

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

MINUTES

Thursday, September 3, 2020

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

College

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

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of June 4, 2020

The minutes were approved unanimously.

(b) Transition to Remote Learning Update

Dr. Hirsch and Ms. de Fries provided an overview of the transition to the online environment that began in March, including actions taken, information on students, preliminary Spring 2020 outcomes, and plans for Fall 2020. Dr. Hirsch discussed the transition of face-to-face courses to an online modality with the number of course sections converted and the number of students enrolled in those sections.

Approximately 15-20% of credit course sections were already being offered online before the conversion. In Spring, Summer I, and Summer II, 100% of courses offered were online. For Fall 2020, about 95% of courses are online (excluding some labs and hands-on courses). For non-credit programs, Ms. de Fries explained that classes run on a rolling basis over different time periods. At the time of the transition, there were 13 face-to-face programs, all of which were converted to online. For pre-apprenticeships, two modules were already online; the other parts have since been converted. For Fall 2020, 90% of offerings will be online (previously it had been about 20%). Information was presented on supports for students, including academic (free Canvas course training, live chat, tutor.com), financial (emergency and CARES Act funds), and workforce (increased online offerings) supports. Academic supports were transitioned to be online, which changed the intake/onboarding process for

students taking credit courses, such as using high school GPA for placement for almost all students. New student orientation and advising were transitioned to online with positive participation. Select supports have had limited in-person options; students are required to make appointments for these. For workforce supports, online services were utilized more often than in-person had been because they were easier to attend online than coming to campus. Career Connections is working with faculty to embed career workshops in fall classes. While the 10KSB summer cohort was suspended, staff provided outreach to over 530 alumni in the summer. Transitioning credit courses to online required extensive faculty training, with support from both faculty and the faculty federation.

A survey was conducted of students in credit courses during the spring semester to get a sense of what happened when the semester was switched to remote learning. Almost 1,100 students responded for a 10% response rate; IR confirmed it was a representative sample. Data were disaggregated and showed no significant differences between racial/ethnic subgroups. Students indicated that meeting deadlines was challenging. A summer survey was sent to a smaller group of enrolled students; the resulting sample was also representative. This survey addressed student satisfaction with services. The percent of respondents who expressed satisfaction ranged from 81-91%. Data was also provided for various educational or student support services and the number of students/contacts for Spring and for Summer.

Course pass rates for credit courses from Spring 2020 were compared to those from 2018 and 2019. The percent of students who received a passing grade was 76% for Spring 2020, compared to 75% for the previous two spring semesters. The percent of students who received a failing grade had decreased to 10%, with an increase in those receiving an incomplete or withdrawal. A higher rate of withdrawals or incompletes was expected, not only because of the change in modality but also because of traumas students were experiencing in their own lives in terms of COVID-related disruptions. Pass rates were disaggregated by race and showed that achievement gaps did not widen, indicating that Black and Hispanic students were not more negatively impacted by the transition than White students. With non-credit entrepreneurship programs, all businesses in the Power Up Peer Learning program that transitioned to online completed the program; all businesses in the fully online version also completed the program. For Power Up Workshops, new workshops devoted to COVID-19 issues were offered. Of the businesses enrolled, 81% were minority-owned and 70% were women-owned. With Goldman Sachs Ten Thousand Small Businesses (10KSB), the summer class was suspended at the direction of the funders who needed time to convert the curriculum for the national program. With the program temporarily suspended, the unit refocused on outreach to alumni. The curriculum has been converted to online with a new class starting on Sept. 14. Nationally, applications for this program are down as it is difficult to recruit online.

For Fall 2020, all credit courses to be offered were converted to online. Faculty had the option of having a synchronous component, typically through Zoom. Some students had already registered for the Fall; they were alerted to the change in modality. Communications were sent to students to make sure they understood both what was going on in the Fall and what it means for a section to be synchronous; this was done via phone, text, and email. With these efforts, very few students dropped their courses for which they were already registered. Communications to students have also explained expectations for online courses and a free online course for student to learn about Canvas (the learning management system and platform for online courses) was developed. Within the Workforce and Economic Innovation division, Corporate Solutions has started the process of resuming face-to-face classes. For those programs that were suspended in the spring or unable to be offered in the summer, they are resuming in-person meetings. Corporate Solutions has increased the number of online offerings via third-party vendors. Career Connections has continued with outreach efforts, virtual classroom presentations, and online workshops.

Further details are in the attached PowerPoint document.

(c) Structure of Student Outcomes Committee Meetings

The committee discussed the need to revise its schedule. It was suggested that materials be sent in advance as much as time allows. In regard to workforce development, information on how labor market data and employer needs connect to offerings would be helpful. Information on collaborations with area schools should continue to be provided.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for October 8, 2020 at 1:00 p.m. via Zoom.

