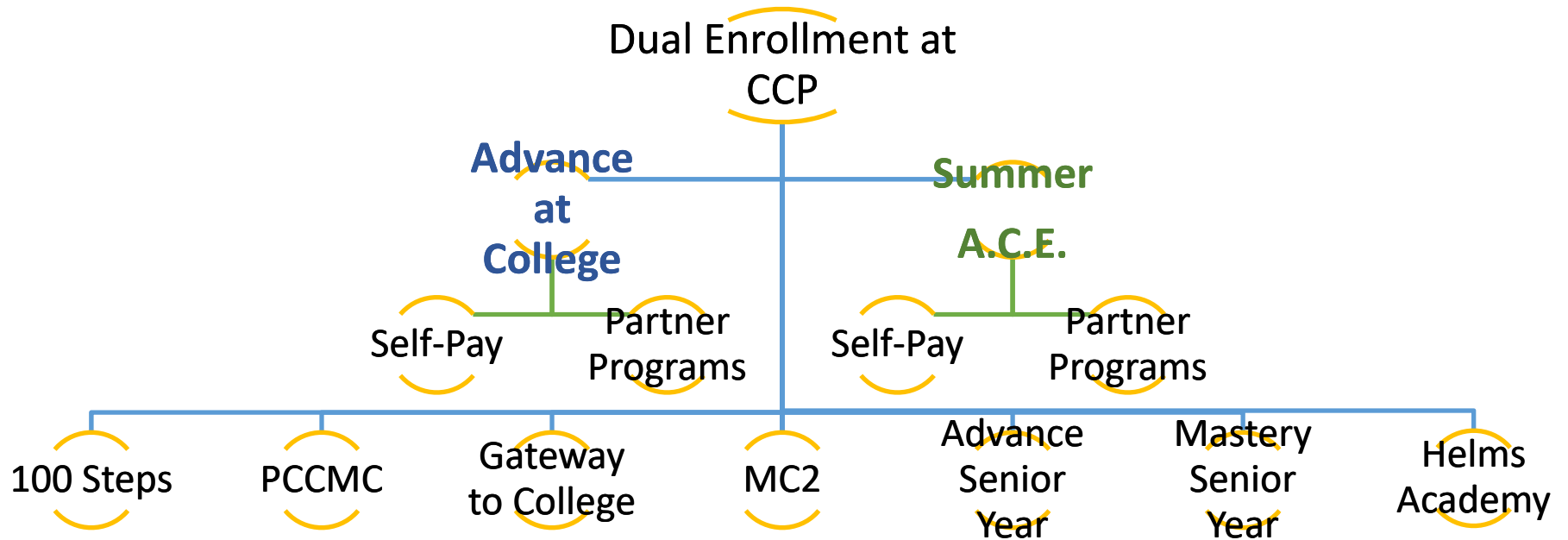
Dual credit: the credits earned by a student in a college-level course that count towards both the high school diploma and the college credential.

Overarching Dual Enrollment Program Goals

Goal 1: Provide motivated & talented high school students a supported opportunity to begin college early & accelerate credential attainment.

Goal 2: Provide underprepared high school students a supported opportunity to experience college early & earn credits to enhance their chances for enrollment & retention.

Our Dual Enrollment Model



What is Advance at College?

Advance at College provides eligible Philadelphia 11th & 12th grade students and students actively pursuing a high school equivalency the opportunity to enroll in college-level & developmental courses. Students have access to the College's support services as well as services provided by their attending high school.

Commonly Taken Courses

FNMT 118, Math 161, Math 162

Arabic, Spanish, Japanese

English 101, English 102

Environmental Conservation

Introduction to Psychology

What is Advanced College Experience (A.C.E.)?

A.C.E. allows motivated rising 9th - 12th grade students & students age 21 & under actively pursuing a high school equivalency to take college courses in the summer. Students earning a C or higher, gain college credit. Those earning less than a C, gain non-credit experience but no failing grade, providing a non-punitive “first chance” at college academics.

Sample Course Offerings

Introduction to Automotive Technology

Introduction to Business

Introduction to Law

Introduction to Sound Recording & Music Technology

Introduction to Video Production

Program Supports for Students

- ✓ **Division of Access and Community Engagement (D.A.C.E.)**
 - Direct, sustained and meaningful support by division staff
 - Monitoring of attendance and performance
 - Communication with faculty, partner schools/program officials
 - Course and academic program selection guidance
- ✓ **Access to Academic Support Services & College Activities**
 - Learning Commons, SACC, Student Activities, Center On Disability, etc.
- ✓ **Significantly Reduced Costs**
 - Discounted tuition
 - Standard student fees waived
 - One transcript provided to students

Dual Enrollment Programs Aligned to Goal 1

Parkway Center City Middle College (PCCMC): In partnership with the School District of Philadelphia, students beginning the summer before 9th grade, take a blend of high school & college courses, earning their high school diploma & associate degree in liberal arts upon completion of 12th grade.

