

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

MINUTES

Thursday, October 7, 2021

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

Board

Participants: Mr. White

College

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

Cabinet

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

Guests: Mr. Forest, Dr. Lipscomb, Mr. Nguyen, Dr. Shannon, Dr. Voltz

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of September 2, 2021

The minutes were approved unanimously.

(b) Catto Scholarship Update

Dr. Voltz, Executive Director of the Octavius Catto Scholarship, provided an update on the Catto Scholarship progress. The City has committed \$47.4 million over five years for the scholarship, which will benefit about 4,500 students during that time. Dr. Voltz explained eligibility requirements (City residence, complete FAFSA each year, etc.) for the scholarship, including having at least two meetings a month with a coach, achieving at least a 2.0 GPA, and earning at least 20 credits by the end of the year. The College expects retention to increase by 15 points, for the three-year completion rate to be 25% by 2025, and for equity gaps to decrease or close. The pilot semester (Spring 2021) was affected by the pandemic in regards to hiring and students' hesitancy to start their studies remotely, in addition to other factors. Mr. Nguyen, Research Analyst for the Catto Scholarship, provided data regarding

enrollments and demographics (race/ethnicity, age, location, Expected Family Contribution). Dr. Thomas explained that students do not apply for the scholarship. Rather they apply to the College and the Catto unit then reviews applicants for eligibility and reaches out to them. There were perhaps about 400 students who were eligible; most issues related to the FAFSA.

Dr. Voltz described the academic progress of the Spring 2021 cohort, including GPA, academic standing, and credits earned. Mr. Nguyen noted the English and math placement rates for the cohort, in addition to pass rates for the development courses. Based on a review of the data which indicated Catto scholars were struggling, the program is implementing a Learning Lab Specialist role specifically for Catto scholars to help students complete these courses and stay on track. The Learning Lab Specialists will work with students in pods for math, writing, and learning strategies. Dr. Thomas added that students shared with them that having a completely virtual courseload impacted them. As part of the Catto programming, students took part in a “summer boost” program, during which Catto staff connect with Scholars at least three times during the summer via various outreach and engagement activities.

Regarding retention, 71% of students from the Spring 2021 cohort enrolled in at least one course for Fall 2021, with 60% enrolled full-time. The retention rate for non-Catto students was 65%. For students who enrolled part-time and therefore would not meet the minimum number of 20 credits, they had to file a credit-modification form. This form allows Catto staff to reach out to the students and for students to meet with an advisor or a Success Coach.

For Fall 2021, 333 students were part of the Catto program (as of 10/7/2021). Dr. Voltz said they hope to have 400 students by October 29. There are 95 non-Catto students who are fully eligible for the scholarship; the program is reaching out to these students and to their instructors. The program will also host some events on campus. Fall 2021 programming includes Success Coaches who meet with students days and evenings; using Starfish to capture meeting notes, reminders, etc.; and Learning Lab Specialist Pods available days and evenings. They are providing workshops to help students complete the FAFSA (which opened on October 1), in addition to other workshops, mixers, and four Fall Brush-Ups. The Brush Ups have been modified based on student feedback. Other highlights regarding student progress and experience include a needs assessment, individual meetings with Success Coaches, and weekly student assistance team meetings. Outreach for Fall 2021 and Spring 2022 encompasses posters, mailers, and digital materials; information sessions; open houses with swag; and social media campaigns and interviews.

There have been valuable lessons learned. Dr. Voltz provided a summary of the staff, which encompasses enrollment, programming, and retention efforts. They sent a survey to non-returning students and learned many cite childcare issues, work schedules, and the continued remote learning environment as reasons for not returning. Some students completed stop-out forms, which means they intend to return to the College in Spring 2022. In response to questions from Board members,

Dr. Voltz said they could help efforts by using the social networking kit provided and wearing the Catto swag. She also explained that in regards to being hospitable to students and efforts to engage them, the Catto staff started emailing students last fall, followed by calls, texts, and links to calendars. They knew they needed to use various communication tools to be successful to make it easy for students to connect with them. Mr. White stressed the importance of building trust and engaging with students.

(c) Student Debt Relief and Funding Distribution

Dr. Rooney provided an overview of the disbursement of COVID-19 relief funds. Dr. Lipscomb, Associate Vice President for Enrollment Management, worked with his team and others to quickly determine how to most efficiently make use of HEERF II funds to support students. Almost \$3 million in HEERF II were available. These funds were used to pay the balances for credit students who were enrolled between the beginning of the pandemic through Spring 2021 and incurred debt during that time for fees and tuition. Although providing these funds to students was not necessarily done to affect student outcomes, outcomes data was reviewed. Of the 3,385 students whose debts were paid, 584 registered for Fall 2021, with an additional 111 graduating before Fall 2021. Receiving funds to clear debts was not contingent on enrolling at the College. The demographics of the group of students who received these funds were on par with overall College demographics. Dr. Shannon, Director of Institutional Research, is further analyzing data, which can be provided to Board members.

Overall, approximately \$12.4 million was distributed to about 9,400 unique students across the three rounds of funding: 2019-20 CARES, 2020-21 CARES, and 2020-21 HEERF2. The College reached out to students by email and phone to let them know of their eligibility for funds and what students needed to do. Students then had to select if they wanted the College to act as a pass-through to provide them the money or if they wanted the funds applied to their balance.

