

Community College *of* Philadelphia

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, March 4, 2021

1:00 p.m.- 2:30 p.m.

Zoom

AGENDA

- (1) Executive Session
- (2) Public Session
 - (a) Approval of the Minutes of February 4, 2021 (A)
 - (b) Update on Academic Program Review Recommendations: Liberal Arts: Honors and Behavioral Health/ Human Services (I)
 - At the November 5, 2020 meeting of the Student Outcomes Committee of the Board it was unanimously recommended that no action take place regarding the two Academic Program Reviews until the following documented evidence is submitted by the designated due dates for the Committee to determine the future of the programs:
 - Assessment
 - A fully developed systemic assessment plan – Due January 25, 2021
 - Perform full cycle of assessment based on assessment plan and report detailing cycle’s results and next steps– Due June 7, 2021
 - Program Development
 - Perform environmental scan, assessment of need and market analysis – Due February 26, 2021
 - Develop program revision design – Due April 2, 2021
 - Develop revised program – Due September 30, 2021
 - Enrollment Growth Plan
 - Develop and launch enrollment growth plan with emphasis on recruitment, enrollment, retention, and completion based on analysis due in February and revision design– Due June 30, 2021

The Committee asked for an update to be presented at the March committee meeting on the progress made toward meeting the required actions. Information in the attached reports will be discussed concerning the development of an assessment plan and environmental scan.

Guests:

Dr. Chae Sweet, Dean, Liberal Studies

Dr. Pascal Scoles, Professor, Behavioral Health/Human Services (BHHS) and
BHHS Program Coordinator

Dr. Francesca DiRosa, Asst. Professor, BHSS and Head, Department of Psychology,
Education and Human Services

Dr. Sarah Iepson, Associate Professor, Art and Head, Department of Art and
Liberal Arts: Honors Program Coordinator

(c) I Am More: Reentry Engagement Program (D)

The College provides many support programs targeted at specific populations. The presentation for this meeting will focus on the College's recently reorganized Reentry Program.

Guest:

Mr. Derrick Perkins, Director, Student Transition Success Programs

(d) Impact of CARES Act Funds on Student Success (D)

The document presented will provide a descriptive overview and analysis on the relationship between a student receiving CARES Act Funds and student success as defined by persistence. The information provides a high level outline of the association between receiving CARES funds and persistence.

(e) New Business

Attachments:

Minutes of February 4, 2021

Behavioral Health/Human Services Program Review

Liberal Arts: Honors Program Review

I Am More: Reentry Engagement Program

Impact of CARES Act Funds on Student Success

**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

COMMUNITY COLLEGE OF PHILADELPHIA

Academic Program Review Actions

Student Outcomes Committee of the Board

Update on Recommendations: February 25, 2021

Behavioral Health/Human Services

Action: The Student Outcomes Committee unanimously recommends that no action take place until the following documented evidence in three categories is submitted by the designated due dates for the Committee to determine the future of the program:

BHHS Program Leadership

After consideration and conversation with Dr. Sweet, Dean of Liberal Studies, the BHHS program faculty agreed to a change in program leadership. A fresh perspective and a willingness to act is critical to turning the tide for the BHHS program. Dr. Pat Scoles has assumed leadership of the program. Dr. Scoles is Professor in the Behavioral Health/Human Services program and Founder/Director of the Office of Collegiate Recovery, Student Life. He is a Licensed Clinical Social Worker and received his doctorate in Addictions and Health from the University of Pennsylvania (University Scholar), School of Policy and Practice. For more than fifty years, he has been an educator, therapist, teacher, and consultant to treatment facilities, city, and state governments, the criminal justice system, as well as a licensed psychotherapist to chemically dependent individuals and their families. He has published over eighty (80) articles on behavioral health and addiction and three (3) textbooks.

Program Assessment

A fully developed systemic assessment plan – Due January 25, 2021

- Dr. Fran DiRosa, department head and BHHS faculty, created an assessment plan that outlines an assessment plan through Spring 2022. This includes analyzing and following up on assessment data that was collected in 2020 and continued PLO assessment in Spring 2021. These assessments will produce a full cycle of assessment for the program learning outcomes.
- This new plan also includes a complete cycle for course level assessment and a concurrent set of course audits – for relevance, timeliness, and content.

