

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

MINUTES

Thursday, February 4, 2021

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

Board

Participants: Mr. Dubow, Mr. Epps

College

Members: Ms. de Fries, Ms. Di Gregorio, Dr. Generals, Dr. Hirsch, Dr. Roberts, Dr. Thomas

Cabinet

Members: Dr. Zanjani, Ms. Zellers

Attendees: Dr. Gay, Ms. Maynard

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of January 7, 2021

The minutes were approved unanimously.

(b) Catto Scholarship

Dr. Thomas provided information on the Catto Scholarship and addressed four aspects of the program: investment, scholarship, impact, and portrait of the scholars. The City will invest \$47.4 million over the five-year plan. The program will serve 4,500 at full enrollment over that period; this estimate is based on past enrollment patterns. Building on the education continuum from pre-K to community school to the school district and then to a postsecondary credential can lead to better economic outcome for the City and can positively impact retention for those students who would otherwise not attend because of needing to work. Dr. Thomas described the

eligibility requirements for students to take part, including residency, high school diploma, FAFSA, family contribution, and placement for English and math.

Supports go beyond the classroom and include the last dollar scholarship; free bridge program to ensure college “readiness”; and basic needs supports. The basic needs support totals \$1,500 per semester and provides for books/course materials, food, and transportation. The program works with Single Stop to determine challenges students may have (such as childcare challenges). There is a full support staff providing wrap-around services, with more staff being added in other key areas. The Catto Scholarship staff includes an executive director, an associate director, three success coaches, a Single Stop specialist, and a research analyst, with other positions in the process of being filled. The program is working to ensure the staff mirror the student make-up. Regarding impact, it is expected that the retention rate will increase by 15 percentage points over the current level from one term to another, while the three-year completion rate will increase to 25% by 2025. For all outcomes, an equity lens will be applied to close gaps.

The overall College student population mirrors the City’s population in many ways, and it is expected and will be monitored so that the Catto scholars also mirror the City. As of February 3rd, 95 students have been designated as Catto scholars. The map of zip codes represented by Catto students shows that there is a solid distribution of students across high schools and zip codes. The attached PowerPoint presentation contains additional information on average expected family contributions (EFC) (disaggregated by race) and age. The majority of students are younger than 20 years old, and African-American females comprise the largest group. There are 25 programs of study represented across the 95 Catto students; the most popular are Health Care Studies, Liberal Arts, and Criminal Justice. Regarding placement, most students placed into developmental math (FNMT 016, 017, or 019) and into college-level English that requires a reading/writing support course. Almost half (47%) of the Catto scholars work; most have indicated that they want to work or to continue to work.

It is expected that the program should be at full enrollment (120 students) by the beginning of the second 7-week session. Several students are currently going through the verification process, which has many steps. The program is working with Admissions in Enrollment Management to help students through the verification process. Feedback from eligible students who are not taking part shows that some students simply cannot afford to not work full-time, while some students did not want to start their first year fully online. Many high school students graduating this year are interested in starting in the upcoming fall semester.

(c) Middle States Standards for Accreditation – Standards 3, 4, 5

Dr. Hirsch gave an overview of the standards for accreditation from the Middle States Commission on Higher Education that align with the Committee’s work. All standards now contain an assessment criterion. Standard III (Design and Delivery of

the Student Learning Experience) requires that an institution provide students with an experience that is rigorous, regardless of how it is delivered (e.g., modality, part of term). Dr. Hirsch directed the Committee through the criteria for this standard, which address: programs with coherent curricula that foster student learning; faculty and professional development; publicizing of programs of study; supports and resources; general education (which the College has recently revised to align with Middle States' expectations); 3rd party providers; and assessment. This standard addresses academic program reviews. Standard IV addresses support of the student experience. These criteria encompass: admissions and onboarding; articulation agreements; confidential record-keeping; extra-curricular opportunities; 3rd party providers; and assessment. Standard V addresses educational effectiveness assessment and is a significant component of the self-study. These criteria cover: assessment of learning objectives and goals; a systematic assessment process; using results for improvements (with multiple areas specified); 3rd party providers; and assessment. For each standard, the working groups will be developing research questions that will be addressed in the self-study and will demonstrate compliance with accreditation standards.

(d) College Credit Momentum KPIs

As part of Guided Pathways, the College has been working with the Community College Research Center (CCRC), which has developed momentum key performance indicators (KPIs). The College submits updated data every February. The data presented here is a follow-up to the line graph the Board had seen of Alamo College's data and deemed helpful to review. The first slide presents data on credit accumulation. Research has shown that when students accumulate more credits early in their studies, they are more likely to continue and complete. The data includes both full- and part-time students. There have been increases since 2015-16, when the College began its Pathways work. When the College reviews the data, it must also look at the possible causes. For instance, the KPI for earning 6+ college credits in the first term spiked in 2016, which was when the College made changes to English and math placement.

The second slide presents data on completion rates based on credit accumulation. For each metric, students who met the KPI (6+ college credits in 1st term; 15+ college credits in year 1; etc.) had a higher likelihood of completing their degree within three years. For instance, 46.8% of the Fall 2017 cohort who had earned at least 24 college credits in their first year completed their degree; of those students in the same cohort who earned fewer than 24 credits in their first year, only 5.1% completed their degree within three years.

