

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

MINUTES

Thursday, October 8, 2020

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

Members: Mr. Clancy, Ms. McPherson, Ms. Posoff

College

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

Guests: Mr. Coleman, Ms. Frizell, Ms. Gordon

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of September 3, 2020

The minutes were approved unanimously.

(b) Workforce Development Discussion

Committee members had provided Ms. de Fries and Dr. Hirsch questions as items for discussion about workforce development and employer connections. Ms. de Fries noted that the first topic to discuss is employer engagement. Previously, the Workforce and Economic Innovation (WEI) division had developed a list of employers they wanted to engage; this list was provided to the Board of Trustees. Ms. de Fries enumerated the variety of ways the College works with employers in the region, including providing work-based learning experiences for students and to support their own employees' professional development. Employer Advisory Committees are another method.

Dr. Hirsch explained that all career programs have advisory committees with representatives from companies and employers. There are over 20 advisory committees with over 150 industry representatives across them. They provide

feedback on curriculum development efforts and help the College build pathways to employment for students. While the advisory committees meet once or twice a year, conversations take place throughout the year between programs and committee members regarding opportunities for students. Ms. de Fries added that WEI refers highly engaged employers to the deans to be on these advisory committees; these companies are included on the tiered employer partner list. For the partner list, employers are divided into various tiers depending on their level of engagement with programs and the College. For companies on tiers indicating lower levels of engagement, WEI can then prioritize developing connections with these companies.

WEI also works with the academic deans to prioritize which programs would benefit from increased employer engagement. Dr. Hirsch provided as an example of high employer engagement the Diagnostic Medical Imaging program. This program has robust conversations at advisory committee meetings attended by representatives from multiple hospitals and health organizations. Ms. Fulmore-Townsend asked about capacity in order to move more employers into top tiers on the partner list. Ms. de Fries explained that the Employer Engagement Manager and the Director of Career Connections are the main staff who work with employers, along with the Pathway Coordinators.

Ms. de Fries described Corporate College, which concentrates on engaging larger scale employers (500+ employees) or consortia of employers. With Corporate College, WEI can provide training at the employer's location or employees are able to take advantage of the employer's tuition reimbursement policy. Examples of such companies include Einstein Health Care Network, Penn Medicine, and UPS. For consortia of employers, the Early Childhood Education and the Behavioral Health/Human Services (BHHS) programs are popular. Work-based learning experiences are another connection with employers; these take place for both credit (Nursing and Allied Health programs, BHHS, and American Sign Language) and non-credit (Clinical Nursing Assistant, Dental Assisting) programs. Apprenticeships and Pre-Apprenticeships are likewise available for both credit and non-credit programs; one example is the 1199C program for Early Childhood Education. The College also collaborates with Philadelphia Works on such opportunities.

Further details are available in the attached pdf document.

(c) Academic Program Review (APR) Process

Ms. Gordon (Office of Assessment and Evaluation) provided a summary of the process of APRs before they are sent to the Student Outcomes Committee. This includes data and documentation review, collaboration with faculty, and at least two rounds of formal feedback and revisions. Reviews are sent to the Academic and Student Success Council, which also provides feedback that may require revisions before the report is sent to the committee. Programs are to undergo this process every five years. The process often starts at least three months before the projected deadline, although adjustments have been made for COVID and as needed. Attached

to the overview document is a description of the role of the Student Outcomes Committee in this process. Dr. Gay explained that this has been in place for several years, including the purpose of the APRs. The Student Outcomes Committee can approve the program for five years; can approve for fewer than five years; can request data to review before deciding on next steps; or can discontinue a program. The committee was also given the schedule for the APRs for informational purposes.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for November 5, 2020 at 1:15 p.m. via Zoom.

Attachments:

Minutes of September 3, 2020

Employer Partnerships Overview

Tiered Employer Partner List – Fall 2020

Workforce and Economic Innovation – January 2020 Update

Labor Market Information

Academic Performance Review (APR) – Collaborative Process Summary

Student Outcomes Committee – Role in APRs

APR – Key Indicators Guide

Five-Year APR Schedule of Obligations

NILOA – Program Review and Assessment for Continuous Improvement

Academic Pathways 2020-2021

**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



Employer Partnerships Overview at Community College of Philadelphia

The Community College of Philadelphia works closely with employers in Philadelphia and across the region in a variety of ways:

- to enhance and inform the development of curriculum;
- to provide required and voluntary work based learning experiences for specific majors and career programs;
- to create and expand professional development and career network opportunities for our students;
- to support employer's professional development of their existing employees;
- to train individuals for a specific employer's needs;
- to support businesses' operational and growth needs;
- and to create talent pipelines for employers based on local economic industry trends.

Below is an overview of these categories and a summary of important employer partners highlighted for the College.

Employer Advisory Committees: The College's Applied Associates Programs have employer advisory boards that have a broad representation of the employers in the Philadelphia region. The College has 22 Advisory Committees with over 160 employers/companies represented across these committees. The committees provide advice and counsel to program faculty and Division leadership regarding specific CCP associate degree and technical diploma programs. The purpose of a program advisory committee is to help the college ensure that the program is relevant to the community, addresses current industry standards, meets workforce needs, and has appropriate resources to support high quality student outcomes. To accomplish this purpose, program advisory committees focus on the specific functions of program development, curriculum review, program evaluation, instructor guidance, student recruitment, retention and placement. Career Connections and Corporate Solutions Staff refer companies to Deans for committees.

Corporate College: Community College of Philadelphia offers the ability to serve as a one stop shop for Philadelphia's large corporate entities so that the company's employees can utilize their employer's tuition remission or reimbursement program by taking the College's programs on-site at the workplace for the employee's convenience or by mainstreaming directly into the College's existing courses. Corporate College also works with industry consortia to serve multiple employers in a single industry to access the College's credit programs.

Work based Experience: Internships, Externships, Practicums, Clinicals

These activities are designed to give a student meaningful work experience in their major/field of study while at the same time allowing them to explore an industry, company, or career. These activities provide strategic opportunity to apply what the student has learned in the classroom or laboratory out in the real

world. These activities help the student develop valuable career skills. In the case of practicums and clinicals, they are required training in the field with direct supervision which require the student to demonstrate competence and prepare them for corresponding licensing or certification.

Apprenticeships and Pre-Apprenticeships

The College has created Pennsylvania registered pre-apprenticeship programs for Career Readiness Skills across a wide variety of industries and in Industrial Maintenance Technician Programs; these pre-apprenticeship programs are aligned with corresponding registered apprenticeship programs run by JEVS; three Corporate Solutions Staff have completed the Apprenticeship Navigator Training program to support the growth of pre-apprenticeship and apprenticeship programs with employers in Philadelphia; the College is a related technical instructional provider for several apprenticeship and pre-apprenticeship programs in technology, early childhood education, and life sciences. (Philadelphia Information Technology Opportunities Collaborative; Wistar Bio-medical Technician Program; 1199C Early Childhood Education Apprenticeship)

Curriculum Partners: The College's Workforce & Economic Innovation (WEI) division creates workforce programs that are aligned with entry-level positions based on local economic demand; WEI partners with a minimum of two employer partners in the creation of each of these programs to inform the curriculum development is aligned with industry standards, includes minimum necessary technical and soft skills for the position, and reflects the future of the industry. These partners also participate in regular ongoing review of the curriculum and program evaluation.

Employer Training: The College partners with employers to provide direct customized training to employers' current employees to meet the professional and technical needs of their staff. This can range from vocational and technical skills training to broader soft skills training and other organizational management needs. Examples include OSHA, ServSafe, Forklift, rigging; A+ certification, Amazon Web Services; Microsoft Office; Critical Thinking; Winning Work Habits; Customer Service; Diversity & Inclusion Training; ACT Work Keys Assessment; Generational Differences.

Small Business Development: The College operates the premiere business growth program in Philadelphia, the Goldman Sachs 10,000 Small Businesses Program. Entering its 8th year of operation, the College has supported over 568 small business in the region to date, and works with 90 businesses annually to help these businesses grow revenue and jobs; to support Philadelphia's neighborhood and commercial corridor businesses and prepare them for future growth potential, the College with the support of the City of Philadelphia created the Power Up Your Business Program (PUYB). Launched in 2017, the program supports smaller businesses found in Philadelphia's neighborhoods and commercial corridors to provide foundational operational support, better positioning them for future growth opportunities. Through Power Up Your Business, the College provides targeted workshops for specific small business needs; intensive industry best practices for child care business, and restaurant businesses; delivers PUYB training in Spanish, Mandarin Chinese, and Russian business communities; and provides training in how to start up a business in conjunction with Community Development Corporations. We have served 195 Businesses through the Power Up Peer Learning Experience program, over 600 through our workshops and other unique industry best practice programs.

Employer Partnership Development: The College has staff in three key areas working to expand the employer partnerships across the institution. Workforce partnership development is supported through close collaboration with Philadelphia Works, the City of Philadelphia's Commerce Department, and the Philadelphia Industrial Development Corporation (PIDC).

- **Corporate Solutions** has dedicated business development staff who cover specific Philadelphia industry sectors and are responsible for meeting with employers across Philadelphia to assess their training and future hiring needs and assist these companies in accessing Pennsylvania WED Net training and other funds available for an employer's training needs; these staff focus on specific industries aligned with the City's targeted sectors. three Corporate Solutions Staff have completed the Apprenticeship Navigator Training program to support the growth of pre-apprenticeship and apprenticeship programs with employers in Philadelphia.
- **Career Connections** has a Manager of Employer Partnerships designed to support the robust development of employers connected to each of our Majors, and Career Programs for the wide variety of work-based experiences our programs require; the office has relationships with 390 employers across its engagement tiers; most recently Career Connections worked directly with the City of Philadelphia's Health Department to hire 13 College Students as contact tracers. The Department has started creating Experiential Learning Agreements with employers for specific programs.
- **Institutional Advancement** works with employers and corporations on their philanthropic initiatives to align them with the College's academic priorities and needs.

Employer Partnership Examples:

Clinicals/Practicums

The College's Allied Health and Nursing clinicals and sites for the Biomedical Medical Technology program span the major health systems and hospitals in the Philadelphia region including: University of Pennsylvania Health System; Jefferson University Health System, Temple Health, Veterans Hospital; Aria Health; Main Line Health, Cooper Hospital; Einstein Medical System; Lourdes Hospital; Prime Healthcare; Mercy Health.

Sites for Behavioral Health/Human Services and Education programs include: Advocate Center for Culture and Education; Arch St. Methodist Church/Grace's Café/Serenity; Barber Institute; CARIE; Carson Valley Children's Aid; Cora Services; Dr. Warren E. Smith Health System; E Power Center; Episcopal Community Services; Ethos Treatment; Gaudenzia; Gaudenzia Centro Primavera; Gaudenzia House of Passage; Girls Inc.; Guild House East; Hearts that Matter Most; Hispanic Community Counseling Services; Horizon House; Impact Services; Institute for the Development of African American Youth; Lutheran Settlement House; Lutheran Settlement House; Merakey; Mercy Hospice; Methodist Services; Naturally Occurring Retirement Community; One Day at a Time; People's Emergency Center; Prevention Point; Pro-Act; Project Home; RHD; Self-Help Movement; Siloam; Southwest Nu-Stop; Spin Inc.; Stenton Family Manor; Stop and Surrender Inc.; The Philadelphia AIDS Consortium; The Wedge Recovery Centers; Universal Daroff Charter School; Veteran's Multi-Services Center; West Haven LTSR; Why Not Prosper Inc.; and Youth Services Inc.