Perform full cycle of assessment based on assessment plan and report detailing cycle's results and next steps– Due June 7, 2021

- As detailed above, the assessment activities from 2020 and this spring will provide a full cycle of assessment that will be analyzed and shared. A set of recommendations based on that assessment will also be provided by June.

Program Development

Perform environmental scan, assessment of need and market analysis – Due February 26, 2021

Abbreviated Summary and Findings from the BHHS Environmental Scan and Market Analysis:

A behavioral health environmental scan refers to collecting and utilizing information regarding events, relationships, and trends in the human services industry. The expectation is that the scan will produce knowledge to help shape BHHS future strategies and objectives. A significant component of the BHHS environmental scan will focus on collecting information from a selection of CCP community partners. All the partners represented were (1) recipients of the services (students), (2) health professionals who deliver the services (healthcare agencies), (3) providers of the educational benefits (BHHS faculty), and (4) policy Advisory Boards and Commission.

A significant number of BHHS students are first-generation college students who require a career program that fully enhances their “path to possibilities.” One unique value proposition of BHHS is being a career-workforce program that prepares students for entry-level employment in the helping professions while also strengthening their opportunity to continue to a four-year institution. Data collected in the environmental scan indicate that a majority of BHHS students work while being enrolled in the program. Students complete the BHHS program as a means of improving their employment prospects in the helping professions. The environmental scan highlights an opportunity to market the BHHS program by responding to human service trends in City State and Federal health care agencies.

According to the Academic Program Review (APR) the following activities must occur:

1. Revise curriculum map and create a Program Revision Plan.
2. Workforce development must be central to sustaining and growing BHHS enrollment.
3. Connect with community and practicum placements.
4. Support practice and emerging trends in the field.

During January and February of the Spring term 2021, the environmental scan was completed by the BHHS program.

- ↗ Twenty-seven (27) community based behavioral health treatment agencies were surveyed. The behavioral health agencies were AMHA, Best Buddies, Brandywine Living, Bridgeway School, Cora Services, DBHIDS staff from community outreach, Episcopal Community Services, Girls Inc, Horizon House, Interim House West, JEVS Work, Merakey, Northeast Treatment Center, Path Inc., Pennsylvania Alliance of Recovery Residences (PARR). Philadelphia Corporation for Aging, Philadelphia FIGHT Community Health Centers, PMHCC, PRO-ACT, Pennsylvania Recovery Organization, Project Home, Inc., Ronald McDonald House, Salvation Army, Transformation to Recovery, *William Way Center*, Women Against, and Women In Transition. (Healthcare Agencies)

- ↗ Two (2) licensed recovery house interviews were conducted with the Executive Director and Community Outreach Coordinator of the twenty-five (25) approved the Pennsylvania Alliance of Recovery Residences (PARR). (healthcare agencies)
- ↗ Two (2) interviews were conducted with both the DBHIDS and Faith-Based Advisory Boards (Philadelphia Regulatory Organizations).
- ↗ One (1) focus group was conducted with the Mayor’s Commission on Addiction and Recovery (Philadelphia Regulatory Organizations).
- ↗ Three hundred and thirty-eight (338) student survey responses were completed.
- ↗ Two (2) faculty discussions of BHHS educational activity. (BHHS meetings in Spring term 2021)
- ↗ BHHS Enrollment Trends Data Report

The above environmental scan of twenty-seven (27) agencies and three hundred and thirty-eight (338) students, and five (5) commission/advisory board discussions focused on current policy and practice issues and trends in workforce training that could influence behavioral health education. **Although many issues were reported and discussed, the environmental scan revealed a need for at least three future directions:**

- (1) A Revision of the BHHS Program Learning Outcomes that coherently reflect the needs proposed in the Environmental Scan by the participating constituencies relative to staffing as well as the clients they serve.
- (2) Subsequent consideration of newly developed and revised courses that are more reflective of evolving concerns of the Federal, State, and local behavioral and mental health agencies and commissions- (recognizing the overarching themes of Trauma Informed Care and Population Health)
- (3) Changes in the overall core course requirements that construct a more current and relevant Program Design that prepares students to meet the needs of the workforce community.