Attachments:

Minutes of June 4, 2020

Student Outcomes Committee Monthly Topics Calendar

Transition to Remote Learning Update PowerPoint presentation

**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

Update on Transition to Remote Environment

Student Outcomes Committee
for September 3, 2020

Our Actions

Division of Academic and Student Success and Workforce and Economic Innovation

Student Outcomes Committee
for September 3, 2020

Overview of Virtual Learning Transition

	# of Credit Course Sections Converted to Remote/Online	# Students Enrolled in those Courses
Spring '20	1,494	11,276
Summer I '20	204	3,589
Summer II '20	191	1,991
Fall '20	1,886	

- All educational and student support services were successfully transitioned to a remote/online context in Spring 2020.
- 13 Workforce Non-credit Courses converted to online
- 4 Workforce programs partially converted (due to in-person learning requirements)
- 7 of 9 Career Readiness modules converted in Pre-Apprenticeships

Supports for Students

Academic Supports

- Helping students be successful in online courses
 - Free Canvas course
 - Live webinars
 - Tutor.com
 - Live Chat expanded beyond Admissions to:
 - Financial Aid
 - Records and Registration
 - Counseling
 - Center for Male Engagement
 - Academic Connections
 - Single Stop
 - etc.

Financial Supports

- Emergency funds for students
 - Administered through Single Stop
 - For food, housing, etc.
- CARES Act funds
 - \$8 million in CARES Act funding to assist students who have incurred expenses related to the disruption of campus operations due to COVID-19.
 - To date, approx. \$6 million have been distributed to over 5,000 students (with minimum award of \$500)

Workforce Supports

- Increased Online Offerings via Ed2Go, UGotClass, and MindEdge
- Career Connections Services fully online

Transitioning Services for Students

Academic Supports

Changes to intake/onboarding process

- Using other indicators in lieu of Placement testing
- New Student Online Orientation
 - Modules reordered to ease transition
- New student registration
 - Advisors send individualized educational plans to students via email
 - Select Supports, like Assessment, Financial Aid and Enrollment are beginning to offer in-person options

Workforce Supports

- Employing 3rd party Vendors to deliver content across 47 courses
- Building 26 non-credit courses in Canvas
- Maintaining Employer Outreach for training and employment opportunities
- Increasing student outreach for Classroom Presentations, One on One Resume Reviews and Job Interview Preparation
- Continuing to host Career Workshops
- Power Up and 10KSB Alumni Outreach, Resource Events and Connections ongoing
- Transitioned Career Readiness Pre-Apprenticeship to fully online
- Engaged students in suspended classes over 3 months to mitigate attrition

Faculty Training

- Training mandated for faculty who had not been trained to teach online before Summer 2020
- Extensive options available to faculty
 - Departmental training
 - Training for specific courses
 - Online Instruction Facilitation Team
 - In groups or for individuals
 - Canvas courses
 - Webinar training sessions
- Training options to continue