The third slide provides data on completion of college-level math and/or English in year 1. This metric has proven the most challenging. Regarding completion of college-level English, there were increases for the Fall 2017 cohort when the co-requisite model was first piloted, and again in Fall 2018 when it was fully implemented. However, the percent of students in the Fall 2019 cohort who

completed college-level English in their first year decreased; this may be due to the COVID-19 disruption in Spring 2020. There will be a follow-up to look more closely at the increases in college-level Math completion, including examining disaggregated data. Additional data will be presented to the Committee, including looking at outcomes for career and for transfer programs. Dr. Generals noted that assessment at the College comprises a multi-tiered and complex system. This system includes assessing course learning outcomes and program learning outcomes to determine specific possible areas for improvement. Dr. Hirsch explained that assessing support services is also part of this system, which is made more complex because of the number of programs and supports the College offers.

Dr. Hirsch then gave a short overview of some recent significant outcomes. When instruction was moved to be completely online last March, this impacted health programs which could not be completely remote, including Dental Hygiene and Diagnostic Medical Imaging (DMI). The College was able to make adjustments to ensure that learning continued in the fall semester. Board exams for both the Dental Hygiene and DMI programs took place in January 2021; 100% of the College's students taking these exams passed them. Additionally, the first cohort for the post-baccalaureate nursing program completed their program in December 2020; all 18 students who took the NCLEX passed that exam. These three programs are examples of how the College was able to come together quickly to effectively support students.

(e) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for March 4, 2021 at 1:00 p.m. via Zoom.

Attachments:

Minutes of January 7, 2021

Octavius Catto Scholarship PowerPoint presentation

Middle States Commission on Higher Education (MSCHE): Standards of Accreditation and Requirements of Affiliation

College Credit Momentum KPIs

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Thursday, January 7, 2021

1:00 p.m.

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Presiding: Ms. Fulmore-Townsend

Committee

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

College

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

Cabinet

Members: Ms. Zellers

Guests: Mr. Acosta-Morales, Ms. Gordon, Dr. Kahn, Mr. Musumeci, Mr. Prejsnar,
Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of November 5, 2020

The minutes were approved unanimously.

(b) Academic Program Review: Religious Studies (A.A. Degree)

Ms. Gordon (Office of Assessment and Evaluation) noted the following for the Religious Studies program: it was previously called Liberal Arts: Religious Studies option; it became an independent degree program in 2014; and enrollment has been shrinking. Detailed assessments are clearly taking place, but there is a lack of documentation regarding actions taken based on assessment data. Recommendations for this Academic Program Review replicate those from the review five years ago. This indicates that the program continues to face the same challenges. As such, it is being recommended that the program be discontinued, that Religious Studies courses still be offered, and that a Religious Studies proficiency certificate be an option for Liberal Arts students. If the program is not discontinued, then it needs to address the recommendations which mirror those in the last report regarding enrollments, transfer rates, assessments, etc.

Dr. Sweet (Dean of the Liberal Studies Division) said that low enrollments were not a result of the program's efforts, which have been extensive but had limited effect. Mr. Prejsnar (Program Coordinator and Assistant Professor) highlighted the program's outreach efforts (including with the Presbyterian Historical Society) and the development of a new course and proficiency certificate. In regard to the Presbyterian Historical Society, a student recently had a paid internship with them and wrote a series of articles for their website. The Committee expressed its appreciation for Mr. Prejsnar's efforts and dedication. With discontinuing the Program, the College will use established protocols for a discontinued program which include contacting students to alert them and offer options such as completing the program or moving to a different program.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees discontinue the Religious Studies AA. program.

(c) Academic Program Review Follow-Up Report: International Studies (A.A. Degree)

Dr. Sweet explained that there was a full audit of the program two years ago and since then the program has been working on recommendations from the review and implementing changes. Dr. Khan (Program Coordinator and Assistant Professor) described how one central recommendation was to establish an identity for the program to distinguish it from other Liberal Studies programs. To those ends, the program has created a course which introduces students to the field of global studies, Introduction to Global Studies 101, and is considering a second Global Studies course. The second recommendation was to revise the program learning outcomes, which the program has done. Dr. Kahn has developed a listserv to easily reach out to students. The program is also considering partnering up with 4-year institutions; for example, Drexel and CCP have decided to apply for a grant together. Regarding the recommendation to expand and build relationships with businesses, Dr. Kahn has spoken with the director of the College's Power Up Your Business program who provided several useful suggestions. By increasing these relationships with businesses, students who want to enter the workforce have more options. The program is showing the community how it is preparing students for the global market that exists in Philadelphia. With the recent program developments, students with this degree who transfer to a 4-year institution will have been properly trained for the field.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review follow-up report for the International Studies A.A. program with approval for five years.

(d) Student Outcome Data

The student outcome data presented is a continuation of the review from the summer. The demographic data shows the number of students who took online courses in

Summer 2019 and those in Summer 2020. The number of students for Summer 2019 is smaller than for 2020 because the data is for online courses only and most courses in 2019 were in person. The data is disaggregated for race/ethnicity and for gender. An analysis of grades for online courses was also completed, looking at passing grades (A/B/C/P), lower or non-passing grades (MP/D/F/FS) and for incompletes and withdrawals, with data disaggregated by race/ethnicity. For the most part, students did at least as well in Summer 2020 as they did in 2019 and there was a decrease in MP/D/F/FS grades. Disparities still exist between African American and Hispanic students and White students. Strategies continue to be put in place to address these gaps. In Summer 2020, there was more personalized outreach to students. Virtual support services were also in place for Summer 2020. The College closely monitored flags and communications raised by faculty in Starfish, which resulted in more follow-up with students. The College provided in-depth training for faculty who had not taught online before and for students to help them prepare for online learning.