Advance Senior Year (ASY): In partnership with the School District of Philadelphia, up to 60 students enroll in a maximum of 30 credits, completing their entire 12th grade year at CCP.

MC2: MaST Community Charter Schools enroll a maximum of 25 students in courses at NERC, earning their high school diploma & associate degree in either business or healthcare studies.

Mastery Senior Year Program: Mastery Charters enroll up to 60 students in a maximum of 30 credits, completing their entire 12th grade year at CCP.

Dual Enrollment Programs Aligned to Goal 2

Gateway to College: In partnership with the School District of Philadelphia, up to 130 opportunity youth (ages 16 to 21, over-aged and under-credited) take a combination of college classes and online high school classes to complete their high school diploma and earn college credits. Students receive full case management & wrap-around services from dedicated Gateway staff.

The Helms Academy Adult High School: In partnership with Goodwill Industries & Drexel University's Dornsife Center, adults returning to school to earn their Commonwealth high school diploma take college courses offered on-site at the Dornsife Center while receiving case management, wrap-around & job readiness services.

Dual Enrollment Data

Enrollment

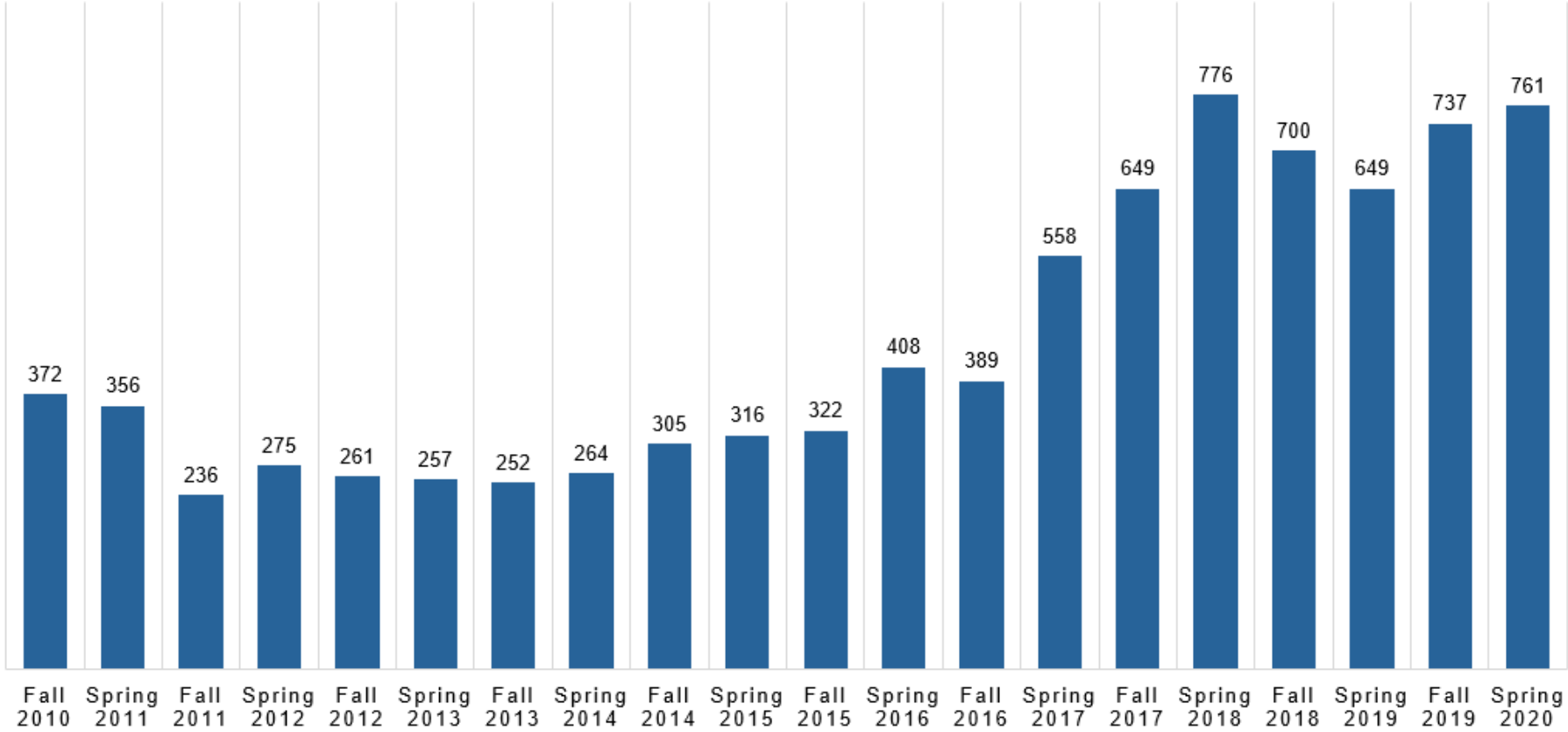
Enrollment by Race/Ethnicity & Gender

Course Success

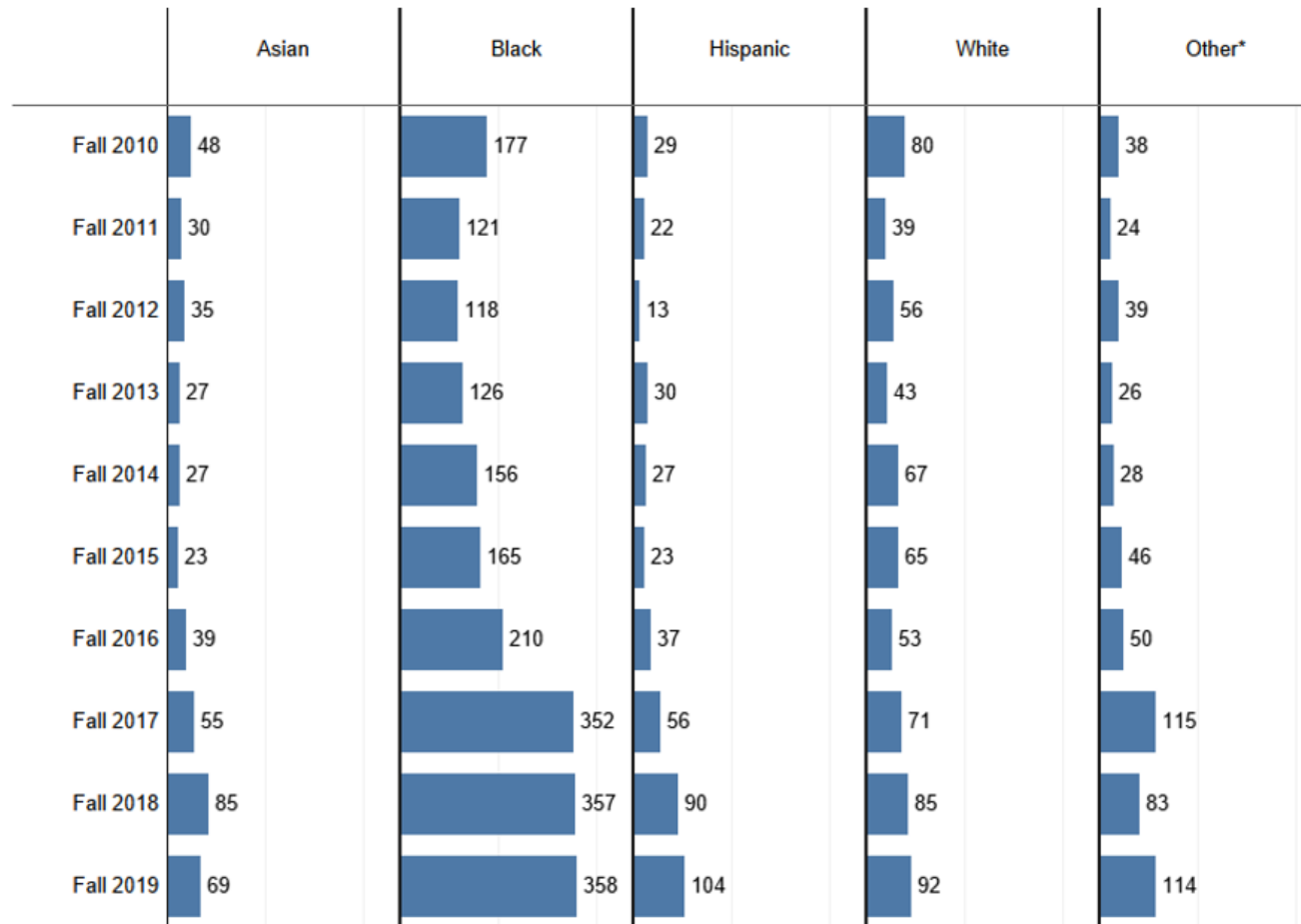
Graduates

Transfer

Dual Enrollment Totals by Term

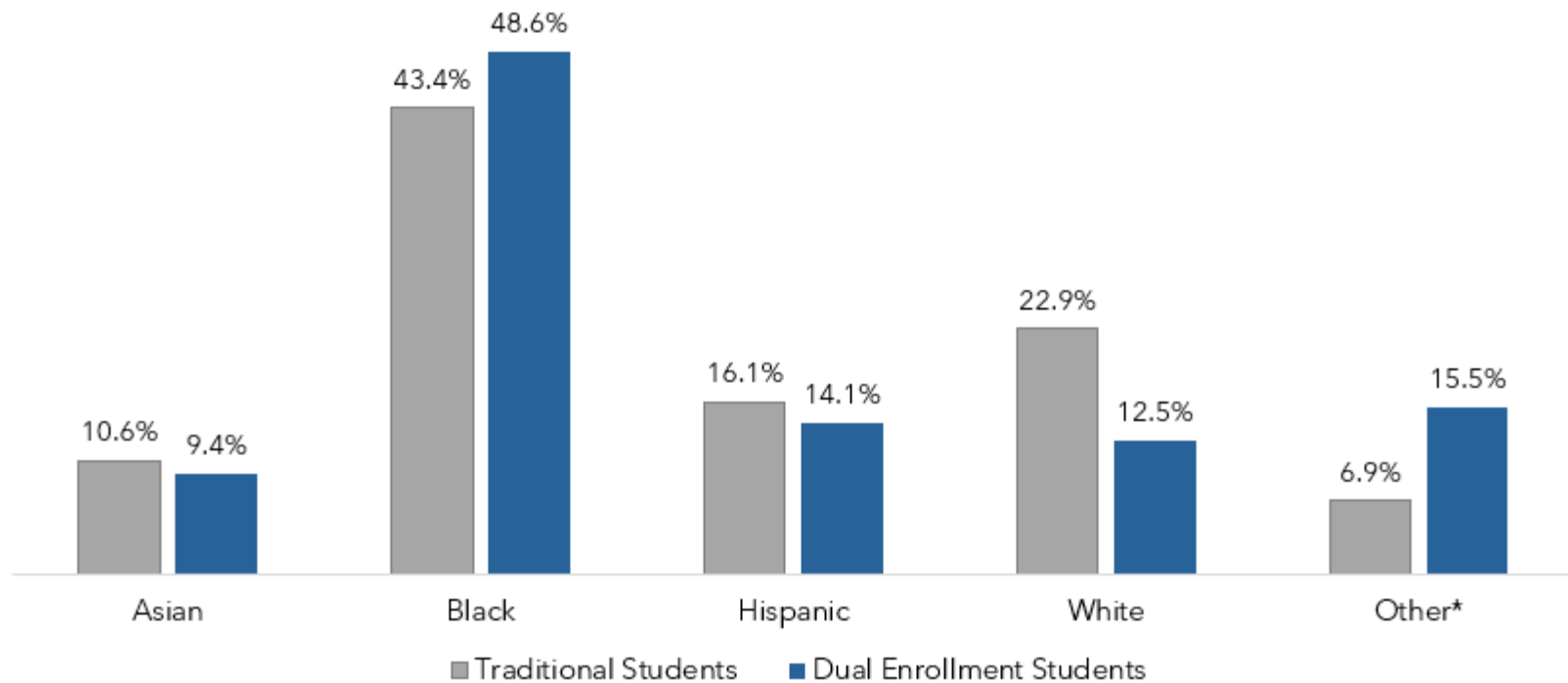


Fall Term Dual Enrollments by Race/Ethnicity



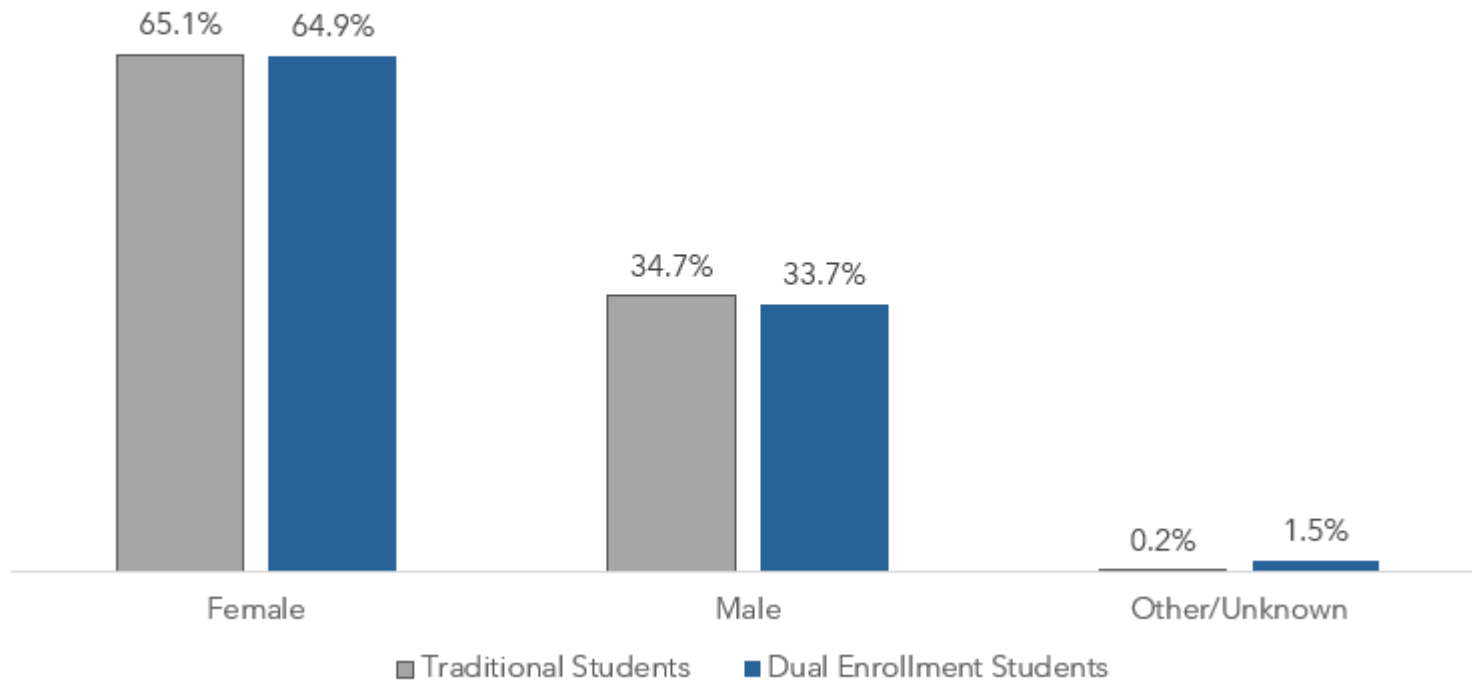
*Other includes Multi-Racial, American Indian, Alaska Native & Pacific Islander, and Unknown