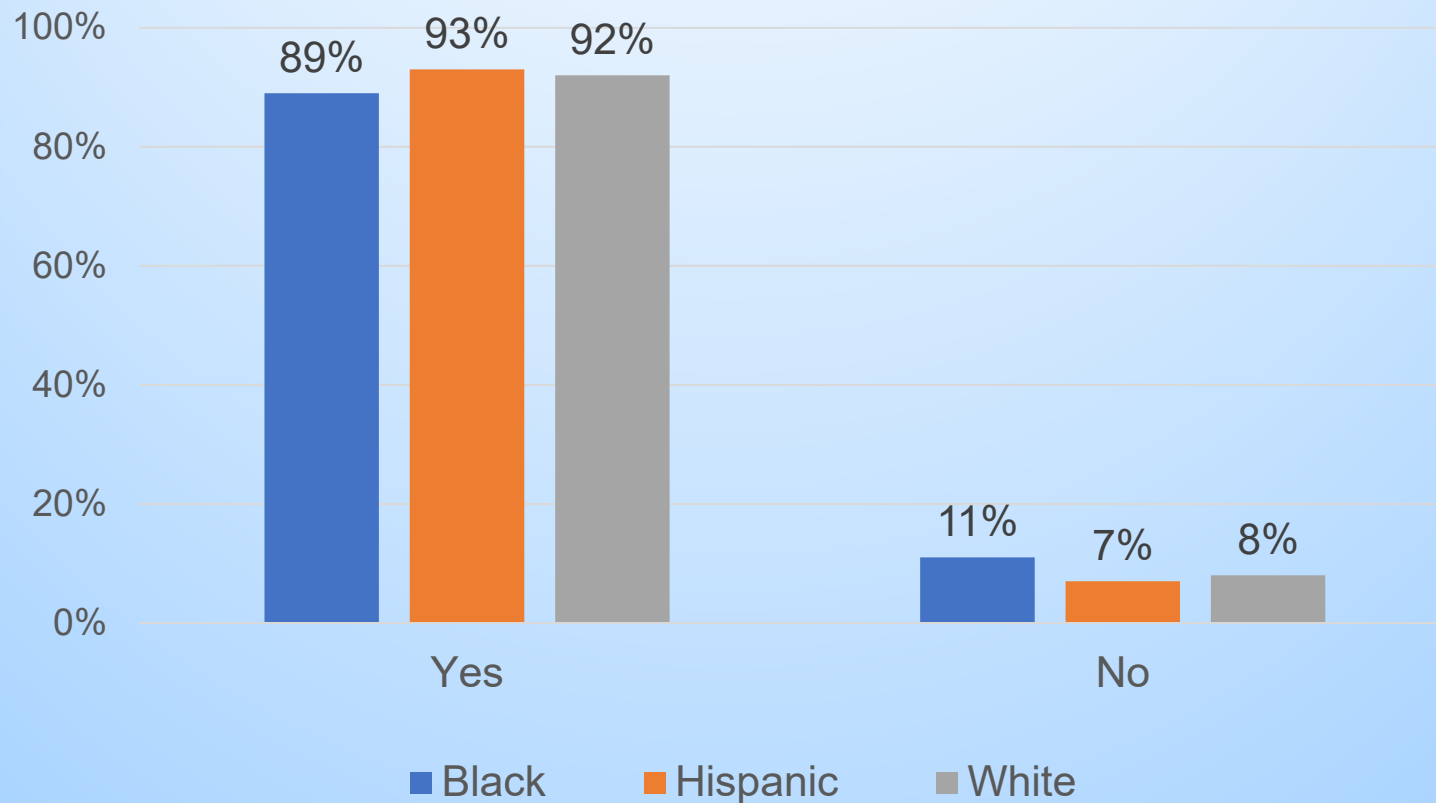
About Our Students

**Division of Academic and Student Success and
Workforce and Economic Innovation**