Dr. Shannon reported on student outcomes. Students who received funds had a slightly higher average GPA and a slight increase in average hours earned. A greater difference was seen for retention. Students who had received funds had higher retention rates: +14 points for Spring 2020, +26 points for Fall 2020, and +7 points for Spring 2021. Trends were consistent across racial groups and gender.

Dr. Rooney explained that regulations have been relaxed, which is expected to have a large impact. With earlier disbursements, 1/2 to 2/3 of students did not respond to notifications despite outreach; for those earlier funds, students had to apply. But for funds provided during 2021-22, students simply have to respond for a direct disbursement, they do not need to apply. As such, the College anticipates a large increase in the number of students receiving funds. Dr. Lipscomb noted that similar trends were seen at Delaware County Community College, which is also doing away with the application requirement. Dr. Generals explained that there are weekly conversations at the president level to determine what can be done. They have bi-

weekly calls with organizations such as the Department of Education, the Association of Community College Trustees, and the American Association of Community Colleges to determine intent and allowable processes. Dr. Hirsch added that while some institutions have surveyed students who did not apply for the funds, there was nothing conclusive. Some students noted that they did not believe the no-strings-attached funds were real and thought the offer was a scam. Other schools are also struggling with this. Dr. Lipscomb also noted that a challenge for colleges acting as a pass-through is that students are using funds for other things instead of enrolling.

(d) New Business

There was no new business.

Next Meeting

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

Attachments:

Minutes of September 2, 2021

Power Point Presentation - Student Debt Relief and Funding Distribution

Power Point Presentation– Octavius Catto Scholarship Update

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

MINUTES

Thursday, September 2, 2021

1:00 p.m.

Zoom

Presiding: Ms. Posoff

Committee

Members: Ms. Ireland, Ms. McPherson

Board

Participants: Mr. Dubow, Mr. Herzog

College

Members: Ms. de Fries, Dr. Generals, Dr. Hirsch, Ms. Liautaud-Watkins, Dr. Roberts, Dr. Rooney, Dr. Thomas

Cabinet

Members: Dr. Zanjani

Guests:

Ms. Behrens, Mr. Bertram, Ms. Fielding, Ms. Gordon, Dr. Lewis, Dr. Shah, Ms. Sloan, Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

(a) Approval of the Minutes of June 3, 2021

The minutes were approved unanimously.

(b) Academic Program Reviews

Facilities Management (A.A.S. Degree)

Ms. Gordon, from the Office of Assessment and Evaluation, explained that until Fall 2019, there were two programs for Facilities Management: one with a design option, the other with a construction option. In Fall 2019, they were combined into one umbrella program with two concentrations. The program is in the department of Architecture, Design, and Construction. Program enrollment has fluctuated. One reason might be that in Fall 2019, two programs in the department, Architecture and

Interior Design, became non-select; Facilities Management might have been the holding program for students interested in the select programs. With students entering those two programs directly, there was a higher percentage of Facilities Management students returning to a different program. Overall, the program has more Black students than the College average. It also has a fairly high proportion of transfer students for an AAS degree; the program has an articulation agreement with Temple. The program has a scholarship; this semester \$1000 is being awarded to three students.

There are three recommendations from the review: the program should monitor enrollment and retention; complete a full cycle of assessment for all program learning outcomes (PLOs); and pay special attention to the action plan when benchmarks are not met.

Ms. Behrens, Coordinator for Facilities Management, provided additional information. A recommendation from the last review suggested a merger with the Construction Management program. Both the faculty and the advisory committee had concerns about this as the two programs are distinct; as such, the programs were not merged. When the program was revised for Fall 2019, faculty revised the PLOs. There is a core group of five PLOs for both concentrations, with an additional PLO for each concentration. Outcomes have been mapped in AEFIS. Ms. McPherson asked about the relationship the program has with minority vendors and contractors, since the program has more Black males than the College average. She noted that people of color have not traditionally been welcomed in these fields, and the City has a lot of opportunities. Ms. Behrens responded that while the program does not have connections with minority vendors, it does have relationships with the City, including having City employees on the advisory committee. This could positively impact internship opportunities, which were stalled because of COVID-19 and which the program expects to pursue. Ms. Ireland asked about the jobs for which students with the AAS degree are eligible. Ms. Behrens noted that program students are getting jobs. There are entry-level positions within facility management professional offices. While some students do pursue a Bachelor's, it is not necessary because this is a career program. Students will have to keep learning as the field becomes more professionalized. The program does alert students to the Facilities Management certification.

Construction Management (A.A.S. Degree)

Ms. Gordon noted that the Construction Management program is also part of the Architecture, Design, and Construction department. Enrollment has been relatively steady, with decreases due to COVID-19 lower than the College average. There is a higher proportion of Black males and of males across all categories compared to the College. There is also a higher percent of transfers for an AAS program, although there is no articulation agreement (a draft is being pursued with Jefferson University). There is overlap with other programs in the department, including courses; AEFIS will help with collecting assessment data. The recommendations from the review are that the program complete a cycle of assessment for the new PLOs and that after the

program revision is completed, the program should assess the effect of the revision, including to enrollment, workforce, etc. Mr. Bertram, Department Head for Architecture, Design and Construction, explained that effective 2019, the PLOs were revised as part of the program revisions, including revising seven courses (with three still to be done). The program will have a capstone course in which students will have a fictitious construction company and must complete a bid, with other courses leading up to project. The program also completed 15 course-level assessments. The program used the course-level and program-level assessments and input from the advisory board to develop its revisions. In 2020, the program mapped out all outcomes in AEFIS which will facilitate assessing effects of the revision. New courses have been offered and were well received by students.