Fall 2019 Dual Enrollment & Traditional Students by Race/Ethnicity



*Other includes Multi-Racial, American Indian, Alaska Native & Pacific Islander, and Unknown

Fall 2019 Dual Enrollment & Traditional Students by Gender



Success of Dual Enrollment Students in College Courses

	Dual Enrollment		Traditional	
	Avg. Course Success Rate	Total Number of Students	Avg. Course Success Rate	Total Number of Students
Fall 2017	84.5%	649	75.8%	16,647
Spring 2018	79.8%	776	75.5%	15,727
Fall 2018	87.2%	700	76.4%	15,971
Spring 2019	84.3%	649	76.6%	14,895
Fall 2019	90.6%	737	77.7%	15,259

*Course Success Rate is total hours passed divided by total hours attempted within a term
Hours attempted and hours passed includes both developmental and college level courses*

Success of Dual Enrollment Students in Introductory College Courses

Note: The success rate for all other CCP students in the same terms were, on average 68.5% for ENGL 101, 58.1% for FNMT 118, and 58.4% for MATH 161.

ENGL 101 (English Composition) Course Success			FNMT 118 (Intermediate Algebra) Course Success			MATH 161 (Precalculus I) Course Success		
	Avg. Course Success Rate	Total Number of Students		Avg. Course Success Rate	Total Number of Students		Avg. Course Success Rate	Total Number of Students
Fall 2017	73.4%	94	Fall 2017	78.5%	93	Fall 2017	83.6%	55
Fall 2018	87.0%	177	Fall 2018	82.8%	122	Fall 2018	89.2%	65
Fall 2019	91.0%	278	Fall 2019	78.9%	204	Fall 2019	78.7%	61

Course Success is the percent of students with an A, B or C as final grade in the course. Unsuccessful grades include D, F, FS, and W. Students auditing the course are excluded.