Student Outcomes Committee
for September 3, 2020

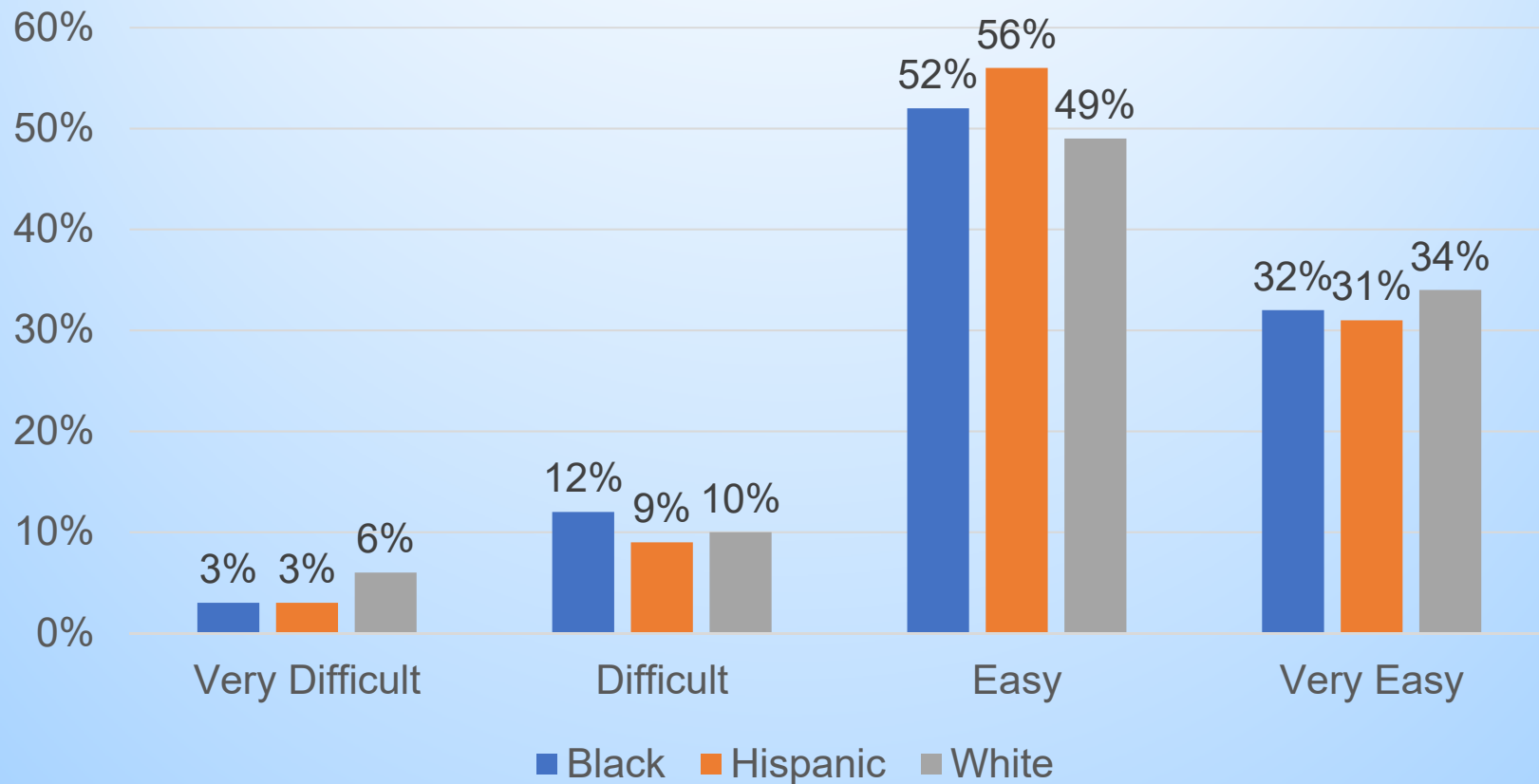
Spring Survey Highlights: Transition to Remote/Online