(e) Requested Information

Career Program Advisory Committee Membership

Dr. Hirsch presented information on career program advisory committees. The list of advisory committee members provides an overview of the business partnerships programs have. Diversity, equity, and inclusion have been a focus for the last two years, including in regards to breadth of businesses and representation. There should be active engagement among the advisory committees, including mentoring students, providing contacts for jobs, and offering work-based learning opportunities for students during their studies. Being on an advisory committee can benefit businesses; Allied Health advisory committees have members looking for future employees. Faculty also participate in the advisory committee meetings, further strengthening relations between businesses and programs. Department heads work with faculty to develop meeting agendas and determine what should be discussed. Dr. Hirsch stated that a goal is to develop a website for advisory committees so that this information is available to everyone.

Career Connections Employers by Program Map

The handout shows the relationships with employers by Academic Pathway. Career Connections has this information in a database with program connections; the database allows them to find gaps. Since a wide variety of programs need support, Career Connections works with the deans and the Vice President to determine what the Career Coordinators should prioritize. The handout has the number of employers with whom the College is already working, the number of prospective employers, and the number of students by program. The committee noted that information about the size and diversity of the employers would be helpful. Ms. Fulmore-Townsend requested that committee members consider what guidance and insights they can offer.

(f) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for February 4, 2021 at 1:00 p.m. via Zoom.

Attachments:

Minutes of November 5, 2020

APR Executive Summary: Religious Studies

APR Executive Summary and Follow-up Report: International Studies

PowerPoint Online 7 Week

Career Programs Advisory Committees 2020

Career Connections Employers by Program Map



Standards for **Accreditation and** **Requirements of** **Affiliation**

Thirteenth Edition

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Revised for clarification with editorial changes, May 2015

Revised for clarification with editorial changes to the Requirements of Affiliation, November 2015.

Standards for Accreditation and Requirements of Affiliation replaces all the earlier editions of Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation: 1919, 1941, 1953, 1957, 1971, 1978, 1982, 1988, 1989, 1994, 2002, and those revised with editorial changes in 2006, 2007, 2008 and 2011.

Permission is granted to colleges and universities within the jurisdiction of the Middle States Commission on Higher Education to photocopy this handbook for the purpose of institutional self-study and peer review. The text of this publication also may be downloaded from the Commission's website at www.msche.org/standards.

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Preamble

Statement Regarding the Purpose of and Commitment to Accreditation

by the Middle States Commission on Higher Education

An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. The Middle States Commission on Higher Education (MSCHE), through accreditation, mandates that its member institutions meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, and this permits them to state with confidence: “Our students are well-served; society is well-served.”

Introduction

Middle States Commission on Higher Education accreditation is an expression of confidence in an institution's mission and goals, its performance, and its resources. An institution is accredited when the educational community has verified that its goals are achieved through self-regulation and peer review. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to striving for and achieving excellence in its endeavors.

The Middle States Commission on Higher Education Accreditation Standards and Requirements of Affiliation are comprised of the enclosed seven standards and 15 requirements which serve as an ongoing guide for those institutions considering application for membership, those accepted as candidate institutions, and those accredited institutions engaged in self-review and peer evaluation. Accredited institutions are expected to demonstrate compliance with these standards and requirements, to conduct their activities in a manner consistent with the standards and requirements, and to engage in ongoing processes of self-review and improvement.

Four principles guided the development of these standards: first, the mission-centric standards acknowledge the diversity of institutions; second, the focus of the standards is on the student learning experience; third, the standards emphasize institutional assessment and assessment of student learning; fourth, the standards support innovation as an essential part of continuous institutional improvement. These standards affirm that the individual mission and goals of each institution remain the context within which these accreditation standards are applied. They emphasize functions rather than specific structures, recognizing that there are many different models for educational and operational excellence.

Each standard is expressed in one or two sentences and is then followed by criteria. The criteria specify characteristics or qualities that encompass the standard. Institutions and evaluators will use these criteria together with the standards, within the context of institutional mission, to demonstrate or determine compliance. Institutions and evaluators should not use the criteria as a checklist.

Requirements of Affiliation

To be eligible for, to achieve, and to maintain Middle States Commission on Higher Education accreditation, an institution must demonstrate that it fully meets the following Requirements of Affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during any other evaluation of the institution's compliance. Once eligibility is established, an institution then must demonstrate on an ongoing basis that it meets the standards for accreditation.

1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.

Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

2. The institution is operational, with students actively enrolled in its degree programs.
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the

evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.

4. The institution's representatives communicate with the Commission in English, both orally and in writing.
5. The institution complies with all applicable government (usually Federal and state) laws and regulations.
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.
7. The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education.
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.
10. Institutional planning integrates goals for academic and institutional effectiveness

Requirements of Affiliation cont.

and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.
14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Standard I

Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:
 - a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
 - b. address external as well as internal contexts and constituencies;
 - c. are approved and supported by the governing body;
 - d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
 - e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
 - f. are publicized and widely known by the institution's internal stakeholders;
 - g. are periodically evaluated;
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and
4. periodic assessment of mission and goals to ensure they are relevant and achievable.