Thus, more specifically, the overall response to the programmatic environmental scan indicated the following:

- ↗ **Individual and group counseling skill development.** There continues to be a need for skills in working with both individuals and small groups.
- ↗ **Family and intimate partner violence (IPV).** Knowledge and skills to identify and refer to individuals experiencing partner violence for more comprehensive screening and assessment. **The faculty should consider BHHS 151 (a revision) may be required as a core course requirement.**
- ↗ **Addiction studies.** A significant number of referrals to behavioral health facilities involve drug and alcohol issues. There continues to be strong support for the addiction certificates. **The faculty should consider BHHS 121 as a core course requirement.**
- ↗ **Youth development studies.** There is a continuing need to develop more focused services for youth.
- ↗ **Eldercare studies.** There is a continuing need to develop more focused services for senior adults.

↗ **Trauma-informed care.** Trauma-informed care has now become a cornerstone to effective behavioral health initiatives in the City. **The faculty must consider (BHHS 191) as a core course requirement.**

↗ **Social Determinants of Mental Health** information to guide practice. There is a need to incorporate and expand our vision from public health to a population health perspective. This distinction will allow BHHS students to understand how community health disparities contribute to individual dysfunction. **The faculty needs to develop a population health perspective as a core course requirement.**

Please note that the environmental scan continues to support the historical foundation of the BHHS educational program of focusing on (1) individual skills, (2) group skills, (3) family dynamics, and (4) community health. These four pillars of BHHS education should continue to be the core components of our workforce initiatives by drawing on our history of:

- Recognizing that students must use their strengths to attain their aspirations and goals.
- Exploring and respecting a student's abilities, beliefs, values, support systems, goals, achievements, and resources.
- Identifying, using, building upon, and reinforcing the inherent strengths of the student.
- Limiting the impact of societal problems, family dysfunction, and individual disease by building new coping skills, new interests, community involvement, etc. (recovery capital, protective resilience factors).
- Putting the student at the center and focuses interventions not just for the individual but also on improving availability, access, and adaptation of resources in the community.

The above outcomes of the scan, along with our workforce history, demonstrates that the BHHS faculty must give serious consideration to a program revision for both degree and certificate requirements. The design must reflect the above educational practice concerns and/or behavioral health trends.

Develop program revision design – Due April 2, 2021

- Gathering information – in progress.

Develop revised program – Due September 30, 2021

- Gathering information – in progress.

Enrollment Growth Plan

Develop and launch enrollment growth plan with emphasis on recruitment, enrollment, retention, and completion based on analysis due in February and revision design– Due June 30, 2021

- Gathering information – in progress.

COMMUNITY COLLEGE OF PHILADELPHIA

Academic Program Review Actions

Student Outcomes Committee of the Board

Update on Recommendations: February 25, 2021

Liberal Arts: Honors

Action: The Student Outcomes Committee unanimously recommended that no action take place until the following documented evidence in three categories is submitted by the designated due dates for the Committee to determine the future of the program.

Honors Program Leadership

The Honors Faculty, in cooperation and conversation with Dr. Sweet, decided to change the leadership of the program. All involved agreed that the program needed leadership that could weave together intimate knowledge of the program and students with a new perspective and an eye toward growth and success. As of January 2021, Dr. Sarah Iepson has taken over as Honors Coordinator and will work in direct partnership with Department Chair Osvil Acosta-Morales and other program stakeholders. Dr. Iepson is an Associate Professor of Art History and currently serves as the Chair of the Art Department at the College. She is also the advisor of the Phi Theta Kappa Honor Society. She has been teaching in the Honors Curriculum for about 10 years and has previously served as Interim Coordinator. She is an active scholar of art history, presenting annually at conferences and publishing work in peer-reviewed journals.