Do you have access to the technology needed to complete your coursework?

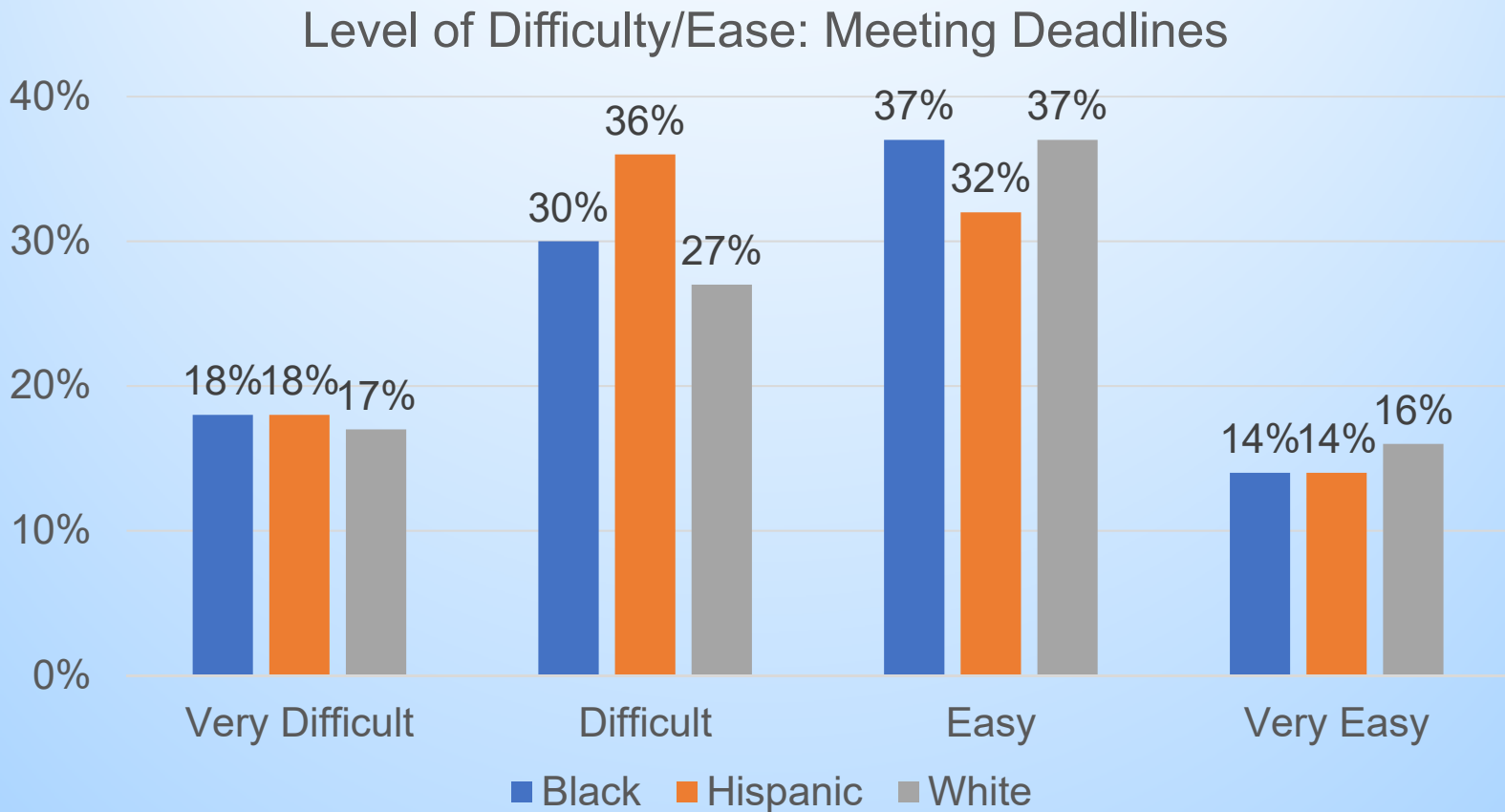


Spring Survey Highlights: Transition to Remote/Online

Level of Difficulty/Ease: Navigating Canvas

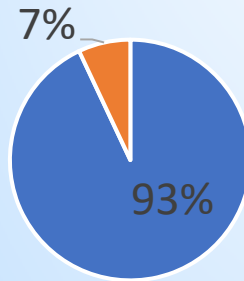


Spring Survey Highlights: Transition to Remote/Online

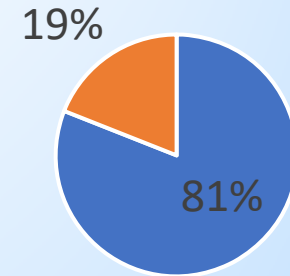


Summer IR Survey Highlights: Student Satisfaction

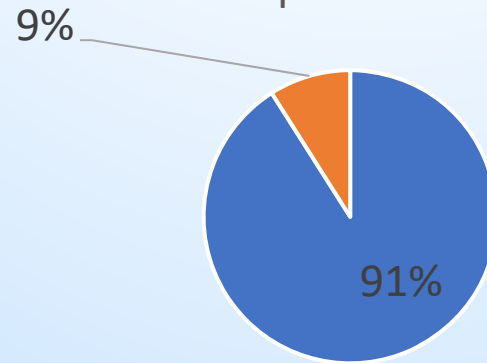
Assistance on how to use Canvas



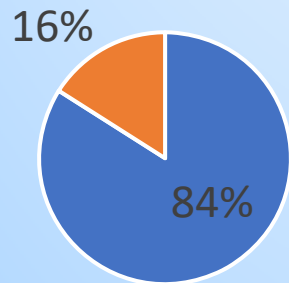
Interaction with Instructor



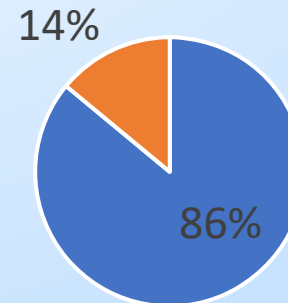
Information About Course Requirements



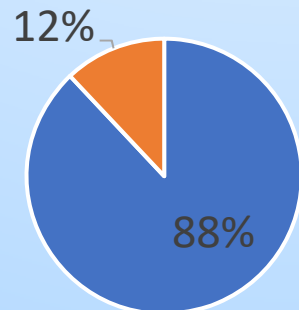
Interaction with Fellow Students



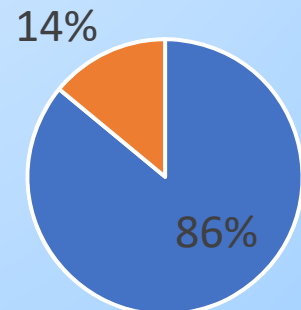
Financial Aid Services



Availability of Course Material



Advising Services



Blue = Moderately Satisfied/ Satisfied,/Highly Satisfied;
Red = Highly Dissatisfied/Dissatisfied
N=34

Trends in Utilization

Counseling via
Zoom/phone



3264
6321

Counseling via
virtual Workshops



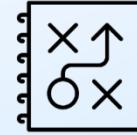
176

Guidance via
Call Campaign



541
669

Referrals for
Students
Completing Starfish



419

Student Success
contacts who need support



980
781

Academic
Advising via
Zoom



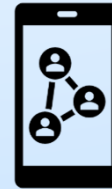
1067
1898

Academic
Advising Plans*



808

Tutor.com



600

Center for Male
Engagement



95 per wk
156 per wk

Student
Leadership &
Clubs



1298
7151

Office of Collegiate
Recovery



122
422

Athletics



400
908

Center on
Disability



435
1716

Single Stop



838**
427

Note: The top number for each is for Spring; the bottom is for Summer.

