

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, May 6, 2021

1:00 p.m.

Zoom

AGENDA

(1) Executive Session

(2) Public Session

(a) Approval of the Minutes of April 1, 2021 (A)

(b) 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.

(c) Faculty Promotions (A)

A slate of faculty who have applied for promotion will be presented for the Committee's consideration.

(d) Title III Strengthening Institutions Program Grant (D)

Transforming the Student Experience: Holistic Student Supports

The College's Title III grant, awarding \$2.2 million over five years, continues and expands upon the work already started under the Guided Pathways reforms. The overarching goals of the grant are to increase retention and completion rates by having student supports more effectively integrated with academics and by promoting the capacity for teaching and learning among faculty. To enhance the holistic student experience, the College will increase coordination of first-year experience courses; connect students to basic needs resources and educate them about financial literacy; increase collaboration across Academic Pathway Communities; and have Enrollment Success Navigators to help students through the intake process. To address teaching and learning, the College will provide a more comprehensive faculty development program; promote the use of high-impact practices (including internships) and teaching for today's students; and increase faculty use of early alert/communications/monitoring software and learning management system.

(e) End of Year Student Celebration Events (I)

The attachment provides a list of events celebrating student achievement. The list includes information on the virtual Commencement ceremony as well as the Student Leadership Awards, Nurse Pinning and Academic Award Ceremonies.

(f) New Business

Attachments:

Minutes of April 1, 2021

Impact of CARES Act Funds on Student Success

Title III Strengthening Institutions Program Grant

Spring 2021 Student Engagement Events

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

MINUTES

Thursday, April 1, 2021

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

College

Members: Ms. de Fries, Dr. Generals, Dr. Hirsch, Dr. Roberts, Dr. Rooney, Dr. Thomas
Ms. Witherspoon, Dr. Zanjani, Ms. Zellers

Guests: Dr. Celenza, Ms. Davidson, Ms. Gordon, Dr. Lewis, Ms. Lukacik

(1) Executive Session

Discussion of a legal matter took place.

(2) Public Session

(a) Approval of the Minutes of March 4, 2021

The minutes were approved unanimously.

(b) Academic Program Review: Health Care Studies (A.A. degree)

Dr. Celenza, Dean of the Division of Math, Science, and Health Careers, provided a brief overview of the Health Care Studies and Health Services Management programs, which are of high quality with faculty who are dedicated to maintaining that quality. Health Care Studies A.A. is for students interested in a health care career. This was one of the first programs to embrace the Guided Pathways movement and provide students with a first-year experience course, which is important for this program, for Nursing, and for the Allied Health programs. This program allows students to complete courses for the degree while taking prerequisites for an Allied Health program, or complete a degree to transfer to an institution with a program the College does not have, or complete a degree and go directly into workforce.

Ms. Gordon (Office of Assessment and Evaluation) noted that Health Care Studies is the largest enrolled program at the College. Enrollment for the program fell slightly but less than for the College. The fall-to-spring retention rate is higher than the College's; the program also has higher rates than the College average for graduates, transfers, and graduates who transfer and graduate from the transfer institution. There are five program learning outcomes, four of which are assessed in AH 101. To supplement the assessments in this first-year experience course, the program conducts a seven-point assessment every year and uses indirect measures such as student surveys. Recommended actions include incorporating equity data into the dashboard; examining enrollment patterns for male students; and implementing strategies to encourage gender parity.

Ms. Davidson, the program coordinator, explained that the program focuses on student success and is very responsive to assessments with almost immediate changes. Students are provided guidance very early on regarding their coursework. Improvements have been significant since transitioning from the Culture, Science and Technology program to the Health Care Studies program. Regarding capacity, generally speaking, the goal is to allow as many students as possible who want to work in health care to enroll in the program. The capacity limitations are with the select programs, such as Nursing, which have limitations in part because of lab space and clinical experiences. The program is virtually unlimited in the number of students it can bring in, although it also has a responsibility to ensure it provides enough options for students. An example of providing options is the increased numbers of proficiency certificates and of transfer agreements. Dr. Celenza noted that courses for proficiency certificates, such as for Ophthalmic Assistant and Medical Assistant, fit seamlessly into the Health Care Studies program.

Ms. Davison described the program's seven-point assessment model. This model allows the program to have more data to understand how students are doing throughout the program. Data points include AH 101 completion data; AH 101 course learning outcomes data; and success in courses that follow AH 101 (comparing results for students who did and those who did not complete AH 101). The program also sends Starfish progress reports and faculty can flag students with early alerts. When students are flagged, Ms. Davidson then surveys them to determine what issues may be affecting their work and how the program can address these.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review for the Health Care Studies A.A. program with approval for five years.

(c) Academic Program Review: Health Services Management (A.A. degree)

Ms. Gordon provided information about the Health Services Management program. While enrollments are down, this could be due to external extenuating factors including students moving into new programs and that the program has a high graduation rate. Program graduates who transferred to another institution were four

times more likely to graduate from that institution than graduates from other programs. Assessments are robust, with all program learning outcomes assessed each semester. As with Health Care Studies, Health Services Management documents continuous improvements well. Per action items from the last audit, all negative trends have been reversed since then. Recommended action items from this program review pertain to increasing enrollments and examining equity in assessments.