Assessment

A fully developed systemic assessment plan – Due January 25, 2021

- Assessment of learning outcomes is one of the areas where specific tasks are being completed this semester in response to the recommendations of the Committee. That work includes a complete redesign of our assessment calendar and processes as well as immediate implementation of the new methodology that reflects best practices for a full assessment of all three Program Learning Outcomes using student data from the Fall 2020 and Spring 2021 semesters. This includes the creation of shared Assessment Rubrics for all course level and program level outcomes.
- This new plan also includes a complete cycle for Course Level Outcomes assessment, beginning in Spring 2021 with the Humanities 101/English 101 courses. The full assessment plan is available for review.

Perform full cycle of assessment based on assessment plan and report detailing cycle's results and next steps– Due June 7, 2021

- As detailed above, the Coordinator will reach back to Fall 2020 to collect assessment data and continue with collection of all program learning outcomes in Spring 2021. This will provide a full cycle of assessment that will be analyzed and shared. A set of recommendations based on that assessment will also be provided by June.

Program Development

Perform environmental scan, assessment of need and market analysis – Due February 26, 2021

Abbreviated Summary and Findings from the Honors Environmental Scan and Assessment of Need:

The goal of the Honors environmental scan and needs analysis is to produce a document that is both useful to the Student Outcomes Committee and also helpful to the Honors program leadership in completing the next step of program development recommended by the Committee: a program revision design (due April 2, 2021). The present scan and analysis aims to collect and interpret relevant data and stakeholder feedback so that the forthcoming program revision proposal can be directly informed by a more clear and complete picture of the strengths, weaknesses, opportunities, and challenges facing the program. Students (current and potential) are an important part of this picture, as are external stakeholders such as our colleagues at transfer institutions.

Working in collaboration with the Osval Acosta-Morales and Dr. Sweet, Dr. Iepson has initiated a variety of efforts to gather information and data from a variety of internal and external sources. Some of the data gathering initiatives have not yet reached fruition, particularly in the areas involving qualitative surveys and focus groups with students and faculty at CCP, both inside and outside the Honors program. Over the next several weeks and months additional valuable data will also become available and subject to further analysis as we initiate new targeted research directions that come from our present analysis and as more data comes in from our activities still in process, including the completion of a full cycle of assessment of all program-level student learning outcomes. However, the current scan provides enough insight to move productively forward.

Process

During January and February 2021, the following elements of the environmental scan were begun and/or completed:

1. Evaluation of student data in relation to Honors. This included data regarding students receiving an invitation to join the program as well as those who took Honors courses and/or graduated in the last 5 years.

2. Formal survey of students – focusing on those who received an invitation to join the program as well as those who took Honors courses and/or graduated in the last 5 years. Informal surveys of current students.
3. Focus group meetings with the Office of Articulation and Transfer, Office of Diversity and Equity, Advising, the Center for Male Engagement, and the Directors of the Catto Scholarship.
4. Evaluation of enrollment trends data.
5. Interview/discussion with Dr. Lisa Sanders (new Assistant Dean in Division of Liberal Studies and previously Director of Saint Peter’s University Honors Program) regarding expansion ideas for the program.
6. Evaluation of Honors Program offerings and experiences at several local, regional, and national Community Colleges.
7. Discussion with Shippensburg University and Jefferson University regarding articulation agreements and student transfer.
8. Discussions with teaching faculty in Honors.
9. Focus Group with faculty at the College who do not teach in Honors in order to gauge perceptions of the program and interested partners.

Items 1-4 above were undertaken with the explicit goal of identifying and addressing problems, gaps, deficiencies, or issues with student enrollment. These surveys focused on issues of demographic balance in the program, equity, access, and perception of the program.

Items 5-9 focus on ways in which the Liberal Arts: Honors curriculum might address development to pull the program in line with similar 2-year programs and to become more attractive to our 4-year transfer partners. Moreover, these items focus on the expansion of the program at the College in order to address enrollment growth, respond to student interests, to diversify and grow course offerings, and to engage new faculty members in the program.