In response to a question from Ms. Posoff about the field, Mr. Bertram discussed that if there are a lot of cranes on the horizon, then there are fewer students in Construction Management programs. Right now contractors in the City are busy. As such, marketing is important. Construction Management students who are older and have families and full-time jobs have responded well to remote learning, which will be considered when things “normalize.” Ms. Ireland remarked that with the upcoming federal infrastructure bill, workforce needs will increase now and there is not enough skilled labor to do what is planned. The program might therefore be in a position to recruit students with information about the pipeline to employment. Ms. de Fries added that the Workforce and Economic Innovation division can be a resource for connections to employers. Dr. Thomas highlighted as a pipeline the partnerships with YouthBuild Philly Charter, Dobbins High School, and Randolph Skills Center.

Respiratory Care Technology (A.A.S. Degree)

Ms. Gordon explained that the Respiratory Care Technology program is part of the Allied Health department. The program has had to deal with COVID-19 related challenges because much of the pedagogy is hands on and not adaptable for online. This is the only two-year program in the area, which helps students enter the workforce faster. She noted that one in five people in the field in the Delaware Valley comes from this program. It is recommended that the program pay special attention to enrollment since they could not enroll a new class in Fall 2020. Dr. Shah, Dean of the Math, Science, and Health Careers division, noted that the combined retention/graduation rate is over 25%; he attributes this to the faculty. Dr. Lewis, Department Head of Allied Health, said that the program does have 23 students starting this fall (limit for a new class is 24). The program has established a transfer agreement with the University of Cincinnati, enabling students to go on to a four-year degree with this online option. The next program accreditation is 2027.

Ms. Fielding, coordinator of the Respiratory Care Technology program, explained in response to a question from Ms. Ireland that a program graduate becomes a registered respiratory therapist once they pass the boards. The field is moving towards Bachelor and Master’s degrees. While the program would like to expand, it is not possible now with social distancing guidelines in place and because a new class did not start last

fall. The foundations of respiratory are difficult to teach online, especially when working with equipment. The accrediting agency allows for 36 students in a class; the program usually has 30+ students in a class. If the program wanted more students, it would have to request another lab and more instructors. Dr. Hirsch added that because the health care job market is so strong in the area, it can be challenging to recruit faculty from the higher paid positions in the field. The College has been fortunate to find individuals who do want to teach.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program reviews for the Facilities Management A.A.S, the Construction Management A.A.S, and the Respiratory Care Technology A.A.S. programs with approval for five years.

(c) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for October 7th at 1:00 p.m. via Zoom.

Attachments:

Minutes of June 3, 2021 meeting

Academic Program Review: Facilities Management

Academic Program Review: Construction Management

Academic Program Review: Respiratory Care Technology



Student Debt Relief and Funding Distribution

Oct. 7, 2021 | 1:00 p.m.

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Agenda

- Student debt relief program overview
- Student debt relief program outcomes
- Q&A and discussion
- Covid relief funding program overview
- Covid relief funding program outcomes
- Q&A and discussion

Student debt relief program overview

- 3,385 students' balances paid using HEERF II institutional funds
- Total relief: nearly \$3 million
- Limited to credit students enrolled between 3/13/20 and spring 2021 for tuition/fee-related debt incurred between Spring 2020 and Spring 2021

Student debt relief program outcomes

Of the 3,385 students whose debts were paid:

- 584 registered for fall 2021
- 111 graduated before fall 2021



Student debt relief program

Q&A and discussion

Covid relief funding program overview

- 2019-2020 academic year CARES
 - 5,433 students received funding
 - \$5,933,500 awarded
- 2020-2021 academic year CARES
 - 2,069 students received funding
 - \$2,116,450 awarded
- 2020-2021 academic year HEERF2
 - 3,557 students received funding
 - \$4,375,875 awarded

- **Approximately 9,400 students received about \$12.4 million**

Covid relief funding program outcomes

Overall persistence

	Spring '20		Fall '20		Spring '21	
	Avg. GPA	Hrs Earned	Avg. GPA	Hrs Earned	Avg. GPA	Hrs Earned
Did Not Receive Funds	2.56	5.69	2.47	5.65	2.53	5.71
Received Funds	2.57	6.15	2.71	6.29	2.71	6.26
Difference	0.01	0.46	0.24	0.64	0.18	0.55

GPA and hours earned

	Spring '20		Fall '20		Spring '21	
	#	%	#	%	#	%
Did Not Receive Funds	4576	56.74%	5750	65.53%	3849	53.57%
Received Funds	3806	70.74%	4147	91.57%	2792	60.55%
Difference		14.00%		26.04%		6.98%

Covid relief funding program future

- What did we learn?
 - In earlier disbursements, between half and two thirds of eligible students failed to respond to applications
 - Federal regulations have relaxed from CARES to HEERF III
 - In academic year 2021–2022, funds will not rely on application process (federal regulations have relaxed)
- Between Fall 2021 and May 13, 2022
 - \$32 million to be awarded, approximately \$16 million in fall and \$16 million in spring
 - Students will receive eligibility notices and participation is expected to be higher.