Paralegal Studies sites include: CLS Homeownership and Consumer Law Unit; Michael T. van der Veen; Natalie Klyashtorny; Kane Legal; Piayon Lassanah; CLS Energy Unit; U.S. Dept. of Educ. Office of Civil Rights; Philadelphia District Attorneys Office; Phila Public Defenders; Montgomery County Public Defenders; Senior Law Center; Philadelphia VIP; Military Assistance Project; Bennet; Bricklin and Salzburg PC; City Councilman Curtis Jones; First Judicial District Court; HIAS; Legal Clinic for the Disabled; Nationalities Service Center; PILCOP; Reed Smith; Temple Univ School Of Medicine Contract Dept; Urban League of Philadelphia; Joe Mitchell, Esq; Solow Immigration; School District of Philadelphia Legal Department; Social Security Administration; Glaxo Smith Kline; Affordable Housing Center of Pa; and Beasley Law firm.

Transportation Technologies

AAA MidAtlantic; Ableoff Nissan; Automobile Dealers of Greater Philadelphia; Bennett Infiniti of Allentown; Bosch SPX; Bridgewater Nissan; Carvana; Central City Toyota; Chapman Nissan; City of Philadelphia Office of Fleet Management; Concordville Nissan; Conicelli Nissan; Cornwell Quality Tools; Eastern Pennsylvania Alliance for Clean Transportation; Enterprise Holdings; Ford Motor Company; Girls Auto Clinic; Infinity of Ardmore; Keystone Partners; Montgomeryville Nissan; Nissan North America; PECO; Pep Boys; PGW; Philadelphia School District; SEPTA; Snap On; Tool & Equipment Solutions; Toyota Motor Sales, USA, Inc. (MOU under discussion/negotiation)

Corporate College

Instein Health System, Independence Blue Cross, UPS, Penn Medicine, PGW, Amazon Career Choice, Horizon House, SEIU, School District of Philadelphia, JEVS

Employer Contract Training*

St. Christopher's Hospital for Children, Girard Medical Center, Greater Philadelphia Health Action, Elegant Furniture, JEVS, Weber Packaging, Leonardo/Agusta, La Colombe (*list changes annually)

Advanced Manufacturing (CNC, Welding, Electro-Mechanical)

Employer Associations/Industry Partnerships: Southeastern PA Manufacturing Alliance (Industry Partnership for the Manufacturing Sector), Manufacturing Alliance of Greater Philadelphia – referrals to the program, curriculum development, recruitment, letters of support for grant programs, experiential learning partners, Delaware Valley Regional Industrial Center (DVIRC)

Curriculum Partner: Windle Mechanical Solutions, PTR Baler; First Quality

Computer Numerical Control

Employment Partners: Penn Fishing, JPMC, M. Cohen, A&S Manufacturing, Globus Medical, Axial Medical, Youngs Windows – Various of these partners make on-site presentations of their companies during the program and recruit the participants.

Electro-Mechanical

Employment and Curriculum Partners: SEPTA, Philadelphia Water Department, First Quality, Colgate Palmolive, Yards, First Quality, UPS

Welding

Employment Partners: SEPTA, John Pomp Studios, HMF Express, Gratz Industries, Philadelphia Trolley Works

Gas Distribution

Curriculum & Employment Partners: Peco, PGW, Riggs Distiller, Miller, Henkels & McCoy and Utility Line Services

Dental Assisting

Clinical Partner: CCP Dental Clinic

Externship Partners: ISmile Dental; Dr. Veronica Valdes, DDS; Mayfair Specialty Center; Bala Institute of Oral Surgery; Dr. Brenner; Louis Marion, DMD; Passyunk Dental; Dr. Jay Lackman; Serang Dental Associates; Doc Bresler's Cavity Busters; Dental Lux; Meadow Family Dental Care

Employment Partners: Penn Dental, Temple University School of Dentistry, Advanced Orthodontics Care, Dental Dreams, H&R Dental Staffing, Ismile Dental Group, Sun Dental & Orthodontics, Greater

Philadelphia Health Action, Inc., St. Christopher's Hospital, Dentique, Dr. Spilkia & Cosmetic Dentistry, Doc Bressler's Cavity Busters

Certified Nursing Assistant

Clinical Partner: Cliveden Nursing & Rehabilitation Center, St. Ignatius Nursing & Rehabilitation Center

Pharmacy Tech

Externship Partner: Walgreens; CVS

Massage Therapy

Curriculum & Employment Partners: Mellow Massage (10KSB Alumni), Massage Envy (multiple locations in Philadelphia and the region through franchisee owner)

STEM Academy

Drexel University ExCITe Center; Dr. Idris Stovall, University of Pennsylvania Department of Mathematics; The Franklin Institute

Institutional Advancement Partnerships

Parx Casino; Santander Bank; Peco; Goldman Sachs Foundation, AT&T Foundation, New York Life Foundation, Bank of America Charitable Foundation, Independence Blue Cross Foundation, Comcast, BNY Mellon, IBC Nurses for Tomorrow program, Independence Foundation and the Black Doctors COVID Consortium

Career Connections Partnerships

See Partnership Tier Document attached. Tier 1 is highest level of engagement.

TIERED EMPLOYER PARTNER LIST- FALL 2020

Tier 1 Actively Engaged and Embedded Partner			26 Total
Brooke Glen Behavioral	City Year-Greater Philadelphia	CVS Health	Dietz and Watson
Holy Redeemer Health Systems	JEVS Human Services	Kelly Educational Services	Lowes Home Improvement
Patient First	People Ready	Philadelphia Police Department	Saxbys
SEPTA	Sesame Place	Skechers	The Zoo
US Census	Department of Public Health	Comcast Corporation-Freedom Region	City of Philadelphia-Office of Human Resources
Verizon	UPS	Pennsylvania State Police	
**Jefferson University	Children's Dental Management	Open Systems Healthcare	

Tier 2 Report, but Inconsistent			28 Total
Abington Jefferson Hospital	American Heritage Federal Credit Union	American Pool Management	Power Marketing Group
Bayada Home Health care	Brightside Academy	Busy Bees Learning Tree**	Campaign for Working Families
Childcare Careers	Eastwick Family Services	Education Works	Greater Philadelphia Health Action
Horizon House	Merakey**	North Broad Renaissance	Open Systems Healthcare
PA State Police	Resources for Human Development	ScribeAmerica	SPIN Inc.
Staffing Plus**	UPS	US Army	Verizon
Visiting Nurse Group	WAWA	WHYY	Youth Enrichment Program, Inc.

Tier 3 Building Relationship			265 Total
A Place for Children Inc.	ABEC	Abington School District**	Appleseed's Learning Center
Ali Lewis Interiors	Allied Universal	Allstate Insurance Murray Agency	Almo Corporation
Amazon	AMC Theatres	American Pool	American Red Cross
American Services Corporation	AmeriCorps VISTA	Amjad Dental Associates	Apple
Apple Child Care	Aramark	Arch Street Preschool	Archetto Construction
Ardent Credit Union	Arizona Beverage Company	Arzoo Care	Ashfield Healthcare
Barney's New York	Bartlett Bearing Company	Baynell Property Management	Bebashi-Transition to Hope
Beka's Catering	Bellwether Behavioral Health	Bellwether Behavioral Health**	Bernie's Restaurant and Bar
Better Homecare	Binswanger	BioTelemetry, Inc.	Bloomingtons
Boeing	Bolt on Technology	Boyds Philadelphia	Boys & Girls Clubs of Philadelphia
Bright Horizon Family Solutions	Brightside Academy	Bucks County Intermediate	Burlington Coat Factory
Burns White LLC	C & R Building Supply	CAGP	California Closet
CareLink Community Support Services	CareSense Home Health	Caring Friends Homecare	Carousel Kids Corner Center
Catholic Social Services	CCP Childhood Development Center	Center City District	Champion Dentistry
Chestnut Hill Lodge	Childcare Academy	Chinese American Real Estate Assoc.	Christian Street YMCA
Cintas Corporation	Citron Corporation City Cleaning Company	City Hotel Group	Conicelli Autoplex
Yolanda's Kids Corner	Committed Community Mentors, Inc.**	Community Council Health Systems	Community Legal Services
Community Options, Inc.	Constellation Culinary Group**	Contemporary Staffing Solutions	CORA Services
Costa Auto Repair	Cottman Transmission and Total Auto Care	Craft Pro Masonry Restoration	Dar Al-Huda Early Learning Academy**
Dechert LLP Law Firm	Diggerland USA	Direct to Door Marketing	Disability Allies
Discovery Place	Ditech Home Loans	Divine Treasures Childcare Center	Doral Capital Corporation
Dougherty Electric	Early Childhood Environments	Early Literacy Academy Childcare	Eastern Controls
EdBeco, Inc.	Einstein Health Care Network	EMSL Analytical	Eureka Metal & Glass
Excel Hydraulics	Family First Life	Family First Life**	Fastenal

Federal Community Defender Office	Federation Early Learning Center	Feminist Apparel	Financial Freedom Mortgage
First Impressions Nursery	First Judicial District of Penn.	First Pro Inc.	First Quality
First Student Transportation	Forward Continuance International	Four Points by Sheraton Philadelphia	Free Library of Philadelphia
Friend's Hospital	Fritz & Goldberg	Galfand Berger, LLP	Golden Corral Bensalem
Grainger Inc.	Greater Philadelphia YMCA**	Green Mountain Energy	Happy Kidz Learning Center
Health Advocate	Hershey Entertainment & Resorts	HIAS Pennsylvania	HighPoint Solutions
Horn Williamson LLC	Hunter-Ross	Indochinese American Council	Innovative Metal Solutions
Insight	In-Sync Studios	Interactions Marketing	Interactive Outdoor Media Solutions
J Scott Catering	Japan America Society of Greater Philadelphia	Jefferson Dental Associates	Johnson, Mirmiran, & Thompson
Kaman's Art Shop	Kao Law Firm	Kencrest Services	Kiddie Academy of Feasterville
Kidology	Kidsville Learning Center	KML Law Group	Knowledge Tree Child Development Center
KRG Enterprises	Kuehre Nagel	Landry's	Landsdowne Baptist Church
Language Services Associates	Learning Laughing and Groups	Level89 Studios	Liberty Personnel Services
Lighthouse Architecture	Linton's Managed Services	Little Angel Daycare	Little Legacy Learning Center
LiveLovePhilly	LNESC	Lynch Exhibits	Manpower
MARS care	Maser Consulting	Masjidullah Early Child Care Academy	Maxim Healthcare
MCR Services	Medical Guardian	Melmark	Member Solutions
Memorable Moments	Mercy Home and Community Health Services	Milano Di Rouge	MJP Family Dental
Momentum Digital	Moore Marketing	Mpower Direct**	Museum of the American Revolution
My Bright Beginnings	New Castle County Police	New Life Homecare	New York Life
Next Level Video Production		Norris Square Community Alliance	Novick Brothers Corporation
Oliver Fire Protection & Security	Onemain Financial	Open Systems Healthcare	PA Apartment Association East
PA Department of Human Services	Pacifico Auto Group	Painless Dentistry	Par Funding
Parx Casino **	PATH Incorporated	Penn Medicine	Pennsylvania Municipal League**