Next Steps and Future Directions

Assessment of the environmental scan outcomes reveals that the program needs to consider the following as future directions for the program:

- Complete the full redesign and implementation of learning assessment processes and reports.
- Address methods for improving retention and graduation – with particular focus on students of color.
- Continue efforts to recruit and collaborate with ethnically and racially diverse faculty
- Continue evaluation, expansion, and diversification of course materials and topics.
- Design a Developmental English on-ramp to the program for students who want to join the program but do not yet meet the requirement in English reading and writing to take Honors courses.
- Creation of a Proficiency Certificate and Academic Certificate as credentials for students on the Honors track but who are pursuing Associates degrees at the College in other areas.

- Expansion and definition of transfer agreements and external partnerships with 4-year institutions and local historical/philanthropic/academic institutions.
- Creation of new opportunities for high-impact practices and student engagement that are in line with those offered by similar 2-year programs in the area including creation of an award for Departmental Distinction to be granted upon graduation.
- Join the National Collegiate Honors Council and Regional Collegiate Honors Council to ensure engagement with fellow institutions and to remain abreast of major movements in the area of Honors offerings and pedagogies.

The environmental scan supports the firm belief held by the faculty of the Honors program that its core learning outcomes are not only consistent with those of other similar 2-year College programs but are of relevance to our transfer partners. Dedication to a rigorous and collaborative academic environment and strong learning community and cohort are fundamental to student success. However, the faculty also recognize believe that the program is ripe for growth and expansion – both in terms of student engagement and academic variation.

Develop program revision design – Due April 2, 2021

- Gathering information – in progress.

Develop revised program – Due September 30, 2021

- Gathering information – in progress.

Enrollment Growth Plan

Develop and launch enrollment growth plan with emphasis on recruitment, enrollment, retention, and completion based on analysis due in February and revision design– Due June 30, 2021

- Gathering information – in progress.

I AM MORE.

REENTRY ENGAGEMENT PROGRAM

The Path to Possibilities.

Community College *of* Philadelphia

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“To serve Philadelphia as a premier learning institution where student success exemplifies the strength of a diverse, urban community college.”

The Path to Possibilities.

Community College *of* Philadelphia

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Reentry Support Local Landscape

- According to Philadelphia Reentry Coalition, 25,000 people are released to Philadelphia annually are under-educated, disproportionately Black (66%) and Latino (16%), male (85%), under 40 years old (67%), and return to neighborhoods with the highest poverty rates in the city.
- Bleak economic future defined by un- and underemployment and limited occupational advances, a significant drain on public resources increased social services use, and heightened instances of crimes and criminal injustice.
- Philadelphia's recidivism rate is 33.9% with a goal to reduce it 25% within the next five years, however, as a diversionary strategy, we are poised to continue to support this city-wide effort.

Reentry Support Efforts College's Response

Community College of Philadelphia Commitment

- Since 2010, the College has been committed to supporting students with criminal records and providing access to innovative post-secondary education and workforce training opportunities designed to help them achieve personal, academic, and career goals.

Local Community and surrounding communities

- Positive contributions to public safety, community health, and reducing recidivism throughout Philadelphia while increasing the number of City residents enrolled in higher education.

Reentry Support Program (RSP) Partnerships

- Philadelphia Reentry Coalition, and the RISE office;
- Court of Common Pleas – Criminal Division;
- Philadelphia Department of Prisons; county, state, and federal community corrections (halfway houses and probation/parole);
- District Attorney's Office; the Public Defender Association; and
- University of Pennsylvania's Center for Carceral Communities.

I AM MORE.

REENTRY ENGAGEMENT PROGRAM

The Path to Possibilities.

