

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

MINUTES

Thursday, June 4, 2020

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

College

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

Guests: Ms. Frizell, Ms. Washington

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of May 7, 2020

The minutes were approved unanimously.

(b) Data Summary for Program Reviews Presentation

Ms. Frizell, from the Office of Academic Assessment, discussed the Academic Performance Review – Key Indicators Guide. This will be included for Student Outcomes Committee members with academic program reviews. It was developed by Ms. Frizell, Ms. Gordon (Academic Assessment Coordinator), and Dr. Gay, with input from the academic deans and Dr. Hirsch. The key indicators are enrollment, demographics, retention, completion, internal and external relations, transfer, assessment, and cost. A program's enrollment trend will be compared to that of the College and will consider full- and part-time students. Regarding demographics, the Committee noted that equity is important to examine at the program level. The review of demographics data can lead to the important question of what faculty are doing to close gaps. Retention addresses fall-to-spring, fall-to-fall, and number of credits data. Data is disaggregated, though for small programs the numbers are too small to be meaningful. Faculty will look into why students do not return. Completion data is also disaggregated, trends are noted, and faculty are asked what programs are doing

to increase the number of graduates. Internal and external relations and transfer touch on how faculty leverage their connections outside of the College, whether it be with local employers to develop work-based learning experiences or with transfer partners. These types of relations will be different for career and for transfer programs. For assessment, data should be disaggregated at the program- and at the course-level. Faculty are encouraged to utilize research-based methods to make adjustments to improve student learning. Faculty are expected to discuss assessment practices and results at their monthly meetings. With cost, the return on investment is examined. This included staffing and equipment and is relative to cost of other programs. Ms. Fulmore-Townsend proposed that the finalized list should be included in the Board's orientation and toolkit.

(c) Strategy for Career Connections Department Presentation

Ms. Washington, in her role as Director, presented on the Career Connections unit within the Division of Workforce and Economic Innovation. Ms. Washington described how when the unit was starting, the focus was on serving students and their immediate needs. The unit has been transformed to be more robust and embeds employer-focused career-readiness to help students. Moreover, as the College began to fully implement Guided Pathways, Career Connections pivoted to more academic integration of its efforts. There are three areas under Career Connections: employer services, student services, and faculty and academic support. The College's strategic plan informed the goals and objectives of the unit. Ms. Washington presented an overview of the unit's milestones for the past three years, including integrating better software, extending workshops to regional centers, and hiring more staff. Recently Career connections has been working with the deans, the associate vice president, and the vice president of Academic and Student Success to develop a model to engage faculty. The unit's new staffing model has three Pathway coordinators and a manager of employer partnerships. Ms. Washington provided data on student usage of various software tools, showing an overall increase. The unit has surveyed employers to track the hiring of College students. The unit has set goals for engaging employers based on the number of students in academic pathways. Information on work since the pandemic was also presented, including outreach to both students and to employers. Board members suggested more information on the number of programs per Academic Pathway might be helpful. Further details on the recent work of Career Connections are in the attached PowerPoint document.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for September 3, 2020 at 1:00 p.m. via Zoom.

Attachments:

Minutes of May 7, 2020

Academic Performance Review – Key Indicators Guide

Career Connections presentation

**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

Academic Performance Review – Key Indicators Guide

Enrollment: What is the enrollment trend – increase, decrease, stable – and the explanation for the trend? What is the capacity of the program and what plans and/or benchmarks have been set for enrollment?

Data points to consider: overall enrollment over time and part-time/full-time

Demographics: What are the student demographics and are there differences that may indicate inequity? If so, what is the program’s plan?

Data points to consider: Race/ethnicity; gender; age; class standing (developmental, less than 24 credits, more than 24 credits)

Retention: Do students persist from semester to semester? If they leave the program, what do we know about when and why? What is the program plan to improve retention?

Data points: Fall to Spring retention and Fall to Fall retention; number of credits when students transfer

Completion: What is the trend in graduation numbers? What does the program know about why students reach graduation or not? What plans do they have to increase the number of graduates?

Data point: Number of graduates

Internal and external relations: What relationships does the program have in the College and beyond? How does the program leverage relationships to help students?

Data points: For all programs, qualitative data on faculty outreach; for AAS only, advisory committee make-up and minutes

Transfer (AA and AS Programs): How many students transfer and when do they transfer? Where do they go after transfer and what kinds of agreements and relationships do we have with transfer institutions? **How do faculty guide students in choosing courses for transfer?**

Data points: Transfer rate, transfer locations

Assessment: **Has the program completed at least one cycle of assessment as planned?** Do they use different types of indicators of student success-- e.g. papers, experiments, performances— as appropriate to their field? **Do they discuss results collectively?** How have they used the information for improvement?

Data point: Program Learning Outcome Assessment data

Cost: How much does it cost to offer the program and what is the return on investment?

Data point: Cost