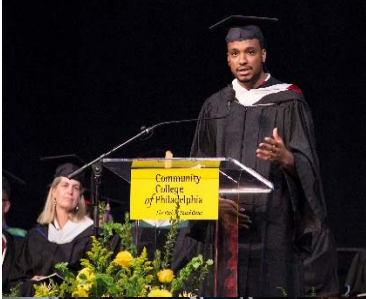
Pennsylvania School for Deaf	Philadelphia College of Osteopathic Medicine	Philadelphia Courtyard Marriott	Philadelphia Department of Public Health
Philadelphia Federal Credit Union	Philadelphia Fire Department	Philadelphia Gas Works	Philadelphia International Airport
Philadelphia VIP	Pieces of the Puzzle	PlanB	Planned Companies
Post Brothers	Power Marketing Group	PowerCorps PHLS	Preferred Home Health Care
Premium Retail Services	Presbyterian Historical Society**	Primerica Financial Services	Protocol Translation
QNS	R.C. Fabricators, Inc.	Research America	Richardson Group Senior Citizens Home**
Right at Home	Robert Polett Photographer	Robin Kramer & Green, LLP	Roxborough Memorial
School District of Philadelphia**	South Philly Dental	Spot INC	Staff Dental
Step by Step, Inc.**	Stockwell Elastomerics	Sugarhouse Casino	Supportive Behavioral Resources
Sustainable Business Network	Synergy Homecare	Tandem Music Group	Thankful Learning Center
Thankful Learning Center**	The Franklin Institute	The H & K Group**	The Handwork Studio
The Hertz Corporation	The Judge Group	The Malvern School	The Melior Group
The Salvation Army Kroc Center	Thomas Jefferson University Hospital	Toshiba	Towne Park
Toyota Certified	Traffic Planning & Design	TruCare Home Service**	U.S. Air Force
UBS Financial Services	Uncommon Individual Foundation	United Bank of Philadelphia	Values into Action
Verizon	Vision Quest	Watermark Communities	Wegmans
Wells Fargo	Women's Campaign International**	Women's Institute for Family Health	Workaholic Brands

Tier 4 (77 Total)			
Knowledge Seeking or Courting Employer for Program Gaps			
ABHA Architects	Abraxas Academy	Advertising Specialty Institute	Arett Sales/Greensmith Graphics
Advocare Pulmonary	Aerotek	African Cultural Alliance of North America	All Around Entertainment
Allegiance Technology	Altenloh, Brink & Co	Alura Business Solutions	American Eagle Outfitters
American Philosophical Society	Amuneal Manufacturing	Anapol Weiss Injury Law Firm	Apple Blossom Day Care
Arden Theatre Company	Asian Banking	ASPIRA PA	AutoSource of America
Banana Republic	Beacon Center for Children	Better Tomorrows	Blackford Dental Management
Bridgestone Retail Operations	Carbon Lehigh Intermediate Unit #21	Caterpillars Become Butterflies Early Learning	Center for Faith Justice
Channel 6 ABC	Chapman Automotive Group	Charles River Laboratories	CHOP
Christ Lutheran Childcare Center	Chuck's Garage	Clarivate Analytics	Cooper Roofing
Day & Zimmerman	Deloitte	Destiny's Children	Enterprise
Four Seasons	Fox 29	Geneva Dental Care	Health Time TV
Here's The Plan LLC	Institute for Respiratory and Sleep Medicine	Intense Marketing Consultants	Intrepid Energy
J & L Marketing	Legacy Photographics	Lintons Food Service Management	Millennium Home Products
Mindteck	NabiMusic	NBC Universal	Next Generation Technologies
Parkway Corporation	PennDOT	Philadelphia Theatre Company	Radio One
Reason Partners Marketing	Ridgeline Promotions	Rothman Institute	Saks Fifth Avenue
Siemens	Softpath System LLC	Solar Media Team	Sunbelt Rentals
Sunoco	The Barnes Foundation	The Roderick Group	Toll Brothers
Trinity Insight	U.S. Dream Academy	Vanguard	Wurzak Hotel Group

** Employer has expressed interest in participating in our experiential learning opportunities through the Career Connections Department. **(the total # of employers who want to develop experiential learning opportunities with CCP has increased since our employer survey in August 2020). 2 New Experiential Learning Opportunities are currently under review:**

- **Jefferson Hospital- Chemistry Department**
- **Children's Dental Management**

TIERED ENGAGEMENT OPPORTUNITIES - 390 + UNIQUE INDIVIDUAL EMPLOYER ENGAGEMENT OPPORTUNITIES



Community College of Philadelphia

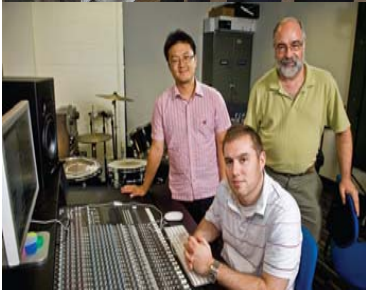
Workforce and Economic Innovation (WEI)

January 2020 Update

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WORKFORCE & ECONOMIC INNOVATION

Vision:

The College's Workforce and Economic Innovation unit is an integral partner in the success of Greater Philadelphia as a top tier global region known for its talent, business growth, diversity, economic opportunity, and innovation.

Mission:

The role of the Workforce and Economic Innovation (WEI) unit is to serve as a catalyst for the robust development of our City, regional, and State economy by:

- training and educating a highly prepared workforce matched with Philadelphia's growing industries;
- providing our business community with the tools to improve operations, grow revenue and jobs;
- developing programs that reflect the future of Philadelphia's economy;
- partnering with employers and other organizations to create workplace opportunities that align with students' fields of interest and match the skills and talent needs of our businesses.

Guiding Principles:

Student Success
Customer Service
Integrity

Quality
Collaboration
Innovation

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Corporate Solutions – Working with Philadelphia’s businesses to upskill, train, and educate its existing and future workforce; training Philadelphians for family sustaining jobs matched with the City’s growing industries.

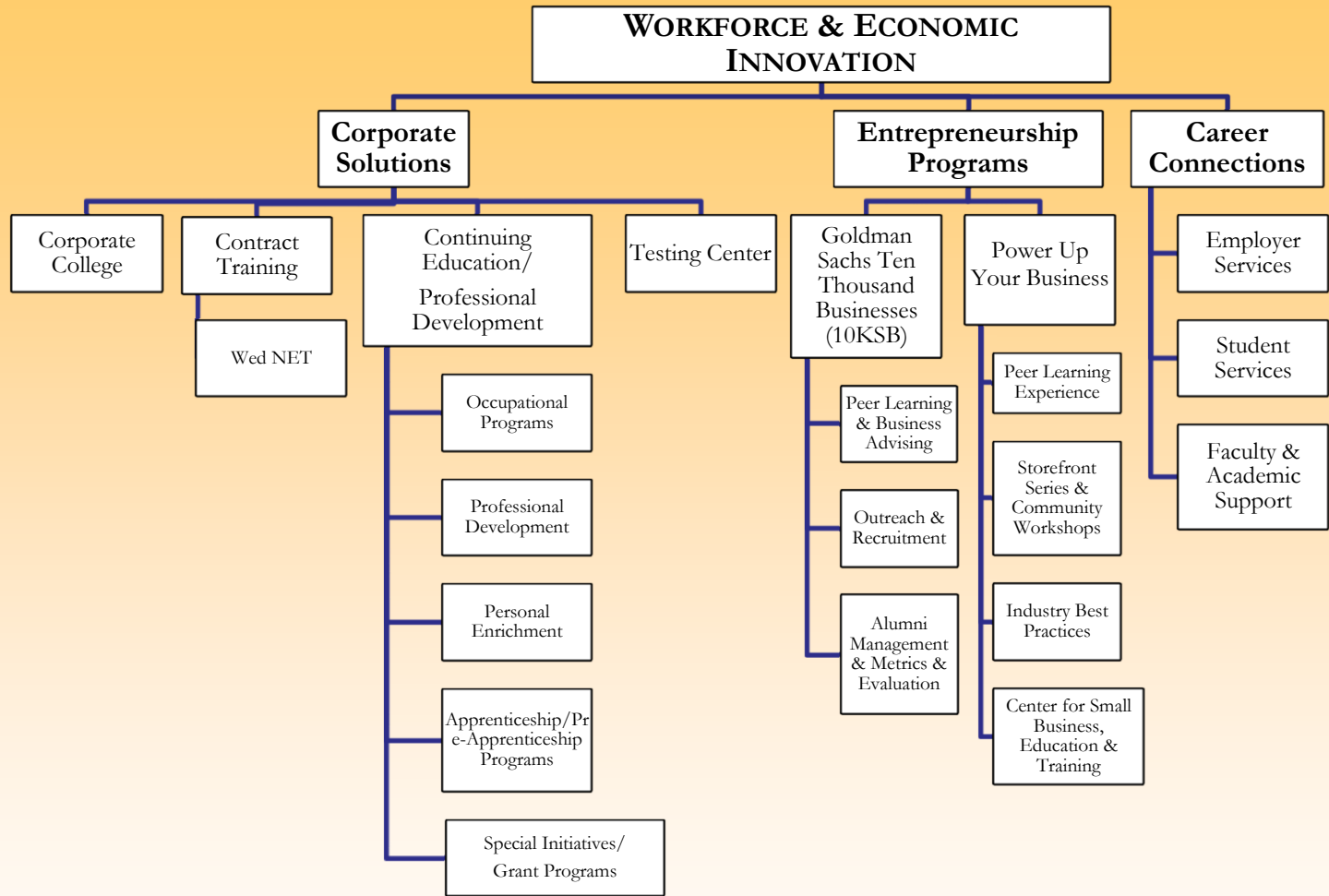
Entrepreneurship Programs – Providing Greater Philadelphia’s small businesses with the education and tools to improve operations, and grow revenue and jobs.

Career Connections – Preparing our students for the world of work; partnering with employers to create workplace opportunities aligned with students’ field of interest; assisting businesses in their search for talent.

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Strategic Directions & Division Goals

Promote the College as a leading provider of workforce and economic development solutions and corporate training in the region by delivering high quality training and instruction that enables clients to grow, succeed and stay ahead of industry needs.

- **Goal I:** Become a leading provider of workforce, and economic development solutions and corporate training in the region.
- **Goal II:** Align programs, workshops and trainings with industry clusters important to Philadelphia's economic growth; embed recognized industry credentials and certifications, and include experiential learning opportunities for all programs.
- **Goal III:** Become a premiere provider of post-secondary career and technical training programs targeting critical populations that help uplift those with limited employability options, and/or are repositioning their skill sets.

Develop entrepreneurial programs around industry clusters reflective of the region's needs, employer needs and College priorities.

- **Goal IV:** Ensure high quality training and programming that utilizes real-time job data to distinguish the College, adds value to its reputation, enables our clients to grow, succeed, and stay ahead of industry trends, is market driven, entrepreneurial, and responsive to employer needs whether that is credit or non-credit, whether on-site, on campus, or online.
- **Goal V:** Foster a robust entrepreneurial culture that catalyzes small business development and entrepreneurship, helping businesses to strengthen and grow, fostering stronger direct connections with economic drivers that can be leveraged for other opportunities for our students and the college.