* First Times Students

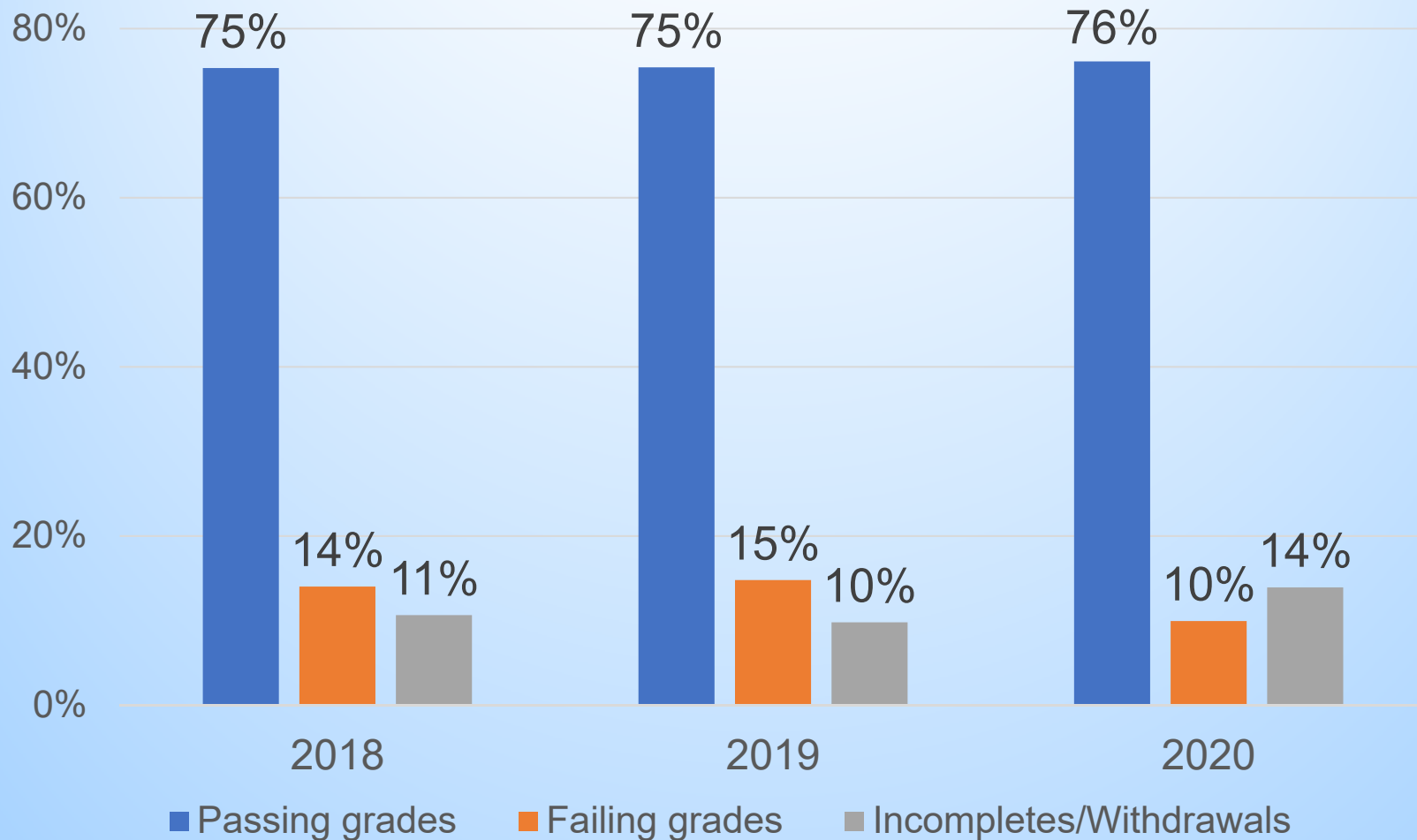
**Includes tax prep

Results from Spring '20

Division of Academic and Student Success and Workforce and Economic Innovation

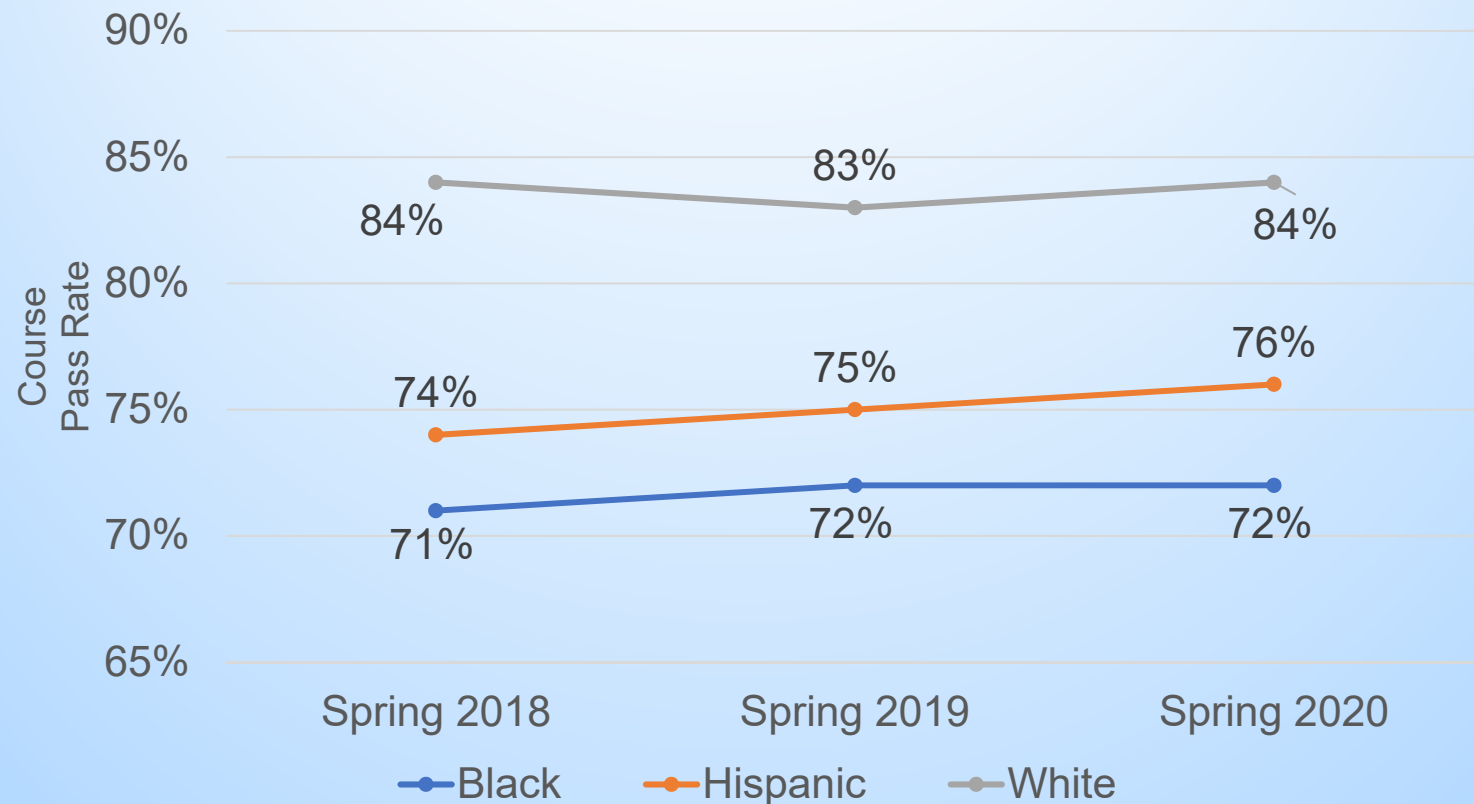
Student Outcomes Committee
for September 3, 2020

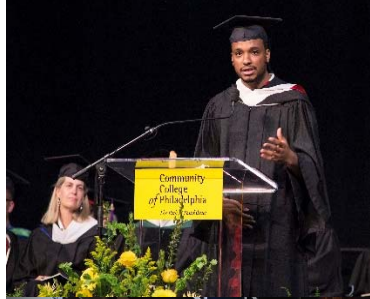
Spring Outcomes: Course Pass Rates



Note: Any achievement gaps did not change significantly over the three semesters.

Spring Outcomes: Course Pass Rates by Race/Ethnicity (2018-2020)





Entrepreneurship Programs

Power Up Peer Learning

		# Businesses Admitted	# Dropped	# Completed	Rate
Disrupted Class	C11	25	0	25	100%
Fully Online	C12	29	0	29	100%

- Entire Peer Learning Curriculum (6 modules) had to be updated and adapted for a live zoom format for the class C12 which ran in May – July
- C13 will be fully online – 20 Businesses admitted

Power Up Workshops – All Online April – August

- **Topics:** Adapting Your Business Model in a COVID19 world; How to build profitable relationships in a Crisis; Restarting Your Restaurant Business; New Rules for Childcare Biz, etc.