Standard II

Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;
7. as appropriate to its mission, services or programs in place:
 - a. to promote affordability and accessibility;
 - b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
 - a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
 - b. the institution's compliance with the Commission's Requirements of Affiliation;
 - c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
 - d. the institution's compliance with the Commission's policies; and
9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Standard III

Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;
2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
 - a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
 - b. qualified for the positions they hold and the work they do;
 - c. sufficient in number;
 - d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
 - e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;
5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
 - a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
 - b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and

Standard III cont.

- c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;
- 6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;
- 7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and
- 8. periodic assessment of the effectiveness of programs providing student learning opportunities.

Standard IV

Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:
 - a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
 - b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;
 - c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
 - d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;
2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and
6. periodic assessment of the effectiveness of programs supporting the student experience.

Standard V

Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
 2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
 - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
 - c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
 3. consideration and use of assessment results for the improvement of educational effectiveness.
- Consistent with the institution's mission, such uses include some combination of the following:
- a. assisting students in improving their learning;
 - b. improving pedagogy and curriculum;
 - c. reviewing and revising academic programs and support services;
 - d. planning, conducting, and supporting a range of professional development activities;
 - e. planning and budgeting for the provision of academic programs and services;
 - f. informing appropriate constituents about the institution and its programs;
 - g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
 - h. implementing other processes and procedures designed to improve educational programs and services;
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
 5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Standard VI

Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. institutional objectives, both institution- wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/ objectives;
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;
5. well-defined decision-making processes and clear assignment of responsibility and accountability;
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Standard VII

Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;
2. a legally constituted governing body that:
 - a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;
 - b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;
 - c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;
 - d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;
 - e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
 - f. appoints and regularly evaluates the performance of the Chief Executive Officer;
 - g. is informed in all its operations by principles of good practice in board governance;
 - h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;
 - i. supports the Chief Executive Officer in maintaining the autonomy of the institution;

Standard VII cont.

3. Chief Executive Officer who:
 - a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;
 - b. has appropriate credentials and professional experience consistent with the mission of the organization;
 - c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;
 - d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;
4. an administration possessing or demonstrating:
 - a. an organizational structure that is clearly documented and that clearly defines reporting relationships;
 - b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;
5. periodic assessment of the effectiveness of governance, leadership, and administration.
 - c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;
 - d. skills, time, assistance, technology, and information systems expertise required to perform their duties;
 - e. regular engagement with faculty and students in advancing the institution's goals and objectives;
 - f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and

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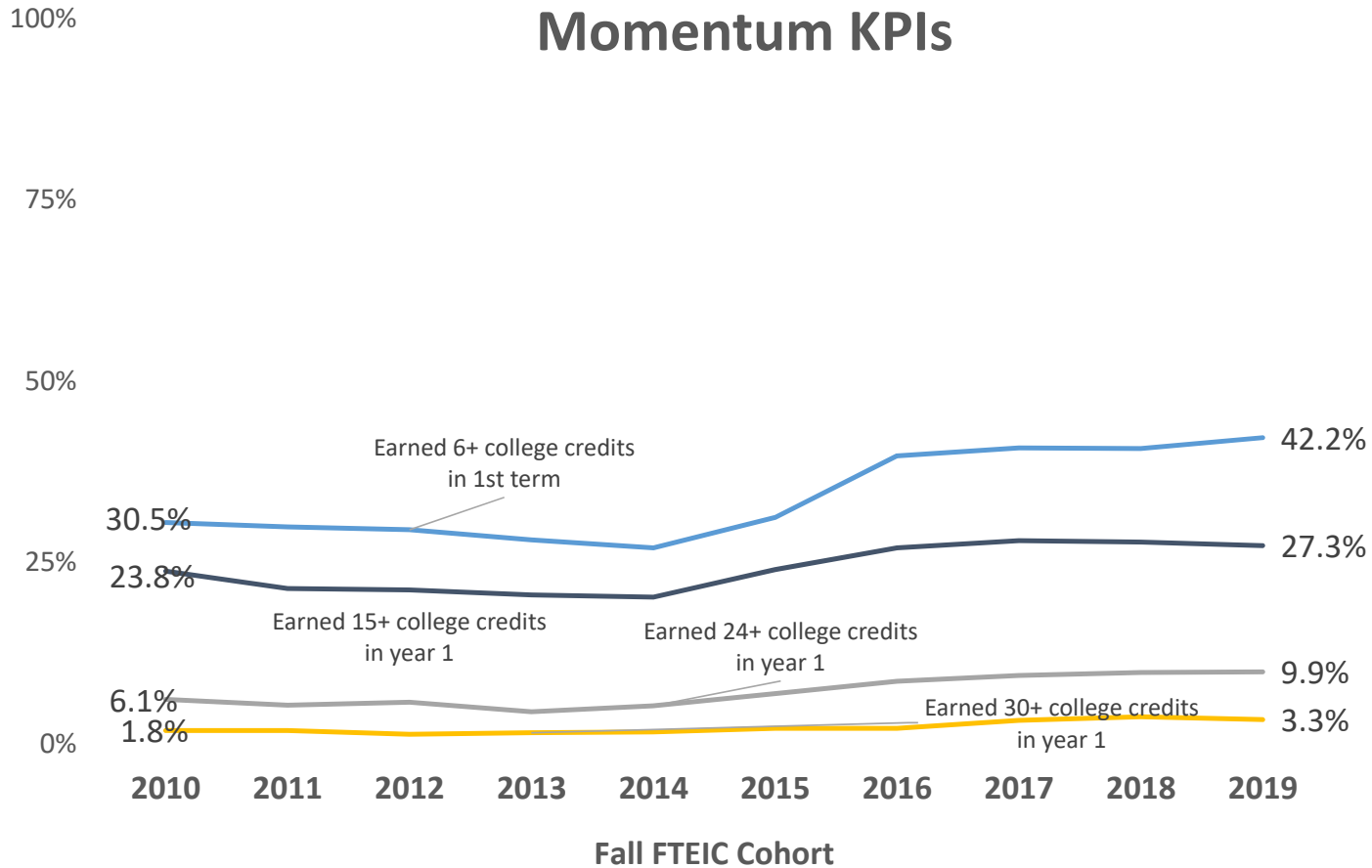
Questions?