Covid relief funding program

Q&A and discussion

Thank you!



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Agenda

- **Catto Scholarship Overview**
- **Spring 2021 – Cohort I**
 - ✓ **Enrollment & Demographics**
 - ✓ **Academic Progress**
- **Summer Boost**
- **Retention – Cohort I**
- **Fall 2021**
 - ✓ **Cohort II Enrollment & Demographics**
 - ✓ **Programming & Monitoring Student Progress**
 - ✓ **Outreach**
- **Our Team & Lessons Learned**
- **Q & A**

Overview: Investing in the Transformative Power of Education

- The Octavius Catto Scholarship is an important anti-poverty initiative designed to put more Philadelphians on the path to success at Community College of Philadelphia.
- The City of Philadelphia has committed \$47.4M over the Five-Year Plan in the Catto Scholarship (beginning with \$4.8M during fiscal year 2021)
- Approximately 4,500 students will benefit over five years
- The program aims to make the transformative power of education available to students by providing funding and additional supports.



Overview: Catto Scholarship Eligibility*

First Time, Full-Time Students	
Philadelphia Residency (City Resident for at least 12 months)	✓
High School Diploma, Commonwealth Diploma or GED from: Any high school located in Philadelphia , PA cyber charter, homeschool	✓
Complete FAFSA each year*	✓
Meet Income Eligibility (Expected Family Contribution "EFC" <= \$8,000)	✓
Enter college-ready or one level below	✓
*Accommodations will be made for undocumented students regarding FAFSA EFC	

***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 evaluation year.*

Overview: “Topline” Outcomes for Catto Scholarship

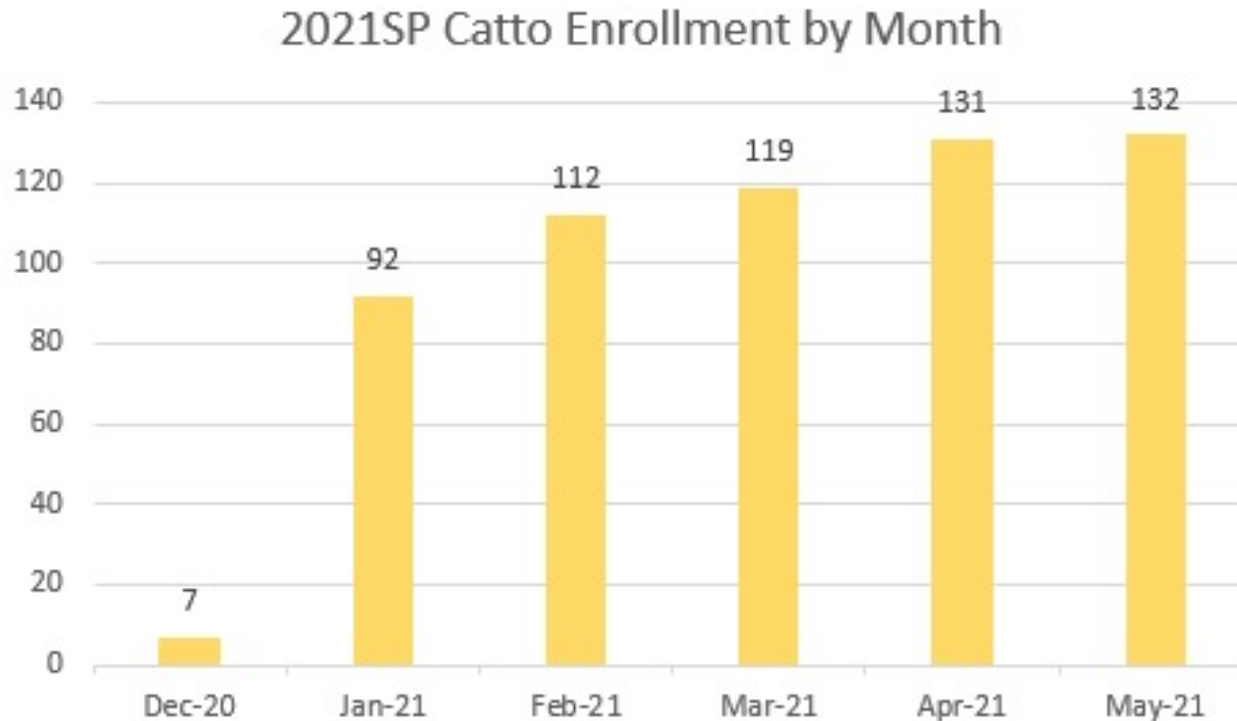
- Retention rate to increase 15 percentage points over current level from one term to another
- Three-year completion (Graduation) rate increase to 25% by 2025
- Apply an equity lens with the goal of closing the gap so that all population groups are achieving at a high level