Dr. Lewis, the department head, explained that the program works with Admissions to hold monthly evening information sessions; based on follow-up questions, the program anticipates increasing enrollments. Ms. Lukacik, the curriculum coordinator, explained that her major responsibility is to assist students, who often are older than average, balancing multiple responsibilities, and starting their college career later in life. Students come from a variety of fields, including insurance, hospitals, and health care organizations. An individualized approach helps these students, which may contribute to the diversity of students in the program. Dr. Lewis indicated that the program continues to pursue professional development opportunities related to equity so that faculty have more tools in their toolbox to support students. She also described how the program provides students with opportunities related to interprofessional education, apprenticeships, and job shadowing.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review for the Health Services Management A.A. program with approval for five years.

(d) Impact of CARES Act Funds on Student Success

Due to time constraint, the review of the report on the impact of students receiving CARES Act funds was postponed until the May Committee meeting.

(e) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for May 6, 2021 at 1:00 p.m. via Zoom.

Attachments:

Minutes of March 4, 2021 meeting

Academic Program Review: Health Care Studies

Academic Program Review: Health Services Management

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

Title III Strengthening Institutions Program Grant

Transforming the
Student Experience:
Holistic Student Supports

Guided Pathways

The Student Experience

Clarify the Paths

- Program Maps
- Career & Transfer Focus
- Core Coursework Alignment

Help Students Get on a Path

- Intake Redesign
- First-Year Experiences
- Educational Plans
- Developmental Education
- Integrated Student Support
- Partnerships

Help Students Stay on Their Path

- Proactive Advising Model
- Systems for Students to Track Progress
- Systems to Identify and Respond to Students at Risk

Ensure That Students are Learning

- Assessment and Program Learning Outcomes
- Applied Learning Experience
- Faculty-Led Improvement of Teaching Practices

Overview

Timeline:

October 1, 2020 through September 30, 2025

Funding amount: \$2.2 million

Overarching goal: Increase retention and completion rates by having student supports more effectively integrated with academics and by promoting the capacity for teaching and learning among faculty.

Integrating Student Supports Objectives

Increase the following each year:

- Application (placement)-to-enrollment yield
- New student enrollment
- Fall-to- fall retention rate for new first-time students
 - Full-time students and part-time students
- 3-year graduation rates for first-time, full-time students
- Students using financial education resources

Teaching and Learning Capacity Objectives

Increase the following each year:

- Faculty taking part professional developmental activities
 - Full-time and part-time faculty
- Use of effective teaching practices (such as HIPs, Culturally Responsive Teaching, first-generation/ Gen Z-targeted activities, etc.) in courses.
- Use of early alert/ communications/ monitoring system and learning management system to engage with students

Positions in Year 1

- Associate Director
- Coordinator – Faculty Professional Development
- Coordinator – Pathways Student Success
- Coordinator – First-Year Experience Courses
- External Evaluator

Positions in Year 2-5

- Financial Literacy Coach (Single Stop)*
- Coordinator – Work-based Learning Experiences*
- Enrollment Success Navigators

*Competitive Preference Priorities

- Fostering Skills for Students to be Informed, Thoughtful, and Productive Individuals and Citizens
- Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills

Related Initiatives

- Academic Program Equity Coaches
- Expanded Center for Male Engagement

Guided Pathways

Guided Pathways

Academic Pathway Communities

Academic Program Equity Coaches

Faculty Professional Development

Title III Activities

Experiential Learning and Career Exploration Focus

Student Financial Literacy

Guided Pathways

Guided Pathways

Spring 2021 Student Engagement Events

2020 and 2021 Commencement:

- **March:** Students can **order regalia** (caps, gowns, tassels, honor cords) to be mailed directly to their homes, via an [online form](#). *Over 1,000 sets have already been ordered.*
- **April: Social Media Campaign** with challenges to celebrate and engage our graduates. Platforms: [Facebook](#), [Twitter](#), [Instagram](#). **Hashtags:** #CCPGrad2020, #CCPGrad2021, #WhereWillYouGo
- **Late April: 2021 Commencement Website** to be launched, featuring a downloadable PDF program (printed versions will be mailed to each graduate), a search function to find individual graduate's "roll call" slides, academic award winners, graduate success stories, a message wall (for faculty/staff/families to leave kudos to graduates), reflections (graduates who passed away), year in review photo gallery, and graduation toolkit.
- **May 8, 2021 (10 am):** Launch a **Virtual Commencement Ceremony** for both the **Class of 2020 and 2021**. A link will be posted, and the ceremony can be streamed anytime following the launch.
- **May 10-13, 2021:** Host a **Grad Walk** in the Athletics Center Gymnasium (Lion's Den). Each participating graduate will have their name read while walking across the commencement stage and getting their picture taken.

Student Leadership Awards

- **May 4, 2021 (12 pm):** Host [The Roaries](#) Student Leadership Awards Recognition Program, showcasing and celebrating our students who, amid COVID-19, have displayed extraordinary acts of kindness!

Nurse Pinning Ceremony

- **May 6, 6 pm:** Host live virtual ceremony via Zoom..
- **May 7:** Pin pick-up.

Academic Award Ceremony

- **May 10, 3 pm:** Host live virtual award ceremony via [Zoom](#).
- Academic Award winners will also be celebrated on a dedicated page on the commencement website.
- Certificates to be mailed to students' homes.