info@msche.org

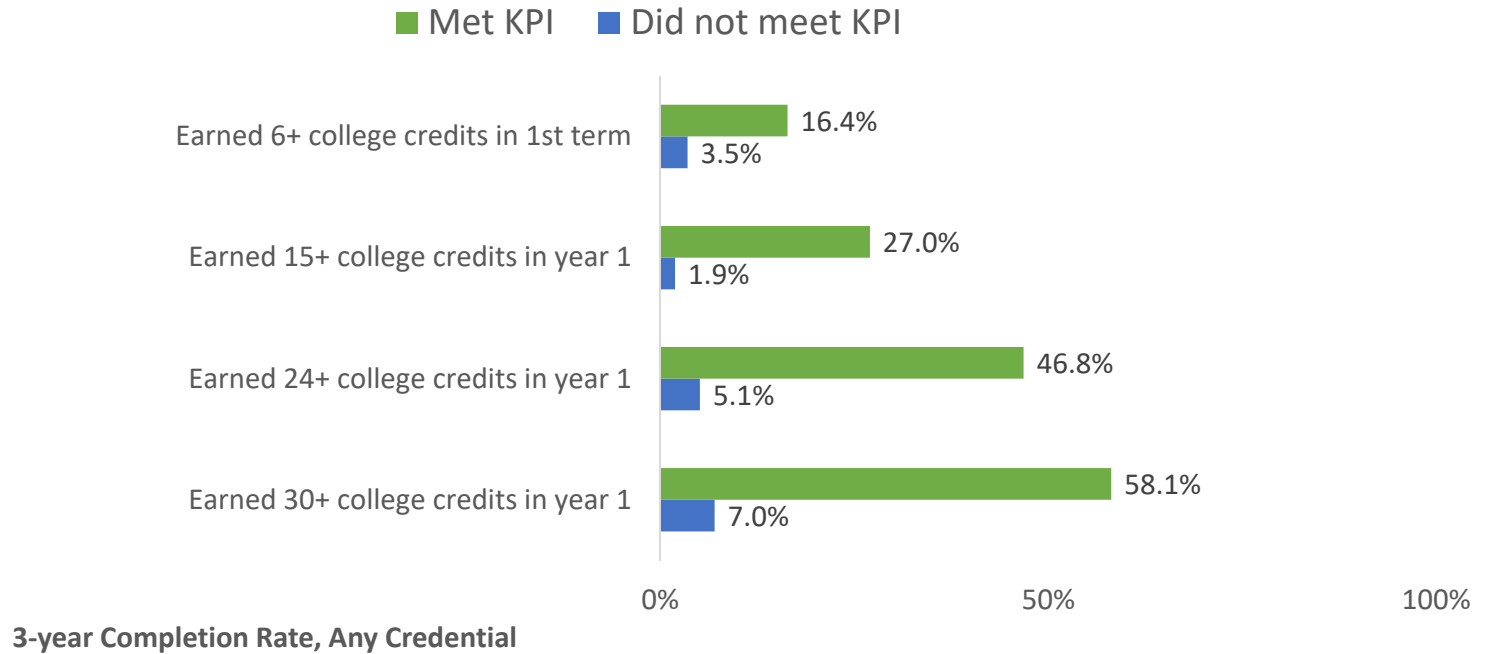


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Community College of Philadelphia Credit Momentum KPIs