Dual Enrollment Graduates in a Calendar Year and Award Earned

Graduation Calendar Year	Total Graduates	Total Awards		
		Associates	Certificate	Grand Total
2010	32	31	4	35
2011	52	51	4	55
2012	50	51	1	52
2013	56	53	10	63
2014	70	69	6	75
2015	64	63	6	69
2016	62	61	4	65
2017	79	69	19	88
2018	70	64	8	72
2019	78	76	5	81

Please note the year corresponds to the year of the date the award was conferred

Dual Enrollment Transfer Activity

Note: Only includes dual enrollment students registered in any term between Fall 2013 and Spring 2017. Hierarchy is applied to transfer history - first searched for 4-year institution then 2-year institution.

Transfer Activity of Dual Enrollment Students Enrolled Fall 2013 through Spring 2017		
	Total Number	Percent of Total
Transferred to a 4-Year institution as of Spring 2020	1,382	58.9%
Transferred to another 2-Year institution as of Spring 2020	179	7.6%
No transfer history found	786	33.5%
Grand Total	2,347	100.0%

Top Dual Enrollment Transfer Schools by Category

Top 10 Four-Year Transfer Institutions		
	Total Number	Percent of Total
TEMPLE UNIVERSITY	239	17.3%
PENNSYLVANIA STATE UNIVERSITY	152	11.0%
DREXEL UNIVERSITY	88	6.4%
UNIVERSITY OF PENNSYLVANIA	74	5.4%
WEST CHESTER UNIVERSITY	60	4.3%
LA SALLE UNIVERSITY	47	3.4%
PEIRCE COLLEGE	41	3.0%
LINCOLN UNIVERSITY	40	2.9%
INDIANA UNIVERSITY OF PENNSYLVANIA	36	2.6%
EAST STROUDSBURG UNIVERSITY	35	2.5%

Top 5 HBCU's (10.3% of overall Four-Year Transfer Institutions)		
	Total Number	Percent of Total
LINCOLN UNIVERSITY	40	2.9%
DELAWARE STATE UNIVERSITY	22	1.6%
CHEYNEY UNIVERSITY OF PENNSYLVANIA	11	0.8%
HOWARD UNIVERSITY	10	0.7%
MORGAN STATE UNIVERSITY	10	0.7%

Ivy-League Institutions (6.4% of overall Four-Year Transfer Institutions)		
	Total Number	Percent of Total
UNIVERSITY OF PENNSYLVANIA	74	5.4%
YALE UNIVERSITY	5	0.4%
HARVARD UNIVERSITY	4	0.3%
COLUMBIA UNIVERSITY	3	0.2%
CORNELL UNIVERSITY	2	0.1%
PRINCETON UNIVERSITY	1	0.1%

What Students Say about Their Experiences



SUCCESS STARTS HERE

Community College *of* Philadelphia

Student Quotes

“Summer class was hard but helpful. The things my professor talked about are true & I was more prepared because of it. I'm glad I knew what it was going to be like before I started full-time.” - Sharnise Miller

“I had fun in my computer class. Now that I'm taking other classes, I see that college is hard but it's still easier because I know my way around. I am doing my best to get good grades.” - Alex Nguyen

“I loved it! It was great & even though Spanish was hard & my professor was tough, I'm happy I went through it because I am doing well now. It's different than high school, but I knew that because of the summer experience & knew where to go for help.” – Amika Miller

“My experience was wonderful. It helped prepare me for my future at CCP. I was more comfortable going into my first semester. I wasn't as nervous as I would have been without the bridge program.” - Chandell Marshall

Future Dual Enrollment Plans

- Expand opportunities through City & District allocations (CTE high schools, homeschoolers, opportunity youth, neighborhood high schools)
- Work with IA and Government Relations to secure additional funding
- Establish Office of K-16 Partnerships hubs at Regional Centers
- Create new early/middle college partnerships (Universal Audenried, String Theory, P-TECH)
- Expand the list of approved dual credit courses
- Streamline the enrollment process (virtual orientation, paperless application)
- Expand advising for students (major selection, transfer & career)
- Continue regular professional development sessions for faculty on pedagogy & research-based instructional strategies (RBIS)