Overview: Spring 2021- Catto Scholarship Pilot Semester Context

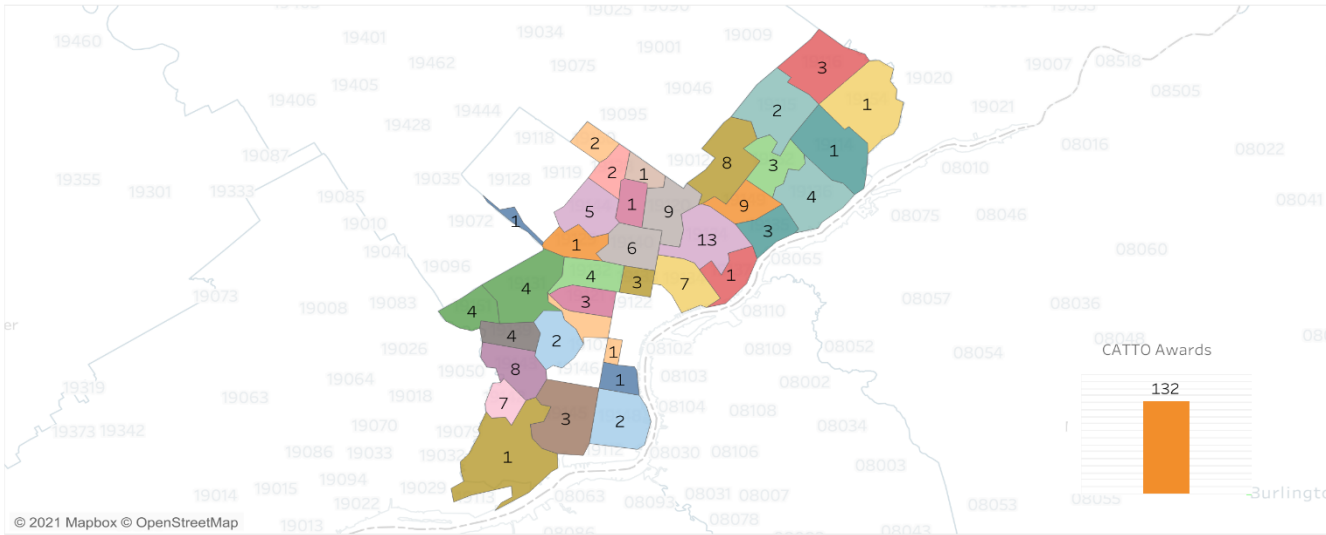
- ❖ Hires, recruitment efforts, and enrollment took place in the middle of the COVID-19 pandemic. Core staff began in October (Executive Director), with hires until the month of April (Success Navigator)
- ❖ Potential students were reluctant to begin college studies when CCP courses were 100% remote
- ❖ Social injustice issues around race and ethnicity experiences nationally and locally affected our students
- ❖ Colleges around the country experienced low enrollment; Spring historically has lower enrollment than fall
- ❖ Fall Bridge/Brush-up session (1) took place prior to when most Scholars were recruited or enrolled into Catto Scholarship; at least two will be scheduled during FA21.

Catto Scholarship Enrollment - Cohort I: Spring 2021



Final Spring 2021 Demographics

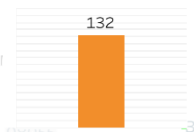
CATTO Awards



Student Residential Zip Code

- 19104
- 19107
- 19111
- 19114
- 19115
- 19116
- 19120
- 19121
- 19124
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- 19127
- 19129
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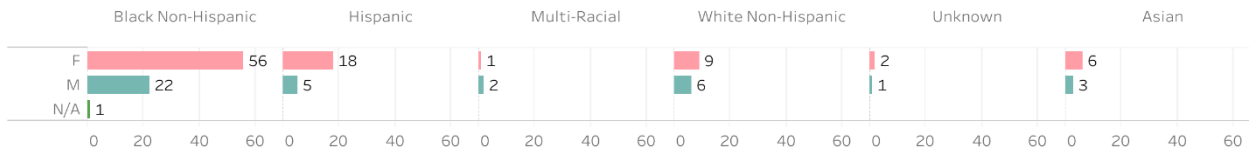
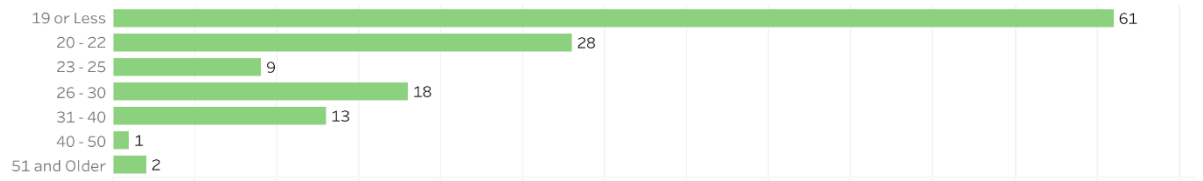
CATTO Awards



Average CATTO EFC

		Avg EFC
White Non-Hispanic	\$1,548	\$5,534
Hispanic	\$1,342	\$2,675
Black Non-Hispanic	\$970	\$3,079
Unknown	\$58	\$2,045
Multi-Racial	\$0	\$2,766
Asian	\$62	Null