Community College *of* Philadelphia

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I Am More: Reentry Engagement Program

- **Fully Integrated Approach**
 - ✓ Holistic and expanded services
- **Pathways Offerings**
 - ✓ Non-credit (Certificates - Workforce Development)
 - ✓ Credit bearing (Certificates and Associates Degree)
- **Recruitment Goals**
 - ✓ 150 students over three years
- **Outcomes**
 - ✓ Retention (Fall - Fall), Good Academic Standing, and Recidivism

I Am More: Reentry Engagement Program

- **Personal Support Coach**
 - ✓ Planning and prioritizing needs; and monitoring of academic plans
- **Academic Support**
 - ✓ 1:1 and Group Tutoring (In-house); Academic workshops
- **Career Development**
 - ✓ Resume, Cover letter, Job seeking and keeping strategies, Career assessment and exploration
- **Leadership Development**
 - ✓ Facilitated Workshops
- **Life Skills and Personal Development**
 - ✓ Emotional intelligence, Financial literacy, Mental Health, and Restorative Justice Practices, etc
- **Mentorship**
 - ✓ Mentor matches and monthly mentor meetings

I Am More: Reentry Engagement Program

- **Eligibility Requirements**
 - Currently enrolled in a non-certificate or credit bearing program.
 - Been sentenced and served time in a county, state, or federal correctional facility including juvenile detention.
 - Sign an agreement of participation that outlines program expectations.
 - Attend Bi-monthly meetings with support coach
 - Attend tutoring if taking developmental course and professor's office hours
 - Participate in workshops offered during the month
 - Remain in good academic standing.



The Path to Possibilities.

Community College *of* Philadelphia

www.ccp.edu

I Am More: Reentry Engagement Program

- Contact Person: Derrick A. Perkins
- Email: iammore@ccp.edu
- Phone: 267 – 521 – 1786
- [I Am More Reentry Engagement Program | Community College of Philadelphia \(ccp.edu\)](#)

Impact of CARES Act Funds on Student Success

Prepared for: Dr. Samuel Hirsch – Vice President, AASS

Prepared by: Dr. Eric William Shannon – Research and Data Analyst, AQASS

Prepared on: 27-Jan-2021

This document presents a descriptive overview and analysis on the relationship between a student receiving CARES Act Funds and student success as defined by persistence. Although there are many factors that may influence a student's persistence – such as placement levels, new/returning status – this document provides a high level outline of the association between receiving CARES funds and persistence.

Students enrolled in the College in the Spring '20, Summer '20, and Fall '20 terms were the population of interest. Given that the first disbursement is recorded as having taken place *after* the end of the Spring semester, the financial aid year of the disbursement is used. If a student received multiple awards in the same financial aid year, the sum of the disbursements is used.

(For example, if a student was enrolled in Spring '20 received CARES funds in the '19 – '20 financial aid year, they're counted as a student who received funds in Spring '20.)

Table 1: Recipient Dollar Amounts

	Spring 2020/Summer 2020 (Aid Year 19-20)		Fall 2020 (Aid Year 20-21)	
	# of Recipients	% of Recipients	% of Recipients	% of College
\$500	2,278	30.37%	173	9.34%
\$750	66	0.88%	23	1.24%
\$1,000	1,108	14.77%	1,657	89.42%
\$1,100	2	0.03%	-	--
\$1,250	165	2.20%	-	--
\$1,500	3,881	51.75%	-	--
Total Recipients¹		7,500		1,853
College Enrollment		14,690 ²		12,184 ³

- Table 1 displays the number of recipients in each Aid Year by total amount of funds received
 - 7,500 students received funds in the Spring/Summer 2020 terms, with 1,853 students having received funds in the Fall '20 term
 - Of those students who received funds in the Spring/Summer terms, the majority (51.75%) received \$1,500
 - Of those students who received funds in the Fall 2020 term, the vast majority (89.42%) received \$1,000

1 This number represents the total number of *students receiving cares funds*; as such it only represents a portion of the total *College population*

2 This is the unduplicated headcount of Spring 2020/Summer 2020 – if a student is enrolled in both terms they are only counted once

3 This is the unduplicated headcount of Fall 2020 – a student is still counted if they were enrolled in Spring 2020/Summer 2020