Connect students with the world of work in ways that allow them to direct their learning and future employment to fields that fuel their personal ambitions and the region's economic opportunities.

- **Goal VI:** Create a student and employer-focused Career Connections unit within WEI that provides students with work based learning opportunities (internships, externships, apprenticeships and employment opportunities, etc.) that better align with their educational and career goals.

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2016-2019 Milestones

Improved Organizational Structure & Strengthened Programs

- Business Development, Program Development, Operations, New Systems Technology
- 10KSB Recognized by GSF and Babson as a leading site
- Career Connections Transformation

Strategic Plan for Division

New Programs Launched, Developed

- C.N.A., Dental Assisting, Mobile Food Management Launched
- Welding, CNC Precision Machining, Electro-Mechanical, Bookkeeping, Massage Therapy, Cyber Security, Office Manager, Digital Mapping, Robotics
- Third Party Programs for CDL, AWS, Coding Certificate
- Collegiate Consortium Programs Launched: Gas Distribution, Port Training, Transit Trades
- Significant Professional Development Programs Launched
- Power Up Your Business Created, Launched

Grants & Initiatives

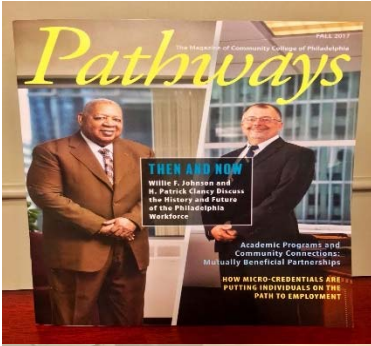
- \$1.25M in Workforce Related Grants since 2016 – 7 Grants received
- \$800,000 added to CCP Appropriations for Power Up Your Business
- Continuation of Goldman Sachs \$1.4M annual grant

Facility Improvements

- West Regional: CNC Lab, C.N.A. Lab
- Northeast Regional Center: Student Innovation Hub; Massage Therapy Lab
- Technology Improvements for Power Up to NWRC, WRC, CBI

Non-credit to Credit Articulations

Financial Aid for Non-Credit



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Certificate Programs

Healthcare & Wellness

- **Certified Nursing Assisting w/Clinical***
- **Dental Assisting***
- Personal Trainer
- Pharmacy Technician with Externship
- **Massage Therapy**

Manufacturing & Logistics

- **Advanced Manufacturing**
 - **Welding***
 - **Electro-Mechanical with Robotics***
 - **CNC Precision Machining**
 - **Pathways To Manufacturing**
 - **Industrial Maintenance Technician Pre-Apprenticeship**
- **Logistics**
 - **Transit Entry Level Trades**
 - **CDL**
 - **Port Training**
 - **MLR Repair**
 - **PennDOT Emissions Inspector**
 - **PennDOT Safety Inspection**
- **Blueprint Reading, Shop Math, AutoCad, OSHA**

Education

- **Child Development Associate***

Business & Finance

- **Bookkeeping**
- **Customer Service & Sales**
- **Call Center**
- **Mobile Food Management**

Retail & Hospitality

- **Culinary Skills Training**
- **ServSafe Food Protection**

Technology

- **Coding Certificate**
- **CompTIA A+ (Help Desk Certification)**
- **Microsoft Office Specialist**
- **Cyber Security**
- **Amazon Cloud Services**
- **Adobe Creative Workshops**

Construction & Infrastructure

- **Gas Distribution Pipeline Mechanic**

**Earns some credits upon completion and enrollment in a credit course at the College.*

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Employer Partners

Corporate College

- Einstein Health Network, United Parcel Service (UPS), Penn Medicine, Independence Blue Cross, JEVS, Horizon House, SEIU, School District of Philadelphia

Contract Training

- St. Christopher's, Elegant Furniture, Mayor's Commission on Aging, Philadelphia Gas Works, Greater Philadelphia Health Action
- PAST CLIENTS: PHA, City Water Department, Fleet Management

Workforce Programs

Manufacturing & Logistics

Computer Numerical Control

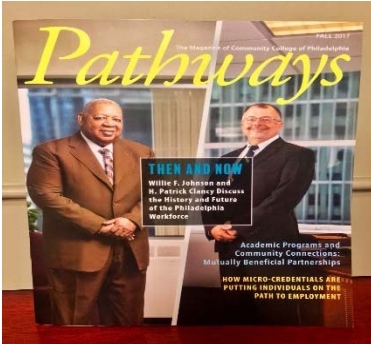
- **Curriculum Partner:** Windle Mechanical Solutions
- **Employment Partners:** Penn Fishing, JPMC, M. Cohen, A&S Manufacturing, Globus Medical, Axial Medical – Various of these partners make on-site presentations of their companies during the program and recruit the participants.

Electro-Mechanical

- **Employment and Curriculum Partners:** SEPTA, Philadelphia Water Department, First Quality, Colgate Palmolive, Yards, First Quality, UPS

Welding

- **Employer Associations:** Southeastern PA Manufacturing Alliance (Industry Partnership for the Manufacturing Sector), Manufacturing Alliance of Greater Philadelphia – referrals to the program, curriculum development, recruitment, letters of support for grant programs, experiential learning partners
- **Curriculum Partner:** PTR Baler
- **Employment Partners:** SEPTA, John Pomp Studios, HMF Express, Gratz Industries



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Employer Partners

Construction & Infrastructure

Gas Distribution

- **Curriculum & Employment Partners:** Peco, PGW, Riggs Distiller, Miller, Henkels & McCoy and Utility Line Services

Healthcare & Wellness

Certified Nursing Assistant

- **Clinical Partner:** Cliveden Nursing & Rehabilitation Center, St. Ignatius Nursing & Rehabilitation Center

Pharmacy Tech

- **Externship Partner:** Walgreens

Dental Assisting

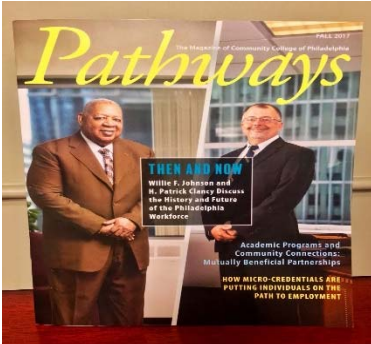
- **Clinical Partner:** CCP Dental
- **Employment Partner:** Penn Dental, Ismile Dental Group, Dr. Brenner; Passyunk Dental; Seran Dental Associates; Dr. Jay Lackman; Louis Marion DMD; Bala Institute of Oral Surgery

Massage Therapy

- **Curriculum, Clinical & Employer Partner:** Hand & Stone, Massage Envy, Mellow Massage (10KSB)

Sterile Processing - Program In Development

- **Curriculum Partners:** Mercy Health, Einstein, St. Christopher's





WORKFORCE & ECONOMIC INNOVATION By The Numbers

Overview

	15/16	16/17	% Increase over 15/16	17/18	% Increase over 15/16	18/19	% Increase over 15/16
Revenue	\$1,166,226	\$1,361,395	17%	\$1,614,183	38%	\$1,421,546	22%
Enrollments - Headcount	2904	3031	4%	3298	14%	2,446	-16%
Revenue per Enrollment	\$401.59	\$449.16		\$489.44		\$581.17	
Businesses Served							
• CS Employer Partnerships	43	50		35		48	
• Career Connections	75	155		198		205	
• 10KSB	82	76		76		78	
• Power UP (*Started 1/17)		26*		53		78	
Total	200	281		362		409	

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WORKFORCE & ECONOMIC INNOVATION

By The Numbers

Revenue (after expenses)

Revenue Detail	15/16	16/17	% Increase over 15/16	17/18	% Increase over 15/16	18/19	% Increase over 15/16
• Corporate College	\$717,442	\$712,775	-1%	\$950,135	33%	\$889,190	25%
• Open Enrollment - Non Credit	\$248,031	\$264,402	7%	\$310,019	17%	\$306,912	16%
• Advanced Manufacturing		\$27,647		(\$63,131)		\$60,226	118%
• Contract Training	\$200,753	\$356,571	78%	\$417,160	17%	\$165,219	-54%
Total	\$1,166,226	\$1,361,395	17%	\$1,614,183	38%	\$1,421,547	22%

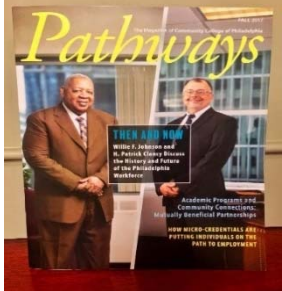
Enrollments

	15/16	16/17	% Increase over 15/16	17/18	% Increase over 15/16	18/19	% Increase over 15/16
Open Enrollment	1186	1279	8%	1368	13%	1,060	-13%
Corporate College	767	826	8%	833	9%	793	3%
Contract Training	951	926	-3%	1097	18%	593	-38%
Totals	2904	3031		3298		2,446	
Non-Credit Only	2137	2205	3%	2465	15%	1653	-23%

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WORKFORCE & ECONOMIC INNOVATION By The Numbers

Revenue: Enrollment

	15/16	16/17	17/18	18/19
Corporate College	\$935	\$863	\$1,141	\$1,121
Open Enrollment	\$209	\$228	\$180	\$346
Contract Training	\$211	\$385	\$380	\$279



Certificate Program Enrollments

	15/16	16/17	17/18	18/19
Certificate Programs:				
Healthcare & Wellness				
Dental Assistant Program	15	13	18	26
Pharmacy Technician with Externship	73	46	55	35
Certified Nursing Assisting w/Clinical	21	60	48	56
Personal Trainer	50	40	20	25
Massage Therapy	N/A	N/A	N/A	N/A
Education				
Child Development Associate	120	98	165	103
Technology				
CompTIA A+	N/A	28	11	0
Manufacturing & Logistics				
CNC Precision Machining	N/A	7	6	12
Welding	N/A	6	13	11
Electro-Mechanical	N/A	5	11	15
Robotics (New in 2018-19)	N/A	N/A	N/A	0
CDL	N/A	N/A	N/A	0
Construction & Infrastructure				
Gas Distribution Pipeline Mechanic	N/A	9	18	11
Business & Financial Services				
Bookkeeping	N/A	4	22	22
Office Manager	N/A	N/A	N/A	0
Mobile Food Management	17	10	17	21
Retail & Hospitality				
ServSafe	137	223	418	321
Other Certifications				
OSHA 10 & 30	0	4	8	19
	433	553	830	677

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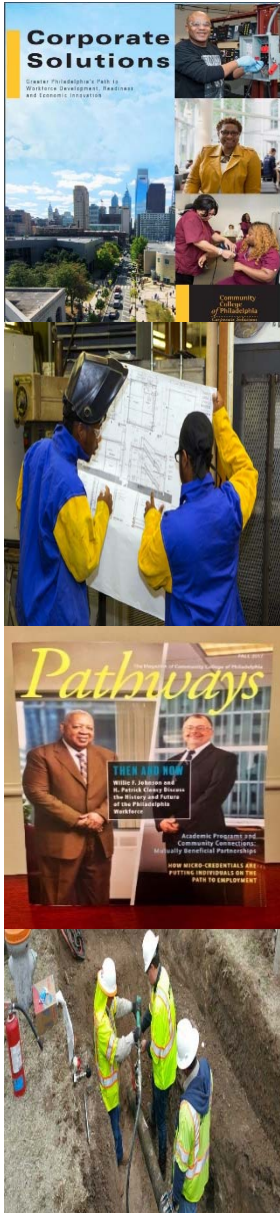
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Other WEI KPI – Strategic Plan