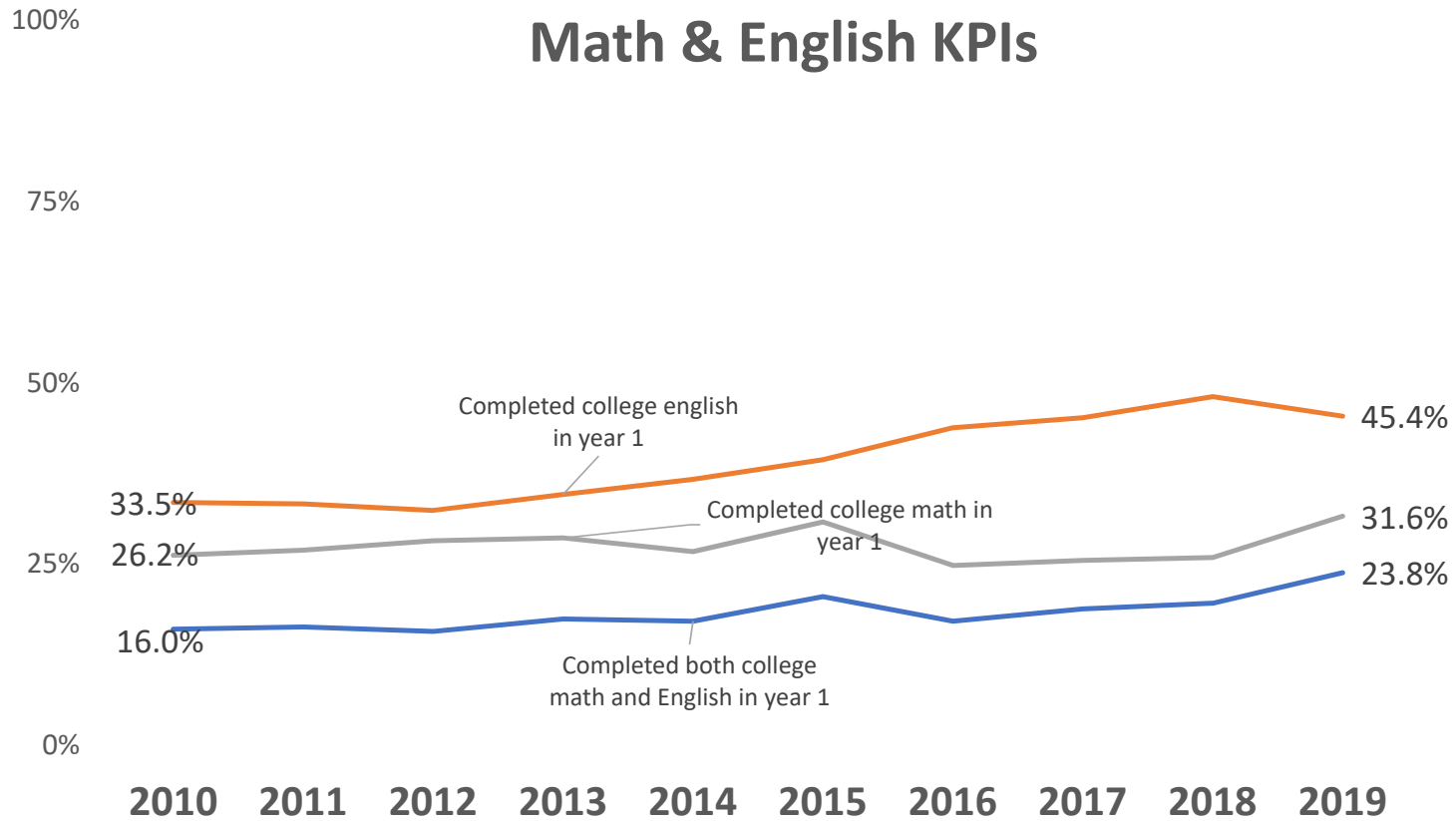


Community College of Philadelphia 3-year Completion Rates by KPI Status



Note: Graphs shows comparison rates for Fall 2017 FTEIC entrants (part time and full time) who completed with any credential within three years, disaggregated by whether or not students met particular KPI definition in their first year. For example, 16.4% of students who earned 6+ college credits in their first term completed within three years.

Community College of Philadelphia Gateway Math & English KPIs



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Contents

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The Investment

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Portrait of a Catto Scholar






Investing in Quality Education for All



Investing in the Transformative Power of Education

- The City is investing **\$47.4M over the Five Year Plan** in the Catto Scholarship (\$4.8M in FY 21)
 - Approximately 4,500 students over five years can benefit
 - Builds on the City's investments in PreK, Community Schools, and the School District to create an **education continuum**
 - Better prepares Philadelphians for **economic prosperity** by gaining a postsecondary credential
 - Tackles the barriers for residents, especially from **low-income households** from starting and completing college
- 




Catto Scholarship Eligibility & Supports



Eligibility*

New, Full-Time Students	
Philadelphia Residency (City resident for at least 12 months)	✓
High School Diploma, Commonwealth Diploma (GED) from: Any high school located in Philadelphia (including PA cyber charter, Homeschool)	✓
Complete FAFSA each year**	✓
Meet Income Eligibility (Expected Family Contribution “EFC” equal to or less than \$8,000)	✓
Enter college-ready or one level below	✓
**Accommodations will be made for undocumented students regarding the FAFSA	

**To maintain eligibility students must participate fully in student supports (advising, tutoring, coaching), make steady progress toward completion of a credential within three years and achieve a 2.0+ GPA by the end of every year.*





Examples of **Eligible** Expected Family Contribution (EFC)

EFC is derived from the information families provide in their FAFSA.

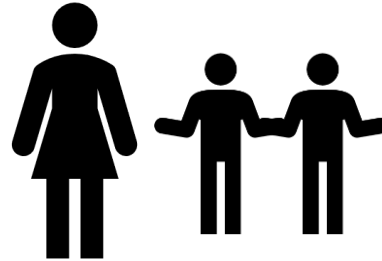
Family of 4
1 child in college



Income = \$64,887

EFC = \$7,080

Family of 3
Single Parent w/
2 children in college



Income = \$83,691

EFC = \$7074

Family of 2
Single Parent w/
1 child in college



Income = \$44,000

EFC = \$2,900



Catto Scholarship - Support Beyond the Classroom

Eligible students will receive:



- **Tuition-free enrollment** via last-dollar aid
- **Free bridge** to ensure “college-readiness”



- Up to **\$1,500 in basic needs supports** each semester
- **Leveraging City resources** for supporting students