Table 2: Recipient vs. Collegewide Demographics

	Spring '20		Summer '20		Fall '20	
	Recipient Population ⁴	College Population ⁵	Recipient Population	College Population	Recipient Population	College Population
Asian	11.34%	10.61%	12.69%	10.73%	12.74%	10.67%
Black Non-Hispanic	48.88%	43.99%	45.24%	42.01%	46.79%	41.37%
Hispanic	15.69%	16.05%	14.48%	14.35%	15.27%	16.87%
Other/Unknown	6.32%	6.98%	6.56%	7.21%	7.29%	7.58%
White Non-Hispanic	17.77%	22.37%	21.04%	25.70%	17.92%	23.51%

- Table 2 displays the demographics of students receiving funds compared to college wide demographics
 - Across all three terms, Asian and Black students are slightly over-represented in CARES funds recipients when compared to college wide representation
 - For example, while in Spring '20 Black students made up 43.99% of all College students, they made up 48.88% of CARES funds recipients
 - Across all three terms, White and Hispanic students are slightly underrepresented in CARES fund recipients when compared to college wide representation

4 "Recipient population" refers to the students who received CARES acts funds

5 "College population" refers to the Collegewide population (both students who did and did not receive CARES funds)

Table 3: Recipient vs Collegewide Gender

	Spring '20		Summer '20		Fall '20	
	Recipient Population ⁶	College Population ⁷	Recipient Population	College Population	Recipient Population	College Population
Female	69.84%	65.66%	74.96%	73.05%	74.24%	68.23%
Male	30.16%	34.34%	25.04%	26.95%	25.76%	31.77%

- Table 3 displays the gender of students receiving funds compared to the college wide gender distribution
- Across all three terms, female students are slightly over-represented and male students are slightly underrepresented when compared to college wide representation

Table 4: Persistence – CARES Recipients vs Non-CARES Recipients

	Spring '20		Summer '20		Fall '20	
	#	%	#	%	#	%
Received Funds	4126	76.69%	1655	78.07%	1430	77.17%
Did Not Receive Funds	4859	60.25%	2451	70.37%	6671	64.57%
Difference		16.44%		7.70%		12.60%

- Table 4 displays the persistence rates of students receiving funds compared to those who did not receive funds
- For the Spring '20 term a student is considered as persisting if they returned to the College in either the Summer OR the Fall
- Across all three terms, students who received CARES funds had a higher persistence rate than students who did not receive funds
- The difference in persistence was largest in the Spring '20 term with a difference of 16.44 percentage points

⁶ "Recipient population" refers to the students who received CARES acts funds

⁷ "College population" refers to the Collegewide population (both students who did and did not receive CARES funds)

Table 5: Persistence by Race/Ethnicity

	Spring '20			Summer '20			Fall '20		
	Baseline (Spring '19)	Received Funds	Did Not Receive Funds	Baseline (Summer '19)	Received Funds	Did Not Receive Funds	Baseline (Fall '19)	Received Funds	Did Not Receive Funds
Asian	77.73%	82.62%	64.87%	78.10%	82.90%	74.10%	83.08%	83.47%	72.09%
Black Non-Hispanic	69.66%	73.50%	55.51%	75.03%	77.16%	66.95%	74.41%	75.09%	60.23%
Hispanic	71.59%	79.15%	59.28%	81.73%	77.52%	73.44%	76.72%	77.03%	60.78%
Other/Unknown	70.47%	75.88%	62.27%	75.52%	74.82%	67.55%	77.46%	82.96%	66.03%
White Non-Hispanic	73.33%	79.81%	66.02%	79.19%	78.48%	73.14%	80.35%	75.90%	70.77%

- Table 5 displays the persistence rates of students receiving funds compared to those who did not receive funds within student demographic groups
 - For all terms a baseline term for the previous academic year is included as a comparison group
 - Across all terms and demographic groups, students receiving funds had a higher persistence rate than those students who did not receive funds
 - All demographic groups saw large differences in persistence rates in Spring '20 with smaller differences in Summer '20
 - Aside from White students, the Fall '20 term also saw large differences in the persistence rates of students who did and not receive funds