	Baseline	3- Year Projected Outcome		
	16/17		17/18	18/19
Double Workforce Programs and Capacity (13 Base year, 26 is double)		+3 (23%)		
	13		21 (+8 62%)	27 (+ 14 108%)
Increase Career Connections Employer Engagement		10%		
	155		198 (28%)	205 (32%)
Increase Career Connections Student Engagement		5%		
	3399		3985 (17%)	4038 (19%)
Maintain consistent pipeline of businesses participating in the College's Entrepreneurship Programs		120 – 150 Businesses Served Annually		
10KSB	76		76	78
Power Up	26		53	78
(16/17 partial year for Power UP)	102		129	156



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By The Numbers

Challenges & Solutions

Affordability – Federal Financial Aid, Strengthen PWI Relationship and Funding Eligibility

Marketing – Catalog is the only paid marketing for the College, Not a dedicated separate plan for our area; resources needed

Outreach & Recruitment – Need to reach a variety of audiences; better ability to target different

Scale – Need new workforce programs

Employer Partnerships

Job Placement

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Career Connections

- There was a 100% increase in on-campus employer engagement opportunities and 32% increase in employer participation since FY17.
- There was a 150% increase in student career related activities, and a 245% increase in total student participation in career services since FY16.
- The College significantly increased student access and use of technology tools with Big Interview and Virtual Job Shadow.
- The College launched a new Employer and Student Job Portal, significantly enhancing services to employers and students, enabling effective tracking of student activity, and allowing for customized job opportunities to reach students.
- The College established a professional development focus for Comcast Cares Day, a first of its kind for Comcast, to provide students the opportunity to engage with Comcast Executive Leadership for resume and job interviewing mentorship.
- WEI partnered with the College's Institute for Community Engagement & Civic leadership and the US Census Bureau to identify students for jobs for the upcoming 2020 Census.
- New Staffing Structure – Employer Partnerships Manager, and 3 Career Pathway Coordinators



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ADVANCED MANUFACTURING
STARTS HERE**

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Corporate Solutions

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What is New 2019-20:

Advanced Manufacturing:

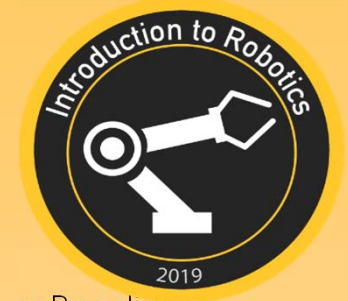
- Apprenticeship Coordinator – We have hired a Coordinator to run our Career Readiness Softskills and Industrial Maintenance registered pre-apprenticeships
- Apprenticeship Navigators – Two Staff trained to support apprenticeships in region
- Pathways to Manufacturing Grant Launched – 2nd Cohort Recruitment; Submitted to PA Smart to convert program to a registered pre-apprenticeships

New Program Development

- EMT to AEMT to Paramedic Collaboration with Division of Math, Science & Health Careers
- Central Sterile
- Dialysis Technician
- Certified Process Technician
- Electrical Association Of Philadelphia Training

Other Updates

- PWI VSTs – Success Coach Hired; Dental Assisting, Gas Distribution, Bookkeeping, Phlebotomy underway or planned for Spring
- 4 CDA courses funded for Spring; CDA Credential Brush Up Class; Credit Coursework focused on Trauma Informed Care
- St. Mary's Nursery ECE Degree – Corporate College Cohort (TEACH & PHMC Funding)
- Alliance of Community Service Providers – Behavioral Health Proficiency Certificate
- City Department of Revenue Training Proposal
- Cell and Gene Therapy Initiative – Consortium, Iovance Relationship



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Massage Therapy Lab NERC Philadelphia



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How does CCP use Labor Market trends to inform their Workforce strategy?

- Align College Pathways and program offerings with priority industries of the local and regional market
- Creates programs that are responsive to employer needs; stays ahead of trends; distinguish the college and adds value
- Support students in understanding career pathways in the region; students more successful when they better understand what is available around them
- Identify employers in these growth areas that are willing to partner with College to inform curriculum, outline technical and soft skills essential to success, hire students
- Align Career Connections staffing with priority industries, staff must be informed of labor market data in their industry areas to be viewed as understanding what business needs are
- Resources and new program development aligned with where the jobs are now and in the future
- Provide skills gap analysis to drive curriculum development, identify critical skills that should be embedded into programs; provides context for supply and demand for those skills
- College leadership, faculty and staff need to stay abreast of trends to ensure offerings are relevant and tied to employers needs
- Aligned WEI staff to support these critical areas – business development staff have industry focus so they understand what is going on in their sectors
- Quickly identify opportunities for new program creation or targeted contract trainings – mobile food, contact tracing, diversity & inclusion, essential skills
- Reinforce investment decisions made – CATC required review of labor market data before Board approved; hired Econsult to do a market scan of CCP alignment and what potential new programs we could focus on; included burning glass analysis.
- Identify shifts in industries that we think need to be discussed and vetted within the curriculum committees or advisory committees for program review.

Sources – We are regularly evaluating sources below and participating in a variety of key industry initiatives to help keep up to date on the landscape in the region.

- Regular review of State's **High Priority Occupation Lists** (HPO) - What are the demands in Philadelphia and on the regional lists - These are important for funding reasons; mostly based on historical data – Credit and Non-Credit programs aligned with HPO's are placed on Pennsylvania's Eligible Training Provider List.
- **PA IDOL List (In Demand Occupation Lists)** - relatively new. List occupations that are growing and categorized into Today, Tomorrow, and Future. Responds to the issue of what we anticipate in the coming 10 years. A good source to evaluate for future program development.
- **PWI reports** - Job Openings in the 5-County SE PA Region Reports; Fast Facts and Job Openings Data: Philadelphia Labor Market in 2020, others posted on their website

- Center for Workforce Information & Analysis (CWIA) Workstats – County Profiles, HPO lists, Top 50 Employers, Wage Data, Unemployment Claims
- BLS and O-Net Source Data - O*NET OnLine is sponsored by the U.S. Department of Labor, Employment & Training Administration. We look at national and local trends.
- LinkedIn - The College through its participation in Campus Philly and the National League of Cities has access to Bimonthly Philadelphia Workforce Updates; these are based on real time information of postings, trends of user and employer content
- EMSI Labor Market Data Subscription – We use this information to validate the development of programs
- Indeed/Monster.com - Searches on local career sites to validate openings in the current market – we cannot rely only on what employers are telling us.
- College staff participation in Industry Specific Taskforces, Initiatives so we can align the College to the recommendations of the reports/initiatives
 - PEL's Driving Tech Talent Growth in PHL;
 - Mayor's PHLpreK Workforce Meeting;
 - Mayor's Rebuild Taskforce;
 - Fueling Philadelphia's Talent Engine and, PEL Industry Data generated for FPTE report
- Local and State WIOA Plans - Pennsylvania WIOA Combined State Plan (2020-2024), Southeast Workforce Planning Region PY2017-2019 WIOA Multi-Year Regional; Philadelphia Works WIOA Multi-Year Local Area Plan approved in January 2020 – College typically provides feedback and participates in meetings held around plans
- Participation and assignment of staff to attend Industry Partnership Meetings - Manufacturing, Healthcare, Retail & Hospitality, Technology, Proposed Transportation & Logistics
- Local Thought Partners – Active participation in the activities of those looking at workforce development trends and best practices
 - Federal Reserve of Philadelphia Reports - Opportunity Occupations Revisited: Exploring Employment for Sub-Baccalaureate Workers Across Metro Areas and Over Time; "The Opportunities of a Tight Labor Market"; State of Urban Manufacturing; 10/2 A New Kind of Back to Work: Talent, Recovery and Future of Greater Philadelphia
 - Pennsylvania Workforce Development Association Reports
 - National Associations - AACC, ACE, LERN, NACE, NAACE

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Academic Performance Review

Collaborative Process Summary

	Parties Responsible	Tasks & Considerations
Template Populated; populated template and schedule sent to Program Coordinator and Department Head (At least 3 months prior to SOC presentation)	OAE ⁱ IR ⁱⁱ Curriculum Office Program Coordinator Department Head	<ul style="list-style-type: none"> • OAE populates blank template program data • OAE requests curriculum revision documents from curriculum office.
Initial Program Meeting	OAE Program Department Head	<ul style="list-style-type: none"> • OAE meets with Program to review data and timeline, and answer questions from the Program. OAE details what documentation is needed from Program. • OAE follows up with written timeline and documentation requests. • Program sends assessment documents, common career paths for graduates, and any other documents requested to OAE for review and summary inclusion in APR.
Draft circulated for feedback	OAE VP Strategic Initiatives Program Department Head Dean	<ul style="list-style-type: none"> • OAE sends Version 1 of APR document to Department Head, Dean, and VP of Strategic Initiatives for review and feedback.
Dean Meeting	OAE Program Department Head Dean	<ul style="list-style-type: none"> • OAE, Program, and Dean meet and review draft APR document in detail. • Program and OAE make revisions. • OAE sends Version 2 of document to VP AASSC at least 1 week in advance
AASSCⁱⁱⁱ Meeting	OAE Program	<ul style="list-style-type: none"> • OAE and Program present brief summaries of APR document to AASSC members. • AASSC members bring questions, comments, and other feedback to both OAE and Program.
Response Addendum	OAE Program Dean	<ul style="list-style-type: none"> • OAE and Program revise APR document based on AASSC feedback. If extensive revisions are necessary, a second AASSC presentation may be scheduled to review addendum.

		<ul style="list-style-type: none"> • Executive Summary of Version 3 sent to SOC at least one week in advance
Date of SOC^{iv} Presentation	OAE Program Department Head Dean Student Outcomes Committee	<ul style="list-style-type: none"> • OAE and Program present brief summaries of APR and Program activities to Student Outcomes Committee. • SOC members bring questions, comments, and other feedback to Program. • SOC members vote on a recommendation to the Board.
Tracking Recommendations	OAE AVP, AASSC	<ul style="list-style-type: none"> • OAE and the Associate VP of AASSC track Board decisions and follow up

ⁱ Office of Assessment and Evaluation

ⁱⁱ Institutional Research

ⁱⁱⁱ Academic Affairs and Student Success Council

^{iv} Student Outcomes Committee of the Board of Trustees

Community College of Philadelphia

The Role of Board Members on the Student Outcomes Committee of the Board in the Academic Program Review (APR) Process

A five-year cycle of review of academic programs is mandated by the Commonwealth of Pennsylvania. A comprehensive process of review assures the public that the College meets our mission by providing educational offerings that are defined by quality and relevance. Participation of faculty, division deans and the Office of Assessment and Evaluation (OAE) in the creation of the Academic Program Review (APR) document are important components of our process.

The purposes of the APR for all degree and academic certificate programs are:

1. To ensure curricular relevance;
2. To monitor and report progress toward student achievement goals, student enrollment goals, teaching and learning goals, and programmatic goals;
3. To evaluate course and program outcomes, assessment practices, and evidence thereof;
4. To assist in meeting compliance standards and requirements;
5. To recognize program strengths, and yield recommendations for program improvements, changes, and (in some cases) termination.