- **Support staff** to help students successfully **navigate college**
- Enhanced **counseling and advising supports**



Catto Scholarship Staff

Dr. April Voltz, Executive Director

Dr. Aubria Nance, Associate Director

Mrs. Jazzmin Poole-Prosper, Success Coach

Mr. Frederick Fleming, Success Coach

Mr. Michael DiSalvio, Success Coach

Mr. Keith Watkins, Single Stop Specialist for Catto

Mr. Dominic Nguyen, Research Analyst for Catto (start date 2/8)

Positions in the process of being filled:

Student Success Navigator, Financial Aid Specialist, Academic Advisor,
Career Connections Pathways Coordinator





Impact



“Topline” Outcomes for Catto Scholarship

- Retention rate increase **15 percentage points** over current level from one term to another
- Three-year completion (Graduation) rate increase to **25% by 2025**
- Apply an **equity lens** with the goal of closing the gap so that all population groups are achieving at a high level





The City's College

At Community College of Philadelphia, the student population mirrors the city's population in many ways. For first-time, full-time students:

- 47 percent Black/African American
- 21 percent White
- 15 percent Hispanic
- 17 percent Other

Additionally 52 percent are female and 48 percent are male

Approximately 70 percent of CCP students are eligible for Pell Grant funding.

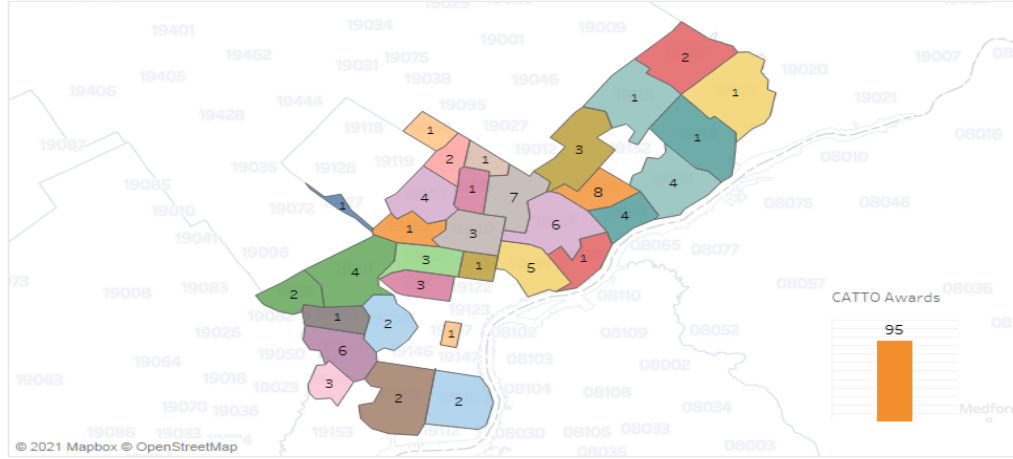




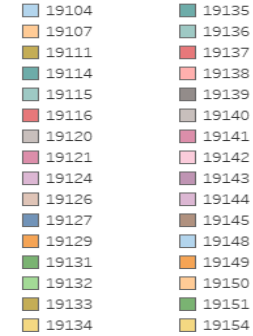
Portrait of a Catto Scholar

Demographics

CATTO Awards



Student Residential Zip Code



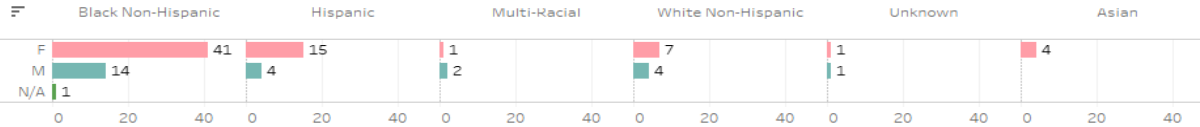
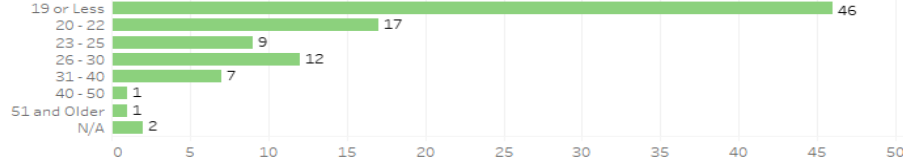
Average CATTQ EFC

White Non-Hispanic	\$1,743
Hispanic	\$975
Black Non-Hispanic	\$828
Unknown	\$77
Multi-Racial	\$0
Asian	\$0