Age



Report Run Date: 5/26/2021

Catto Enrollment Demographics – Spring 2021

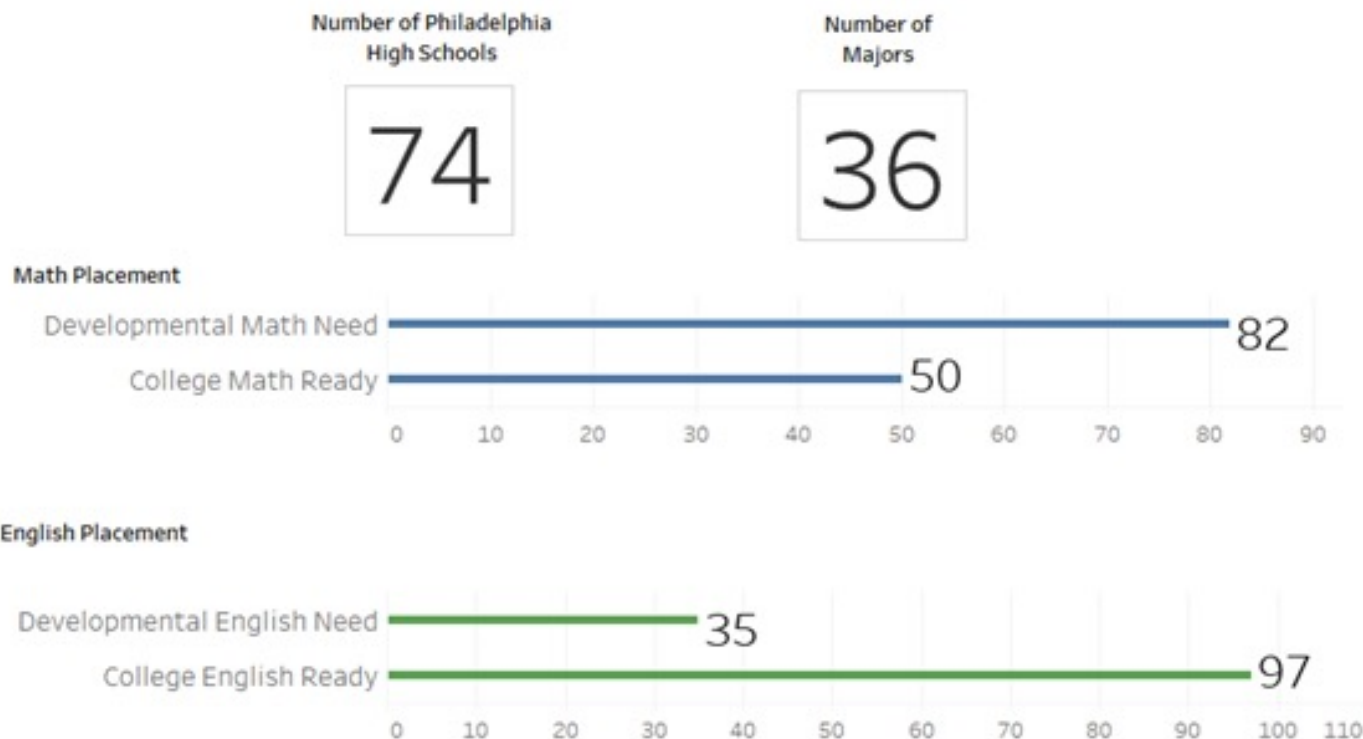
5/26/21	Black Non-Hispanic	Hispanic	Multi-Racial	White Non-Hispanic	Unknown	Asian				Age Range		
F	56	18	1	9	2	6	92	69.70%		19 or <u>Less</u>	61	46%
M	22	5	2	6	1	3	39	29.55%		20 - 22	28	21%
N/A	1						1	0.75%		23 - 25	9	7%
	79	23	3	15	3	9	132			26 - 30	18	14%
								100%		31 - 40	13	10%
										40 - 50	1	1%
										51 and Older	2	2%
										N/A	0	0%
	60%	17%	2%	11%	2%	7%		100%			132	100%

Academic Progress – SP21

Catto “High Flyers”

- **Honors with Distinction: Earned 4.0 GPA - 16 Scholars**
- **Earned Honors (3.2 GPA and above): 32 Scholars (16 + 16 earned 4.0)**
- **Rising Stars (2.50 GPA - 3.19 GPA): 23 Scholars**
- **Good Academic Standing: 92 (Avg. 2.5 GPA)**
- **4 Catto Scholars (Gateway to College grads) have already earned 40 – 54 credits**

Academic Progress - Placements



Academic Progress – Dev ENG

*Developmental English Pass Rates**

Level II (098/099): Writing & Reading

Catto: 79%/71%; Non-Catto: 72%/72%

- 2016SP Eng Level II 98/99: 60%, 60%
- 2016FA Eng Level II 98/99: 57%, 61%

Level IV (098/101): College level English with Writing Support

Catto: 59%/54%; Non-Catto: 72%/73%

- 2016SP Eng Level IV 98/101: 65%, NA
- 2016FA Eng Level IV 98/101: 69%, 67%

**We have initiated Learning Specialist support for writing and math*

Academic Progress – Dev ENG

Developmental ENGL Needs

ENGL Reading	ENGL Writing	(Calc) Catto Indicat..	
		CATTO	Not CATTO ..
Dev Reading	Dev Writing	29	25
Grand Total		29	25