The board members on the Student Outcomes Committee (SOC) of the Board review the schedule for APRs and the completed APRs to make recommendations to the Board of Trustees. Possible recommendations from the SOC include:

1. Continue the program for five years;
2. Continue the program for fewer than five years;
3. Require an update before consideration of continuing the program;
4. Eliminate the program with a requirement for a program termination plan.

Questions that the SOC may consider to inform their recommendation to the Board include:

1. Does the College have a plan for program review every five years?
2. Is the College following the plan for review?
3. Does the review show that the program is relevant/meeting community needs?
4. Does the review show the program is supporting College goals?
5. Is there documentation of the cycle of program assessment?
6. Is there a program plan for improvement of student learning based on program data?
7. Is there evidence of equity in student outcomes?

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

DivsTxtID	DeptTxtID	Pathway	Program Title	Start Term or Last APR Results		APR Next Req Notes
BT	BA	BEL	Accounting	18-19	5 year approval	23-24
LS	PEHS	LAC	American Sign Language/English Interpreting (INT)	18-19	5 year approval	23-24
MSH	PHYS	ST	Applied Science and Engineering Technology	Fall 2009	15-16	21-22
LS	ADC	DCT	Architecture	Fall 2007	17-18	Approved for five years 22-23
LS	ART	CA	Art and Design	19-20	Approved for five years	24-25
BT	TT	DCT	Automotive Technology	Fall 2017	14-15	20-21
LS	PEHS	EHS	Behavioral Health/Human Services	13-14		20-21 SOC Nov '20
MSH	BIO	ST	Biology	Fall 2014	19-20	Approved for five years 24-25
LS	HPR	LAC	Black Studies	Spring 2019		25-26
LS	ADC	DCT	Building Science	Fall 2011	18-19	to be closed effective F21 23-24
BT	BA	BEL	Business - Accelerated	Fall 2018	Approved for five years	22-23
BT	BA	BEL	Business - General	Fall 2017	Approved for five years	22-23
BT	BLFH	BEL	Business Leadership AAS	Fall 2019		25-26
MSH	CHM	ST	Chemistry	Fall 2016		21-22
LS	ENG	LAC	Communication Studies	Spring 2011	16-17	2018 Follow Up; approved for 5 years 22-23
BT	CT	ST	Computer Information Systems - Information Technology	17-18	Annual Assessment Report	22-23
BT	CT	ST	Computer Science	17-18	Annual Assessment Report	22-23
LS	ADC	DCT	Construction Management	Fall 2007	14-15	20-21
BT	BLFH	BEL	Culinary Arts	Fall 2009	19-20	Approved for five years 25-26
BT	CT	ST	Cybersecurity	Fall 2017		21-22
MSH	AH	HC	Dental Hygiene	17-18	Approved for five years	22-23
MSH	AH	HV	Diagnostic Medical Imaging	17-18	Annual Diversity Goals	22-23
LS	PHIM	CA	Digital Video Production	Fall 2010	15-16	21-22
LS	PEHS	EHS	Education: Early Childhood (Birth to 4th Grade)	Fall 2011	16-17	followed up in Sp. 20; approved 5 years from 2018 23-24
LS	PEHS	EHS	Education: Middle Level (4th to 8th Grades)	Fall 2011	16-17	followed up in Sp. 20; approved 5 years from 2018 23-24
LS	PEHS	EHS	Education: Secondary Humanities/Social Studies Education Option	Fall 2012	16-17	followed up in Sp. 20; approved 5 years from 2018 23-24
LS	PEHS	EHS	Education: Secondary Math/Science Option	16-17	followed up in Sp. 20; approved 5 years from 2018 23-24	
MSH	PHYS	ST	Engineering Science	17-18	Approved for five years	22-23
LS	ENG	LAC	English	Fall 2013	19-20	Approved for five years 24-25
LS	ADC	DCT	Facilities Management	Summer 2007	14-15	20-21

Program Title
Nursing
Paralegal Studies
Psychology
Religious Studies
Respiratory Care Tech...
Sound Recording and ...
Technical Studies

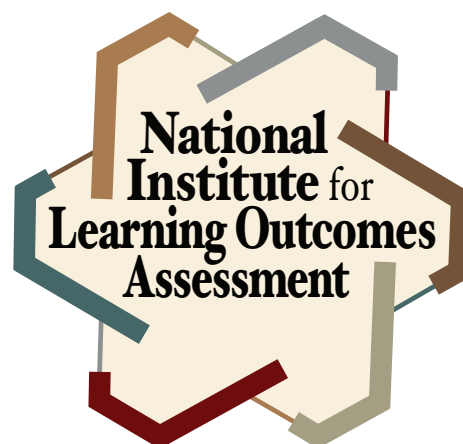
DivsTxtID	DeptTxtID	Pathway	Program Title	Start Term or Last APR Results			APR Next Req Notes
BT	BLFH	BEL	Fashion Merchandising and Marketing	Fall 2019			25-26
LS	SSCI	BEL	Fire Science	18-19	Approved for five years		23-24
MSH	AH	HC	Health Care Studies	Fall 2015			20-21
MSH	AH	HC	Health Services Management	Summer 2006	15-16		20-21
LS	ADC	DCT	Interior Design	Fall 2007	18-19	Approved for five years	22-23
LS	FL	LAC	International Studies	Summer 2008	19-20	1 year revisit	20-21
LS	SSCI	BEL	Criminal Justice	2019			23-24 program name changed
LS	HPR	LAC	Liberal Arts	Fall 2015	16-17		22-23
LS	HPR	LAC	Liberal Arts - Honors Option	11-12	Approved for five years		20-21 SOC Nov '20
LS	HPR	EHS	Liberal Arts - Social/Behavioral Science Option	Fall 2015	16-17		20-21 SOC Feb '21
LS	ENG	LAC	Mass Media	Spring 2011	16-17	2018 Follow Up; approved for 5 years	22-23
MSH	MATH	ST	Mathematics	Spring 2018	17-18	Follow-up report required by end of Fall 2018; approved for five years	22-23
MSH	AH	HC	Medical Laboratory Technician	Fall 2018	10-11		20-21
LS	MU	CA	Music Performance	Fall 2017	15-16		20-21
LS	PEHS	EHS	Psychology	Fall 2011	19-20	Approved for five years	25-26
LS	HPR	LAC	Religious Studies	Fall 2014	14-15		20-21 SOC Nov '20
MSH	AH	HC	Respiratory Care Technology	15-16			20-21
LS	MU	CA	Sound Recording and Music Technology	Fall 2005	15-16		20-21
BT	TT	BEL	Technical Studies	Fall 2015	15-16		20-21
LS	ENG	CA	Theater	18-19	Approved for five years		23-24
BT	BLFH	BEL	Tourism and Hospitality Management	Spring 2019	14-15	Major revision	25-26
MSH	Nursing	HC	Nursing	16-17	Approved for five years		21-22
BT	CT	ST	Network Technology Management and Administration	Fall 2017			22-23
MSH	BIO	ST	Biological Science	Fall 2020			25-26
LS	SSCI	BEL	Paralegal Studies	16-17		2018 Update Approved	23-24

Division	Department	Pathway	Certificate	Start term or term of l	Last APR		Pathway Review to SOC
BT	CULA	BEL	Culinary Arts I Proficiency Certificate	Fall 2017			Feb '21
BT	CULA	BEL	Culinary Arts II Proficiency Certificate	Fall 2017			Feb '21
BT	BA	BEL	Accounting Paraprofessional Proficiency Certificate	Fall 2014	18-19		Feb '21
BT	BLFH	BEL	Business Leadership Proficiency Certificate	Fall 2019			Feb '21
BT	BLFH	BEL	Corporate Social Responsibility Proficiency Certificate	Fall 2019			Feb '21
LS		BEL	Digital Investigation Proficiency Certificate	Spring 2019			Feb '21
LS	SSCI	BEL	Electronic Discovery Proficiency Certificate	Fall 2015	16-17		Feb '21
BT	BLFH	BEL	Entrepreneurship Proficiency Certificate	Fall 2014	18-19		Feb '21
LS	SSCI	BEL	Fire Science and Public Safety Proficiency Certificate	Fall 2018			Feb '21
LS	SSCI	BEL	Paralegal Studies Proficiency Certificate	Spring 2014	16-17		Feb '21
BT	BA	BEL	Post-Baccalaureate Accounting Proficiency Certificate	Fall 2018			Feb '21
BT	BLFH	BEL	Fashion Retail Sales & Customer Service Proficiency Certificate	Fall 2019			Feb '21
BT	BLFH	BEL	Tourism and Hospitality Management Proficiency Certificate				Feb '21
LS	MU	CA	Music Production Proficiency Certificate	Fall 2018			Sept '21
LS	ENG	CA	Acting Proficiency Certificate	Fall 2014	18-19		Sept '21
LS	PHIM	CA	Digital Imaging Proficiency Certificate	Fall 2009	15-16		Sept '21
LS	PHIM	CA	Digital Video Production Proficiency Certificate	Fall 2015	15-16		Sept '21
LS	ENG	CA	Technical Theater Proficiency Certificate	Fall 2015	18-19		Sept '21
LS	PHIM	CA	Photographic Imaging		17-18		Sept '21
LS	MU	CA	Piano Technician Proficiency Certificate				Sept '21
BT	BA	DCT	Automotive Service I Proficiency Certificate	Fall 2017			Feb '22
BT	BA	DCT	Automotive Service II Proficiency Certificate	Fall 2017	14-15		Feb '22
BT	BA	DCT	Advanced Automotive Repair Professional Proficiency Certificate	Fall 2019			Feb '22
LS	ADC	DCT	Architectural Visualization PC	Fall 2017			Feb '22
LS	ADC	DCT	Energy Conservation Academic Certificate	Fall 2011	18-19	Annual Report	Feb '22
LS	PEHS	EHS	Recovery and Transformation Academic Certificate	Spring 2012	13-14		May '22
LS	PEHS	EHS	Recovery Leadership Proficiency Certificate	Spring 2012			May '22
LS	PEHS	EHS	Early Childhood Education Proficiency Certificate	Fall 2017			May '22
MSH	AH	HC	Medical Insurance Billing Proficiency Certificate	Fall 2010			Oct '22
MSH	AH	HC	Ophthalmic Technician Proficiency Certificate	Fall 2016			Oct '22
MSH	AH	HC	Medical Assistant Proficiency Certificate	Fall 2018			Oct '22
MSH	HCS	HC	Patient Services Representative Proficiency Certificate				Oct '22
LS	SSCI	HS	Human Services Academic Certificate		13-14		Oct '22
LS	ENG	LAC	Creative Writing Academic Certificate	Fall 2006	12-13		Feb '23

Division	Department	Pathway	Certificate	Start term or term of I	Last APR	Pathway Review to SOC
LS	PEHS	LAC	American Sign Language/English Interpreting (INT) II Proficiency Certificate	Fall 2019		Feb '23
LS	PEHS	LAC	American Sign Language/English Interpreting (INT) I Proficiency Certificate	Fall 2019		Feb '23
BT	CT	ST	Network and Systems Administration Proficiency Certificate	Summer 2009	17-18	May '23
MSH	PHYS	ST	Biomedical Equipment Technology I	Fall 2015		May '23
MSH	PHYS	ST	Biomedical Equipment Technology II	Fall 2016		May '23
BT	CT	ST	Computer Programming I--Application, Web, and Database Development Proficiency Certificate	Fall 2019		May '23
BT	CT	ST	Computer Programming II--Algorithms and Computation Proficiency Certificate	Fall 2019		May '23
BT	CT	ST	Cybersecurity I Proficiency Certificate	Fall 2017		May '23
BT	CT	ST	Cybersecurity II Proficiency Certificate	Fall 2017		May '23
BT	CT	ST	Web Development I Proficiency Certificate	Fall 2018		May '23
BT	CT	ST	Web Development II - Cloud Computing Proficiency Certificate	Fall 2019		May '23
BT	CT	ST	Data Science Proficiency Certificate	Fall 2020		May '23
BT	CT	ST	Mobile Application Development Proficiency Certificate			May '23

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Nº 48



Program Review and Assessment for Continuous Improvement: Asking the Right Questions

Tami Eggleston
McKendree University

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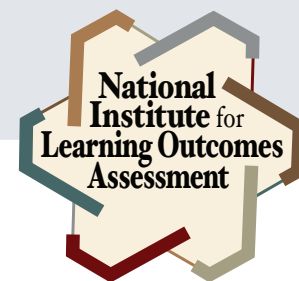
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NILOA Mission

The National Institute for Learning Outcomes Assessment (NILOA), established in 2008, is a research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.