Workshops	# Held	Attendees	Avg. Attendance
Existing	9	250	28
New	17	657	73
Total	26	907	101

Entrepreneurship Programs

Goldman Sachs Ten Thousand Small Businesses

		# Businesses Admitted	# Dropped	# Completed	Rate
Disrupted Class	C21	30	1	29	97%

- C22 – Postponed for Summer to allow for complete transition to Online
- 36 Scholars for Class starting 9/14/20; 13-15 deferrals to C23 (January 2021)
- 14 Week Curriculum converted to fully online in new format – same content, same supports
- Changed from One All Day Class to week-long modules with live Monday and Friday morning zoom webinars + weekly activities in between
- Applications for Winter Class down nationally
- Facilitated a total of 16 alumni weekly calls and 2 alumni clinic webinars. 20 participants on each call.



Plans for Fall 2020

Division of Academic and Student Success and Workforce and Economic Innovation

Student Outcomes Committee
for September 3, 2020

Plans for Fall 2020 Schedule

- Course schedule modified June 8th to online/synchronous sections
 - 1,886 face-to-face or hybrid sections converted
 - 1,534 online only (asynchronous) sections
 - 353 - online and synchronous (specific class meeting times) sections
- Communications to students alerting them to change
 - Emails
 - Text alerting students to emails
 - Emails alerting if course synchronous
 - Call campaigns

Corporate Solutions

Open Enrolment

Fall

- Resuming Face to Face Classes
 - Disrupted Gas Pipeline, Dental Assistant, Massage Therapy, Pathways classes
 - Monthly Emissions, ServSafe, Safety Inspection (Sept – December)
 - Industrial Maintenance Technician Pre-Apprenticeship Cohort (13 of 15 spots filled)
 - Employer Information Session for Pathways and Pre-Apprenticeship Programs 9/25/20
 - Certified Nurse Aide once Clinical Sites reopen to students



The Path to Possibilities

Community College of Philadelphia

www.ccp.edu

Corporate Solutions

Open Enrolment

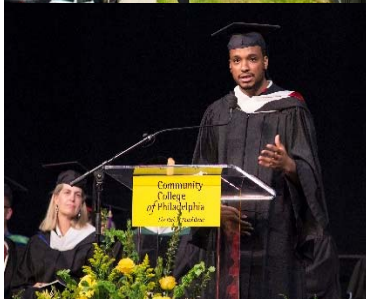
Fall 2020 Program Planning

- To quickly shift open enrollment programming to online learning, we focused heavily on our 3rd party distance vendors that we have worked in collaboration with for year. Previously we focused our program offerings 80% as in-person class programming.

We are offering the following number with each vendor:

- Ed2go Short Term: and Career Training classes: 18 courses
- UGotClass: 10 courses
- MindEdge Learning: 10 courses
- CCI (Condensed Curriculum): 8 courses
- Medical Careers Prep Academy: 1 - Dialysis Tech.
- **Total Vendor courses listed online and in catalog – 47**
- Noncredit Open Enrollment CCP Distance Courses that we are building in Canvas with curriculum providers or faculty-built programs
- **# of CCP Noncredit Distance Courses: 26 Courses**





Career Connections by the Numbers:

Student Engagement
June 1- August 28, 2020

Student Outreach Results

1343 calls/text to students to **667** unique students

Classroom Presentations:

- **130** students (to-date) will access the following customized video recorded presentations to support 7 BHHS courses:
 - How to Write an Interview-Generating Resume
 - Virtual Interviewing Techniques
 - Big Interview Lesson and Activities

(The Faculty Classroom Presentation Online Request form was updated to offer virtual options and will be rolled out to faculty & staff during PD Week as a resource for the Fall semester)

<https://www.ccp.edu/forms/career-connections-empowerment-workshop-presentation-request-form>

Total number of workshops hosted: 2 workshops:

- How to Write an Interview-Generating Resume
- Virtual Interviewing Techniques

The Path to Possibilities

Community College of Philadelphia

www.ccp.edu

Questions / Discussion

Student Outcomes Committee Calendar
Monthly Topics
2020

SOC Meeting	Topics Scheduled to be Addressed
February 2020	<ul style="list-style-type: none"> • Culinary Arts Program Review • Education Programs Review Follow-Up Reports • Review of Annual Calendar
April 2020	<ul style="list-style-type: none"> • Faculty Promotion Approval • CCRC KPI Data for Guided Pathways • Behavioral Health/Human Services Program Review • English Program Review
May 2020	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Construction Management Program Review • Facility Management Program Review • Dual Enrollment Update
September 2020	<ul style="list-style-type: none"> • Workforce and Economic Innovation Update • Design, Construction and Transportation Pathway Certificate Reviews • Review of SOC Calendar
October 2020	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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