Dev Ed ENGL Progress

COHORT_T..	ENGL Placement Level (group)	(Calc) Catto Indicator (CCO)	Student Count	ENGL 098 Attempted	ENGL 098 Passed	ENGL 099 Attempted	ENGL 099 Passed	ENGL 098/099 Passed	ENGL 101 Attempted	ENGL 101 Passed	ENGL 098/101 Passed
202110	Level II	CATTO	32	31	20	31	18	18	0	0	0
		Not CATTO New Fir..	62	35	22	35	22	22	0	0	0
	Level IV	CATTO	51	46	28	0	0	0	46	26	26
		Not CATTO New Fir..	34	29	20	0	0	0	30	22	20

Academic Progress – Dev Math

*Developmental Math Pass Rates**

FNMT 019: Introductory Math

Catto: 50%; Non-Catto: 60%

FNMT 017: Elementary Algebra

Catto: 36%; Non-Catto: 66%

- 2016SP FNMT 017: 60%
- 2016FA FNMT 017: 71%

**We have initiated Learning Specialist support for writing and math*

Academic Progress – Dev Math

Developmental FNMT Needs

MATH Placement ..	MATH DevInd	(Calc) Catto Indicat..	
		CATTO	Not CATTO ..
Null	Null	20	
CL	CL	50	106
M016	Dev Math	58	55
M017	Dev Math	18	21
Unknown	Unknown	2	11
Grand Total		148	193

Dev Ed FNMT Progress

COHORT_T..	MATH Placement Level	(Calc) Catto Indicator (CCO)	Student Count	FNMT 016 Attempted	FNMT 016 Passed	FNMT 017 Attempted	FNMT 017 Passed	FNMT 019 Attempted	FNMT 019 Passed	FNMT 016 & 017 or 019 Passed
202110	M016	CATTO	58	10	2	0	0	42	12	12
		Not CATTO New..	55	18	12	0	0	33	11	11
	M017	CATTO	18	0	0	14	5	2	2	2
		Not CATTO New..	21	0	0	18	9	0	0	0

Summer Boost

Objective:

- ❖ Promote persistence of our Spring cohort
- ❖ Reduce summer melt of our incoming cohort

Goal: Connect with our Scholars at least 3 times during the summer

Tactics:

- Individual Academic Progress Review meetings (May/June)
- Catto Scholarship Post Cards, 5/20
- Action Item texts: FAFSA & Registration
- Check-in texts
- Catto Scholarship Report Cards: Student Engagement
- 3 Brush-ups (June, July, August), 2 Jumpstarts, Academic Success Week
- Catto Scholarship Family Reunion: Cross Cohort Mixer, Awards, Swag
- Catto Scholarship Welcome/Welcome Back

Summer Boost



Catto Scholarship Family Reunion, 8/5



Catto & Non-Catto SP21 to FA21 Retention

Catto Retention

Term	(Calc) Catto Indicator (CTO)	Total in Cohort	Total Retained to Next Term	Total % Retained to Next Term
Spring 2021	CATTO	133	94	71%

Non Catto Retention

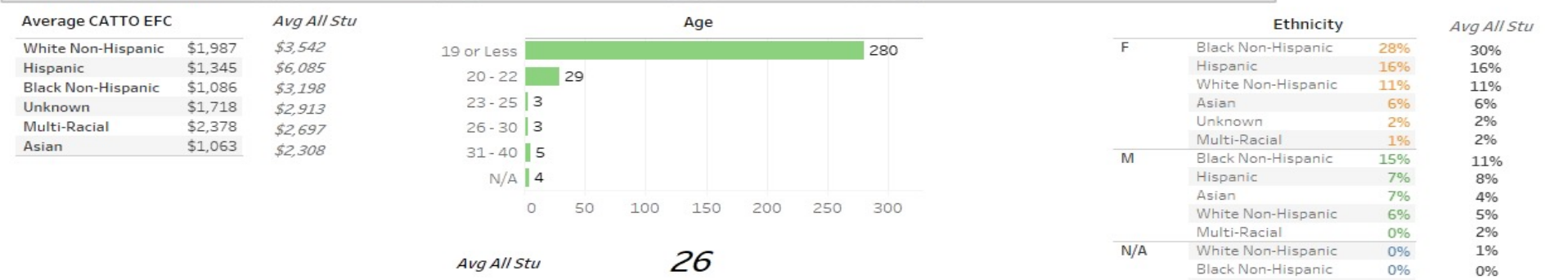
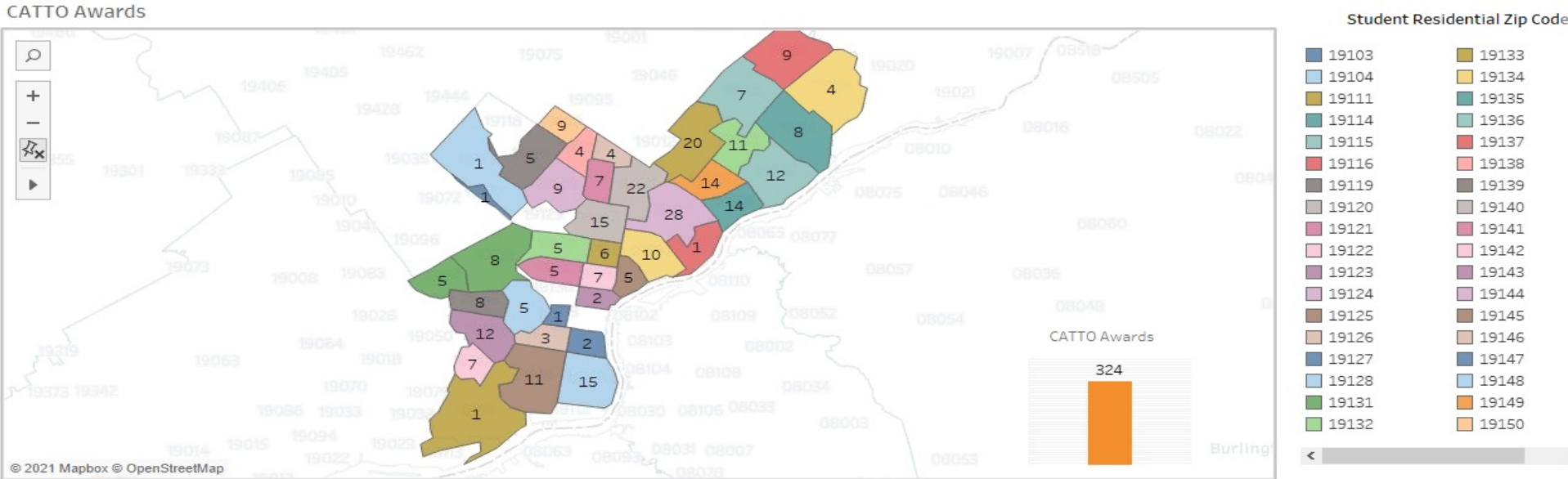
Term	(Calc) Catto Indicator (CTO)	Total in Cohort	Total Retained to Next Term	Total % Retained to Next Term
Spring 2021	Not CATTO New First Time / Full Time / Philly Res	127	82	65%

