

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

MINUTES

Thursday, May 6, 2021

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

Board

Participants: Mr. Dubow, Mr. Epps, Ms. Gamble, Ms. Hernández Vélez, Mr. Herzog

College

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

Cabinet

Members: Ms. Witherspoon, Dr. Zanjani, Ms. Zellers

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

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

The minutes were approved unanimously.

(b) Impact of CARES Act funds on Student Success

Dr. Hirsch provided an overview of the disbursement and impact of the CARES Act funds for students enrolled in Spring 2020, Summer 2020, and/or Fall 2020. Of the 14,690 students enrolled in Spring/Summer 2020, 7,500 received CARES Act funds. For the 12,184 students enrolled in Fall 2020, 1,853 received funds. The minimum amount was \$500; students had to request funds beyond that amount. Analysis of demographics was done. Regarding race/ethnicity, for students who received funds for the Spring 2020 semester, the proportion of Asian students was slightly higher than that of the College population. Black students were 49% of the recipient population, 5 percentage points higher than their proportion of the College

population. Hispanic and White students were slightly underrepresented among recipients. This breakdown was similar for Summer 2020 and Fall 2020. In relation to gender, more female students took advantage of the funds than males.

Persistence rates for recipients and non-recipients were compared. Students who received CARES Act funds had higher persistence rates than those who did not, which was the goal of disbursing the funds. Spring 2019 was used as a baseline. Persistence increased for all racial/ethnic groups for those who received funds; students who did not receive funds had slower rates of persistence compared to the baseline. Differences from the baseline were smaller for Summer 2020 and Fall 2020.

(c) Faculty Promotions

Dr. Hirsch described the faculty promotion process. Faculty apply for promotion from Assistant Professor to Associate Professor, or from Associate Professor to Full Professor. To encourage faculty to apply for promotion and showcase their work, Dr. Hirsch provides workshops about building a portfolio and the topic is part of the year-long new faculty orientation. After the faculty member compiles their portfolio, the department head reviews it and decides if promotion should be recommended. The next step is for the dean to review the portfolio and to determine if they should recommend promotion. If a dean recommends a faculty member for promotion, then Dr. Hirsch, all the deans, and the Associate Vice President review and discuss together who should be recommended for promotion. The list of faculty is then sent to Dr. Generals, and the list of those he recommends for promotion is then sent to the Student Outcomes Committee and then the full Board of Trustees. Faculty have to be full-time faculty for at least four years, provide a current curriculum vitae, have their teaching observed, and provide a description of their cumulative body of work, showing progression and engagement. Areas to be addressed in the portfolio include: meeting routine responsibilities; leadership, teaching effectiveness, and support for learning; service to students; contributions to the life of the College; and service to the profession (which is required only for promotion to Full Professor and is otherwise optional).

This year, ten faculty are being suggested for promotion: nine to Associate Professor and one to Full Professor. They are exemplary faculty who have met and exceeded expectations for promotion. They are committed to their work and supporting students and their work is at a high level of quality. Dr. Hirsch is confident that they will continue to contribute to the College and be leaders in their work. Dr. Generals concurred that these ten faculty are go-to faculty at the College who are involved in

curriculum development and assessment development, are independent thinkers, and some are well known across the Commonwealth and some nationwide.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees approve the promotions for the ten faculty.

(d) Title III Strengthening Institutions Program Grant

Dr. Hirsch provided information about the Title III Strengthening Institutional Program grant the College was awarded last fall. The College originally applied for the grant in 2019 and therefore had to make some changes once the grant was awarded a year later. The grant is built around the College's Guided Pathways efforts. It allows the College to more fully address certain components of Guided Pathways with additional resources, especially ensuring that students are learning by providing sustained professional development for faculty. While one major concentration of the grant is faculty professional development, the other is integrating student supports into academics. The grant is for five years and totals approximately \$2.2 million. Outcomes address areas such as enrollment, retention, and graduation, with a goal of 25% graduation rate by 2025 per the Strategic Plan. An additional student support outcome is for more students to use financial education resources. Outcomes related to teaching and learning include faculty taking part in sustained professional development; increasing the use of effective teaching practices (including high-impact practices and trauma-informed teaching); and increasing the use by faculty of Starfish and Canvas.

To support the attainment of these outcomes, the College has developed several new positions. During the first year of the grant, the College has hired an Associate Director, a Coordinator for Faculty Professional Development, a Coordinator for the First-Year Experience Courses, an external evaluator, and will soon hire a Coordinator for Pathways Student Success. In the remaining years, the College will hire a Financial Literacy Coach, a Coordinator for Work-based Learning Experience, and Enrollment Success Navigators. The College is undertaking other initiatives related to the grant, including Academic Program Equity Coaches and the expansion of the Center for Male Engagement. The last slide of the presentation demonstrates how the various elements of the grant are connected to each other and these additional related initiatives, all within the context of Guided Pathways.

(e) End of Year Student Celebration Events

The College has developed a calendar of student engagement events to recognize student achievements. Dr. Hirsch described the upcoming commencement, which is for the Classes of 2020 and 2021 and will be virtual. All 3,748 participants are highlighted: each student has a page with their name, degree, and any honors. They were invited to submit photos and brief videos, which 427 students did. The first 20 minutes will be music, followed by the speakers, and then the searchable student pages. The College sent regalia to over 1,000 graduating students. There will also be an in-person graduation walk with over 500 graduates taking part.

Other events include the Student Leadership Awards (the “Roaries”) and the Nursing pinning ceremony. The Academic Award Ceremony has been scheduled for the following week. The Class of 2020 has 1,961 graduates; for the Class of 2021 there are tentatively 1,787 graduates. Dr. Thomas noted that the Middle College graduation will take place June 9 for the first 90 students completing the program, with local and state officials speaking.

(d) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for June 3, 2021 at 1:00 p.m. via Zoom.

Attachments:

Minutes of April 1, 2021 meeting
CARES Act Funds
Title III Presentation
Spring 2021 Student Engagement Events

**STUDENT OUTCOMES COMMITTEE OF THE
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Committee

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

College

Members: Ms. de Fries, Dr. General, 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.