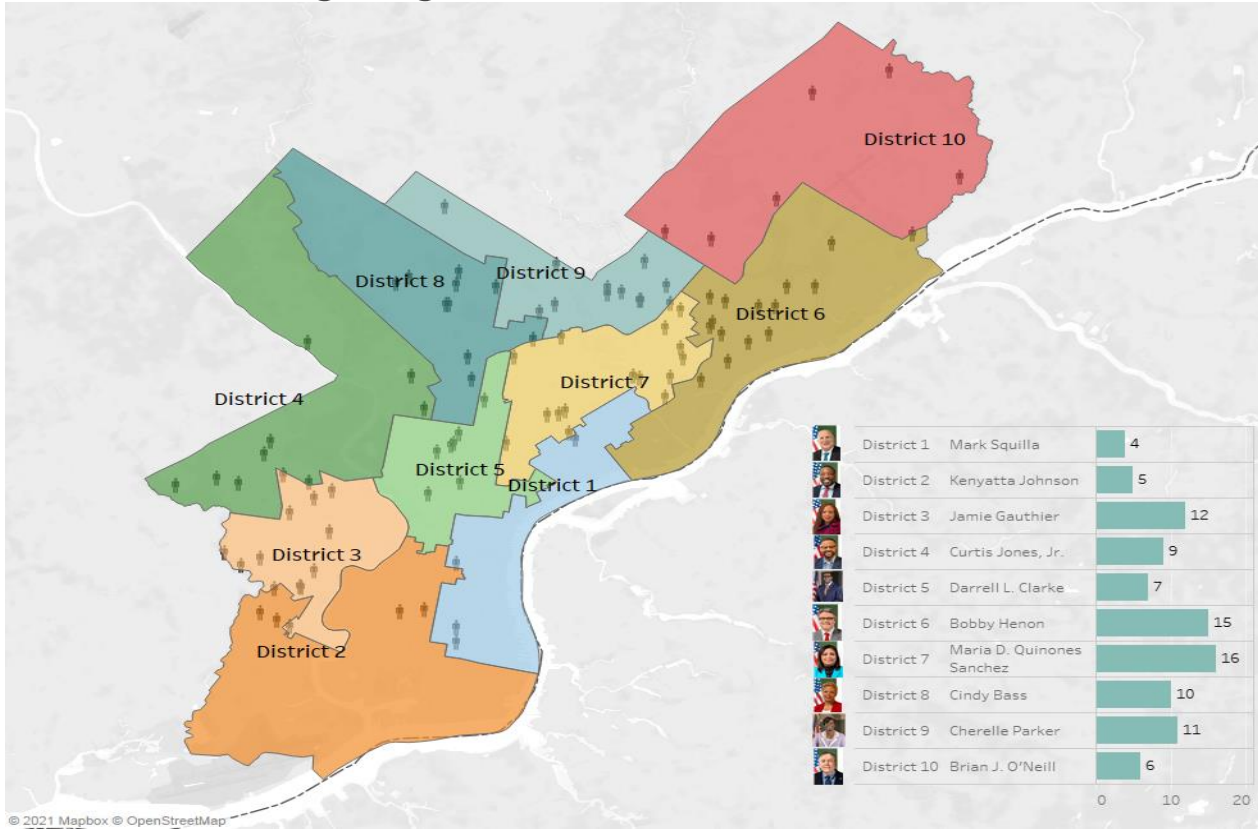
Avg EFC

White Non-Hispanic	\$5,534
Hispanic	\$2,675
Black Non-Hispanic	\$3,079
Unknown	\$2,766
Multi-Racial	Null
Asian	\$2,045

Age



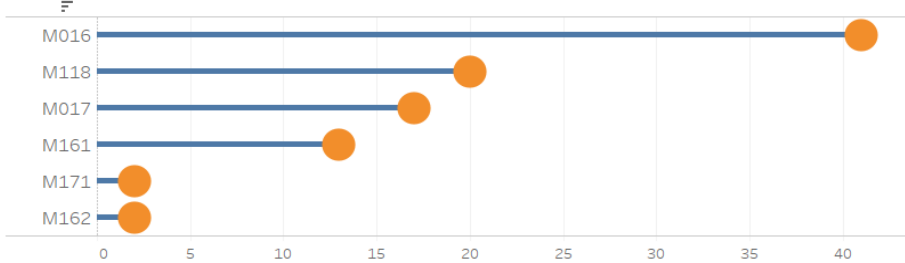
Residency by Council District



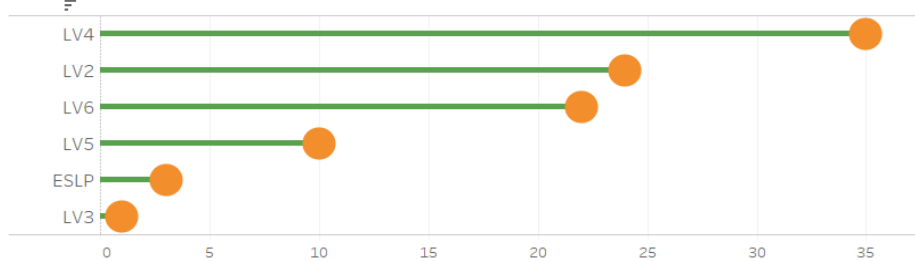
High School, Major and Placement Data



Math Placement



English Placement






Catto Scholar Employment Stats

47% (n=45) Catto Scholars are currently working (11 full-time, 34 part-time).

Additionally,

- 68% (n=65) Catto Scholars expressed plans to continue to/seek work while in college (4 desire full-time, 61 desire part-time).
 - Two (2) Scholars reported that they are attending college because they were furloughed or laid off from their job(s).
- 

“I feel proud of myself and excited to start a new journey... the Catto Scholarship is an amazing idea. Some students might be scared to even think about college because of how much it costs, but now more students will be able to go.”







Contact the Catto Office

cattoscholarship@ccp.edu

Learn more at ccp.edu/catto



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 **OCTAVIUS CATTO
SCHOLARSHIP**

Community College *of* Philadelphia

The graphic features a bronze statue of Octavius Catto in a dark suit, looking upwards and to the right. The background is a dark grey gradient with a yellow diagonal stripe on the right side. The text is white and yellow, with a small bell icon and a scholarship icon.



Questions