Catto & Non-Catto Retention Breakdown

Catto Retention BreakDown / Current Reg Status			
Catto_Cohort	Time_Status	J Number Count	% of Total
202110	Not Registered	39	29%
	Full time	80	60%
	Part Time	14	11%
	Total In Cohort	133	

Non Catto Retention BreakDown / Current Reg Status			
Non - Catto FT/FT	Time_Status	J Number Count	% of Total
202110	Not Registered	45	35%
	Full time	47	37%
	Part Time	35	28%
	Total In Cohort	127	

Catto Cohort II - Fall 2021 Demographics (333)



Fall 2021 Programming

- Individual Meetings & Zoom walk-in hours with Success Coaches
- Catto Scholarship Specialists: Saturdays & Wednesday evenings
- Learning Lab Specialist Pods: Math, Writing & Learning Strategies
- Workshops & Catto Student Mixers
 - COVID Mandate Q&A, Intro to Single Stop, Mastering Online Learning, Mindfulness, Information Literacy & Research, Time Management, Career Exploration, FAFSA Completion, SP22 Recruitback (Ready, Set, REGISTER) & more...
- Fall Brush-ups (Nov. & Dec.)

Student Progress & the Student Experience

- Conduct Needs Assessments to understand & support needs that could become barriers for success, such as academic, social-emotional, housing, food assistance, etc.
- Individual Meetings & Zoom walk-in hours with Success Coaches
- Introductory emails to professors
- Midterm grades/Final grades
- Starfish Student Success and Retention System: Appointments, To Do's, & Notes, Kudos & Flags, Referrals, and Communications
- Weekly Student Assistance Team Meetings: Cross-functional review of individual students

Fall/Spring Outreach

- SP22 Recruitback: Ready, Set, REGISTER
- MarComms printed posters & mailers and digital materials to community orgs & high schools
- MarComms city-wide posters and social network campaign
- Catto Scholarship Fall & Spring Information Sessions
- Collaboration with Admission Events
- In person presentations and Zoom events to special groups
- Catto Scholarship Open House events & swag distribution
- Highlight Catto Scholar Stories via social media and live interviews

The Catto Scholarship Team



Dr. April Voltz, Executive Director

Dr. Aubria Nance, Associate Director

Jeffrey Haines, Success Navigator

Jazzmin Poole-Prosper, Success Navigator

Michael DiSalvia, Success Coach

Fred Fleming, Success Coach

George Walley-Sephes, Success Coach

Success Coach I, starts October 25

Keith Watkins, Single Stop Specialist

Paul Tamke, Financial Aid Specialist

Grant Heydenreich, Academic Advisor

Alexis Mercado, Career Connections Specialist **Dominic**

Nguyen, Research Analyst

TBH: Success Coach II (offer pending background check), **Academic Advisor, OAA**

Lessons Learned

- Value of a **full complement of quality staff** for enrollment, programming & retention
- **Campus-wide support** to build and enhance our administrative infrastructure
- Critical need for **skill building & confidence** with writing and math beyond brush ups
- **Barriers the scholars face are real** (empathy & support for those facing barriers; pandemic & social justice issues created additional barriers). Realizing that some issues associated with the student experience are beyond our reach or resources
- **Employing promising practices** using our own institutional data to inform our work, obtaining student feedback, accessing the web of resources from partners in the work, and engaging CUNY-ASAP to provide technical assistance

Q&A and Feedback



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