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Abstract

In October of 2019, I presented at the IUPUI Assessment Institute in Indianapolis on the topic of academic program review. While almost every campus conducts program reviews, the definition, purpose, structure, and integration of assessment in program reviews is not universally understood, accepted, or implemented. This paper summarizes essential questions and discussions campuses should have regarding program reviews and the integration of assessment into such reviews. Unfortunately, too many campuses simply keep doing the same reviews over and over. The goal for this paper is to cause campuses to pause, reflect, answer some questions, and then revise their reviews to ensure a meaningful product. The paper is organized around the essential topics of definitions, accreditation, processes, continuous improvement and “closing the loop,” and potential challenges. This paper concludes with templates from McKendree University that may serve as valuable tools which other campuses may use, edit, or compare to their own processes and practices.

1. What are we even talking about? Developing shared definitions.
2. What do your accreditation organizations have to say? Aligning with external accountability requirements.
3. What will work for your campus: The why, when, how, who, and what of program review.
4. So What? How will we “close the loop” and engage in continuous improvement?
5. Forewarned is forearmed: What are the potential problems?

Program Review and Assessment for Continuous Improvement: Asking the Right Questions

Tami Eggleston
McKendree University

At many campuses, we do things because we have always done them that way. Change is hard in academia and once we put some process, curriculum, program, template, or project into motion it typically continues over time. In academia, processes very much follow classic physics arguments that an object in motion tends to stay in motion. Many institutions are great at adding new programs, new reports, and new activities but not great at taking time to reflect and even eliminate items that are not working. But over time, we lose sight of what we are talking about and working towards, or why these processes and practices were even put into place. While almost every campus conducts program reviews, the definition, purpose, structure, and integration of assessment in program reviews is not universally understood, accepted, or implemented. This paper summarizes essential questions and discussions campuses should have regarding program reviews and the integration of assessment into such reviews. A good starting place is to begin with developing shared definitions.

Program review is a comprehensive look at individual programs that covers staffing, curriculum, learning outcomes, action plans, etc. They often involve an external reviewer, and usually highlight the importance of assessment.

Question and Discussion #1: What are We Even Talking About? Developing Shared Definitions

Program Review: Program review is a comprehensive look at individual programs and covers staffing, curriculum, learning outcomes, action plans, etc. They often involve an external reviewer, and usually at least give lip-service to the importance of assessment. Program reviews are required and/or strongly suggested by most accrediting bodies (to be further discussed below). Program reviews typically have at least a guiding outline or template for items to be included or reviewed. Most program reviews are written by the faculty members within that program and therefore are heavily geared toward curriculum, staffing, and resource needs. How often program reviews are completed is debatable and discussed below. For a sample of a program review, please see [Appendices](#) associated with this paper.

Program Assessment Reports: Assessment reports focus exclusively on assessment. They focus on outcomes, student learning, assessments, and closing the loop. Not all campuses or all divisions or schools engage with these specific program assessment reports. These are more focused and would allow time spent just on assessment rather than on curriculum, staffing, financials, etc. Theoretically these could be completed every year or every other year because assessment is ongoing and continuous improvement is important. For a sample of a program assessment report, please see [Appendices](#) associated with this paper.

Program Prioritization: With a program prioritization process, an institution would put ALL programs (academic, athletic, student affairs, etc.) on a chart to compare and prioritize (often involving financial information). Program prioritization involves:

- Comparison of programs against other programs (e.g., what major has more students).
- Deciding what programs should be improved, what programs should be developed, and what programs should be eliminated.

- Less emphasis on student learning and more emphasis on numbers, financials, and a propensity for success in the future.

A program with one student could have excellent student learning outcomes, 100% retention, and a 100% graduate school placement rate with an amazing assessment program (I would imagine a program with one student could have an excellent, detailed portfolio with pre/post measures). But that program with just one or a few students is likely not financially viable over time for most institutions.

Program prioritization takes a village to complete with faculty, staff, and administration across the campus involved, and takes time to gather data. It is usually undertaken due to financial concerns, a new mission, or new leadership. Campuses usually complete a program prioritization and then do not do another for a few years. Although program prioritization is necessary and important for many campuses, it is less likely to concern itself with assessment and therefore is not the topic of this paper. Faculty are rightfully not excited about program prioritization and therefore it may be a best practice (if not a popular practice) to have program prioritization completed on a timeframe such as every seven to ten years so that it seems less like a “crisis” when it happens and more like business as usual.¹

Shared Definitions: Some campuses may do all three of these processes, some campuses only one of these activities, and some campuses may alternate or vary these processes. It is essential that institutions know what they do and when they do them and call them by the correct name. Calling a program review, a program prioritization is not correct and could create a false sense of alarm. And calling a program prioritization a program review, is not correct and could create a lack of transparency and honesty about the desired information and outcome. To be a bit controversial, (because what good is a paper without some controversy?), an administrator may think a campus is doing prioritization when it is only doing review and a faculty member may think they are doing program review when in fact it is a prioritization. During my research for this paper, I found a very interesting [online report by Hanover](#) (2012) that has some fascinating theories and strategies about best practices in program review. They call this report a program review, but I would argue it is most definitely a program prioritization process. The point is that your campus community needs to decide for yourself what the different elements are and are not.

Assessment: The purpose of this paper is to explore how assessment can be included in program reviews. If the institution decides that assessment does not fit into program review, then there needs to be articulation of the goals of the program reviews with program assessment reports occurring on a different time frame.

Just to be clear, let’s briefly define assessment. One issue with assessment is the multitude of definitions and examples. Psychologists and counselors use assessment to describe the initial activities for examining an individual to determine concerns or issues. Assessment can also be used strictly in the classroom for activities such as tests and papers. Assessments in the classroom lead many faculty to think, “Well of course I do assessment, I give tests and a final paper.” And then many accreditors (who should know better!) use the

¹For an excellent book on program prioritization, please see Dickeson, R.C. (2010). *Prioritizing academic programs and services: Reallocating resources to achieve dstrategic balance*. Hoboken, NJ: John Wiley and Sons.



language of assessment data/outcome data when they really do not mean student learning outcomes, and instead mean outcomes such as retention, persistence, and graduation rates. It is not surprising that we have difficulty with our assessment efforts with so many different denotations and connotations floating around. When assessment experts (or those of us who actually read the books, attend the conferences, and truly care about this work) define assessment, we usually mean student learning outcomes and the associated process of ensuring we are meeting the benchmarks or objectives we stated.

One thing most experts agree upon is that assessment is more than a grade. A student can earn a “C” in a class, but that tells us little about why they earned the “C.” Did they achieve the learning outcomes and truly reach the level we wanted on some construct (e.g., critical thinking) but simply not attend class or not do well on low-level knowledge-based exams? Or did the student earn a “C” because they did all the work, were there every day, and memorized information to pass the exams, but actually did not exhibit critical thinking on the final paper or project? These are two very different reasons for the “C” and raise confusion on student learning. So, to put it simply, grades are a good measure for grading but not a good measure for student learning outcomes.²

To define assessment just a bit more before we get into the role of assessment in program review, assessment can take place at three levels:

- The course level, what happens in individual classes (e.g., a paper, an exam, etc.)
- The program level, what happens in a program (e.g., aggregated assignments, pre/post tests, graduate school placement, etc.).
- And the institutional level, what happens across the institution (e.g., rubrics attached to assignments, surveys, etc.).

To further muddy the waters, one item or project could be assessed and aggregated at the course level, information from which could be used for the program level, and finally it could be used for the institutional level as well or the co-curricular.³

Question and Discussion #2:

What do Your Accreditation Organizations Have to Say? Aligning with External Accountability Requirements.

Every program on a campus should do a program review to ensure they are meeting their stated student learning outcomes. Many programs (e.g. nursing, business, athletic training, education) are externally accredited and typically have a history of assessment activities because it is required. While assessment is for much more than accreditation purposes, it is important to ground conversations in what your accrediting organization says about assessment, outcomes, student learning, and specific criteria or assumed practices they require.

²For more on this topic, see Suskie, L. (2018). *Assessing student learning: A common sense guide*. Hoboken, NJ: John Wiley and Sons; and Suskie, L. (2015). *Five dimensions of quality: A common sense guide to accreditation and accountability*. San Francisco, CA: Jossey-Bass. And for resources on a variety of assessment activities visit the NILOA webpage: <https://www.learningoutcomesassessment.org>

³For more information about levels of assessment, please visit <https://www.aacu.org/sites/default/files/files/publications/LevelsOfAssessment.pdf>

We should engage in assessment at institutions because we care about student learning and continuous improvement. But we also should clearly know what we are required to prove in terms of this work to our accreditors (at the both the program and institutional levels).

I want to emphasize, that we should engage in assessment at institutions because we care about student learning and continuous improvement. But we also should clearly know what we are required to prove in terms of this work to our accreditors (at both the program and institutional levels). For some reluctant faculty and staff, using language from accreditors may be helpful to establish external validity. When faculty or staff ask me why accreditors make “such a big deal about assessment?,” I respond that the accreditors understand the value that the assessment process adds to campuses. Having these discussions allow us to ensure we are providing a high-quality educational experience to students and providing evidence that we do what we say we do and that we do it well.

For example, the Higher Learning Commission requires, under core component four, that “The institution demonstrates responsibility for the quality of its educational programs” and “The institution maintains a practice of regular program reviews.” What the HLC does not say is what “regular” means or what must be included in the program reviews - that is up to the institution to determine and decide.

SACSCOC states that “The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: a.) Student learning outcomes for each of its educational programs, b.) Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs, and c.) Academic and student services that support student success.”

Most accrediting bodies will lay out the criteria and provide some best practices, but allow institutions flexibility in the exact who, what, where, when, and how of program review. Of course, start with the accreditation criteria, but make it work for your campus. The purpose of assessment is not just for accreditation or just to improve your campus, but truly to improve higher education (Kuh et al., 2015).

Question and Discussion #3:

What Will Work for Your Campus: The Why, When, How, Who, and What of Program Review

WHY? Spend some time with your campus deciding on the why. Why are you doing each of these activities? What is the ultimate outcome, why are you doing them? Skipping this step will result in less faculty and staff interest and engagement. And the why should include more than just accreditation compliance.

WHEN? The next question becomes when. I have consulted at campuses trying to simply do too much and conducting assessment every year with little time to reflect, make decisions, try to influence change, and see if the change worked. At McKendree, we used to have assessment reports due every year, but we found this was simply too much. We now have the assessment reports due every other year (on the odd years) and a very brief action plan about what needs to be done every other year (on the even years). For our assessment reports, we fear if we go any longer that assessment may go on the back burner and be ignored which is problematic because good assessment requires constant attention. For our program reviews because of the detail of our review, as well as the use of external reviewers and the amount of time it takes to change curriculum and assess these



changes, we have our programs on seven-year cycles. Seven years may seem like a long-time at first, but doing a program review with quality, with intention, and with time for reflection is likely better than doing program reviews more often with less quality. Quality is usually better than quantity when it comes to assessment initiatives.⁴

HOW and WHO? After definitions and the big picture and timeline are decided, a clear process must be detailed for any activity to be successful. At McKendree we start with a self-study, then an external review committee, and then an action plan. A department will spend almost two years on the entire process. An important part of the how also becomes who should be on the committee(s), who should receive the reports, and who will provide feedback? There should be some form of closing the loop with any report, such that there is feedback and an action response. If feedback or reflection is not built into the process, it likely will not happen and will make the process less valuable. One of the last, but important, questions with the how are the logistics of where they will be submitted, how they will be housed, how long they will be retained, who has access to viewing the reports, etc.

WHAT? Another important part of this “How” quickly becomes the what. For both our assessment reports and our program review, we have a clear and simple template (See related [Appendices](#)). It is important to regularly look at this template and ensure that every part of the required template is valuable and used. Also included in the related [Appendices](#) for this paper is a rubric the committee uses to evaluate the quality of the assessment report. For the program review, we use a narrative approach with external reviewers and committee members providing feedback. Additional [Appendices](#) include the complete McKendree University Program Review Process and links to other institutions with clearly defined program review processes. Also, readers will find a slightly edited completed psychology program review that may be helpful for workshops, training, or ideas.⁵

Question and Discussion #4:

So What? How Will We “Close the Loop” & Engage in Continuous Improvement?

After all of this work to make a process, create a report, and review the report, it is essential that campuses use the results gleaned from any of these reports. There should be opportunities for reflection and sharing built into the process. In addition to reflection, at McKendree University we have a “Closing the Loop” all-day workshop each May where we share data from the institution and/or the programs to support professional development to address areas identified in program review. This is an opportunity for workshops on a variety of topics such as curriculum maps, best practices in assessment, samples of assessment activities, results from surveys, etc. We also have teaching workshops each semester that focus on topics such as using writing rubrics to improve assignments, adding critical thinking assignments, ways to add diversity discussions, etc.⁶

⁴For more information about program reviews and timelines, please visit our McKendree University webpage <https://www.mckendree.edu/offices/provost/academic-program-review.php>

⁵For a detailed summary of program reviews, please see Bresciani, M.J. (2006). *Outcomes-based academic co-curricular program review*. Sterling, VA: Stylus Publishing.

⁶For more information on a useful resource for teaching workshops and encouraging best practices in assessment activities at the course and program level, please see Richmond, A.S, Boysen, G.A, and Gurung, R.A.R. (2016). *An evidence based guide to college and university teaching: Developing the model teacher*. New York, NY: Routledge.

When faculty and staff say they do not like assessment or do not see the value in assessment, I think it is largely because we do not pause to:

1. think about the purpose;
2. ask good questions; and
3. be truly willing to change curriculum, course offerings, assignments, etc. for the good of the student.

In recent years, we have been more intentional with adding student affairs to our assessment activities and in our teaching workshops. The issue of assessment, program reviews and student affairs is worthy of a separate white paper, but for a good overview of program review in student affairs please visit: Council for the Advancement of Standards Program Review Standards for Student Affairs <https://www.cas.edu/programreview> or see Henning, Robbins, and Andes (2020) paper.

When we keep the focus on student learning and continuous improvement, the program review process evolves to ensure that we are getting the information we need. Essentially a process of meta-assessment starts to occur when you assess your assessment efforts.

When faculty and staff say they do not like assessment or do not see the value in assessment, I think it is largely because we do not pause to: 1) think about the purpose; 2) ask good questions; and 3) be truly willing to change curriculum, course offerings, assignments, etc. for the good of the student. Many times, when I work with faculty at various campuses, the faculty are more concerned about the courses they want to teach and the assignments they want to do, as opposed to being concerned with student learning—a shared responsibility between students and faculty. It takes a great deal of reflection and willingness to change for assessment to truly work and lead to continuous improvement.

Question and Discussion #5: Forewarned is Forearmed: What are the Potential Problems?

For the last ten years I have reviewed and consulted with between 50 and 100 institutions. And as much as I believe in the power of assessment, belief in the process of assessment is not universal. We have a problem and part of that problem has been bad assessment processes that start when you do not begin with questions and design the right processes from the start. My psychology background has been immensely helpful as I try to understand the resistance to assessment across faculty and staff. Reasons can range from simple laziness (who wants more work?) to an overarching distrust of administration and all things that come from the Provost's office, to more valid reasons such as “we do all of this work for nothing”. Below are my top 11 (tongue-in-cheek) issues and challenges.

#11. The “Maybe assessment will just go away” hope.

Let's face it, in academia things come and go. We were all excited about MOOCs a few years ago, and then we all ‘flipped’ over the flipped classroom, and let's not forget clickers. So yes, the idea that assessment is just another trend could have been true 30 years ago, but it is here to stay. But hey, maybe the new Provost won't care about it! Further, a significant book about assessing academic programs came out in 2004, so let's be clear, assessment in programs is nothing new (Allen, 2004).

#10. The “Just get it done!” check off/check out.

You get the memo, we have to do a program review. Let's not think, reflect, or get the program together. We are all busy faculty with teaching, advising, service, research, let's just assign it to someone to get it done. Not doing a good job just means you won't be asked to be on the committee!



#9. The not “Closing the loop” loophole

You do the program review, turn it into the Provost in May and you never look at again until the next time it is due. The data may be collected, but it is never used, it is never reflected upon, and nothing is ever done to improve learning. However, you are very good about submitting a report on time! If we don't use the data and close the loop, then assessment really isn't worth it. If assessment falls in the forest and no one is there to use the data, did it make a noise?

#8. The “Turn in last year's report!” scheme

If we don't get rewarded or punished for our program reviews or assessment reports, no one is looking at these things anyway, just turn in the report from last year. Even worse, I have heard that faculty have plagiarized other people's reports internally or externally! The same faculty that would be horrified if a student turned in the same paper twice, don't see any harm doing it themselves.

#7. The “Lost in the dean's office” blackhole

Part of the reason that faculty may not care about assessment or program reports is if they submit them and never receive any feedback. If programs are not rewarded (or punished) and it just seems like reports go into the blackhole along with surveys, the NSSE reports, and all other things we collect, why should we care? How many wonderful, useful surveys and results are just sitting dusty on a desk somewhere or stashed in a file cabinet or lost in a shared folder?

#6. The “That's the chair's job” mindset

The best part of a program review is the program getting together and defining goals, talking about courses and talking about what matters, so if just one person (e.g., the chair) does it, that defeats the entire purpose. Part of assessment is not just the outcome or end result, it is the messy, democratic, discussion process. Allow time for this to happen (but not too much time).

#5. The “Who made this template?” distraction

It is essential to have a template to help guide people and to help standardize the process. But complaining about the template can be a distraction technique. Have a set timeline for when, where, and who can change the templates occasionally. This is closely related to “who made this rubric.” It is so much more fun to just complain about a rubric than to actually use it and try to improve student learning.

#4. The “Anything goes” no template game plan

Some argue that every department and program is unique so no template can capture what they are doing. Even if you have a template or rubric that needs work, that is better than having the Education department turn in a 290-page report and the mathematics department turn in a five-page Excel spreadsheet. You need a template for the report, and you need a template to provide feedback. These templates should be reviewed on a cycle (and that cycle is not every year!).

#3. The “Next year we will address it...” procrastinator's promise

Change in academia is slow, academics like to say they need more information, they need to look at other schools, they need to revise the rubric, they need to design a new course, they promise to do it tomorrow—and tomorrow never comes! A timeline needs enough time to do quality work, but a short enough time to get work done.

The best part of a program review is the program getting together and defining goals, talking about courses and talking about what matters, so if just one person (e.g., the chair) does it, that defeats the entire purpose.

#2. The “What are they going to do to me if I don’t” dilemma

In academia we rely on the intrinsic motivation and good faith of most people. But sometimes people (faculty, staff, and administrators) don’t want to do this work. They may be busy with other important tasks or simply don’t prioritize this work. It is hard to punish or reward assessment activities, but institutions should work on ways to encourage quality reports and not let people off the hook for ignoring their obligations.

#1. The “Burnout your best people” problem

And finally, how do we reward people who go above and beyond or who always seem to be doing this work? Institutions should look for ways, even simple ways, to reward best practice. Some institutions actually have small monetary rewards for programs that complete the best reports, and these modest funds can be used for equipment, research, travel, etc. Other institutions may invite their most engaged faculty and staff to assessment or accreditation conferences—this serves as a reward while building institutional capacity. Finally, even a small gesture such as thank you from the President, a free lunch, or a small token of appreciation can go a long way. Every institution has that top 10% of people who are always doing their best in teaching, research, service, advising, assessment, and other tasks—your final question and discussion should be about creating a system that acknowledges and rewards these people.

Wrap-Up

After you have a process in place, it may be helpful to reflect on what problems still exist on your campus and what you can do to assist in removing these issues (and of course you may encounter even more challenges). This white paper provided an overview of best practices in program reviews and the importance of including assessment in these reports. The [Appendices](#) should be useful as starting points or comparisons. The following questions and discussion questions should help to guide the process. Best wishes on your continuous improvement journey.

Question and Discussion #1: What are we even talking about? Developing shared definitions.

Question and Discussion #2: What do your accreditation organizations have to say? Aligning with external accountability requirements.

Question and Discussion #3: What will work for your campus: The why, when, how, who, and what of program review?

Question and Discussion #4: So What? How will we “Close the Loop” and engage in Continuous Improvement?

Question and Discussion #5: Forewarned is forearmed: What are the potential problems?

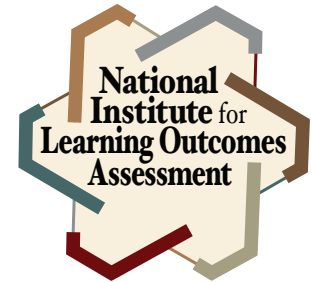


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About NILOA

- The National Institute for Learning Outcomes Assessment (NILOA) was established in December 2008.
- NILOA is co-located at the University of Illinois and Indiana University.
- The NILOA website contains free assessment resources and can be found at <http://www.learningoutcomesassessment.org>.
- The NILOA research team has scanned institutional websites, surveyed chief academic officers, and commissioned a series of occasional papers.
- NILOA's Founding Director, George Kuh, founded the National Survey for Student Engagement (NSSE).
- The other co-principal investigator for NILOA, Stanley Ikenberry, was president of the University of Illinois from 1979 to 1995 and of the American Council of Education from 1996 to 2001.



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