

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

**MINUTES**

**Thursday, November 4, 2021**

**1:00 p.m.**

**Pavilion Klein Cube, P2-3 and via Zoom**

**Presiding:** Ms. Fulmore-Townsend

**Committee**

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

**Board**

**Participants:** Mr. Epps

**College**

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

**Cabinet**

**Members:** Ms. Witherspoon

**Guests:** Ms. Gordon, Ms. Krombie, Mr. Perkins, Dr. Sinnott, Dr. Sweet

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of October 7, 2021**

The minutes were approved unanimously.

**(b) Academic Program Review**

**Digital Video Production (A.A.S. Degree)**

Dr. Sinnott, from the Office of Assessment and Evaluation, provided highlights from the academic program review. Enrollments have been stable (averaging over 100 students per semester) until COVID-19 hit, after which enrollments dropped. It is recommended that the program watch enrollments closely in upcoming semesters. With an average of about 100 students per semester, courses were running at 96% capacity, which should be considered when dealing with enrollments. Students are predominantly career-seeking students. Career opportunities are very strong; there is an 18% growth predicted in the field of camera operators/editors, and demand in the Philadelphia area is above average. There is a significant number of students who do

transfer to pursue filmmaking, mostly at Temple. Regarding transfer, Ms. McPherson suggested the program also look at top film schools such as those at New York University and University of Southern California, which might have scholarships. The program has been responsible in regards to assessment, with faculty engaged in conducting assessments and continuous improvement. All recommendations from the last APR have been completed.

Ms. Crombie, department head of Photographic Imaging, explained that the program is currently geared towards television production, but the program review indicated students are interested in making films and not just being on a TV crew. The industry has changed dramatically. New faculty are self-employed filmmakers, which is a future field on which the program should focus. Ms. Crombie stated that the program's students are more technically advanced than those at four-year schools in the area. As such, she does not want to encourage students to invest tens of thousands of dollars further in education when the program's students are already competitive in the field. In regards to questions about expanding the program and opportunities, Ms. Crombie explained that the College has already invested in the most expensive components: a TV studio and high-end equipment. Moving forward, a focus on screenwriting or small-scale entrepreneurial film-making would be beneficial. Revising the second-year curriculum to address these areas with more electives and options while moving away from the TV studio environment would help. Board members suggested that the program explore relationships with Comcast and NBC and that board members could help extend the program's advisory committee.

**Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review for the Digital Video Production program with approval for five years.**

**(c) Academic Program Review Updates**

**Liberal Arts: Honors Program**

**Behavioral Health/Human Services Program**

Dr. Sweet, Dean of Liberal Studies, explained that in November 2020, the two programs underwent the review process; both programs were given clear pathways for going forward before being considered for renewal.

The Liberal Arts: Honors program completed an environmental scan, talking with students, graduates, and those who did not join the program. The program has a new coordinator: Dr. Sarah Iepson, the department head of Art and the coordinator for the Phi Theta Kappa Honor Society. Faculty have started revising the program, completing assessments, and making changes that will attract more students and capture those who take courses in the program but do not graduate with the Honors degree. The program is also considering a certificate in which student participation in the Honors program would be noted. Dr. Sweet concluded that the program has completed the work necessary to receive approval.

The Behavioral Health/Human Services program had the same charge as the Honors program. After much collaboration with the program coordinator Dr. Pat Scoles and department head Dr. Fran DiRosa, the program has developed program revisions which address the needs of the Philadelphia workforce and the BHHS community. The program changes are going through the review process this semester. The updated program will go into effect in Fall 2022. The program will be able to assess the impact of the changes sometime after that.

**Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review updates for the Liberal Arts: Honors and the Behavioral Health/Human Services programs and approve the programs for three years with a one-year update from each program.**

**(d) Center for Male Engagement (CME) Progress Report**

Mr. Perkins provided information on the impact of the CME. It is a cohort-based program, with four support coaches and up to 75 students per coach. The CME examined retention rates: CME students have higher retention rates compared to both College-wide and to Black males who are not part of CME - 50% retention for new students, 60% for returning students. Regarding developmental education coursework, CME students have not compared as well to the general College population. However, 62% of students College-wide have to take at least one developmental education course, compared to 92% of CME students.

Regarding diversity, equity and inclusion, Mr. Perkins has conducted many sessions with faculty and staff. The College has started implementing the Academic Equity Coaches initiative. Based on the top 25 enrolled courses, departments with courses with the largest equity gaps were chosen to take part: Allied Health, English, and Foundational Math. They have identified faculty in those departments who will disaggregate data, look at circumstances underlying the equity gaps, and then implement changes to decrease these gaps.

The CME is grant-funded; the grant was just extended for an additional five years and received the maximum amount awarded (\$3 million). Over 1,000 students have been served over the last five years. With the new expansion, they are trying to increase the number of students per coach to 150. Most CME students are part-time (typically 6-9 credits per year); they therefore take on average 4.5 years to complete their associate's degree. Of the CME participants, 341 received an associate's degree or certificate, and 57 of those students have gone on to attain their bachelor's degree (across more than 40 institutions).

However, Black and Brown males still have the lowest retention rates and academic outcomes. Enrollments for these students have declined since the pandemic – 46% decline in Black and Brown males in the last four years. They have competing priorities, such as work, childcare, mental health, and taking care of family members

because of COVID-19. As such, we need to support them better. The College has recommitted to this work. In order to provide more supports, the number of positions has been increased to seven, including a retention coordinator and a community outreach coordinator. CME will therefore be able to serve an additional 1,000 students over the next five years with the expansion, which means a total of 2,000 over the next five years.

In response to questions from Board members, Mr. Perkins explained that recruitment efforts will target Black and Brown males more holistically. The recruiter (in Enrollment Management) will work more with students in high schools, from community-based organizations, and the I Am More initiative. They are also eliminating the requirement that students could have earned no more than 30 credits, because students still need support after their first 30 credits. He also explained that increasing the number of students per coach from 75 to 150 will be possible because the program is expanding to include more students who are not at-risk; with different levels of being at-risk, not all students need the same level of support. They are also creating cohorts across academic departments; they have identified faculty in English, Foundational Math, and Allied Health to provide support and outreach. CME staff have to create space where Black and Brown males can be vulnerable and get the support they need in real time, which might be new for some of them. If students have one trusted person, they are more likely to be retained.

Mr. Perkins provided an update on the I Am More initiative. I Am More has two pathways - credit and non-credit. They have an initial recruitment goal of 120 students over three years. Recruitment can be challenging because the program cannot do direct outreach to students because they do not self-identify as a returning citizen on any forms. The students have to reach out to the program. The retention goals are 60% for new students and 70% for returning. The completion goal is 60%, with an 85% recidivism goal (i.e., fewer than 15% will be arrested again). The program has a career development piece and they are planning to develop paid internship opportunities, with one support coach devoted to this area. Mr. Perkins described the eligibility requirements and key partnerships. For the non-credit courses, some are not available for financial aid, so the program is looking to scholarships or donor contributions.

**(e) New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for Thursday, January 6, 2022 at 1:00 p.m. in the Pavilion Klein Cube, P2-3 and via Zoom.

**Attachments:**

Minutes of October 7, 2021

Academic Program Review: Digital Video Production (DVP)

Final Update on Academic Program Review

Liberal Arts: Honors Updates for November 2021

Behavioral Health/Human Services Update

Center for Male Engagement presentation

**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

**Community College *of* Philadelphia**  
Academic Program Review:  
Digital Video Production (DVP)

Authors:

Kara Crombie, Dr. Dawn Sinnott

Fall 2021

Executive Summary

A. Key Findings

**Enrollment and Demographics**

- Over the period studied, the Digital Video Production (DVP) program remained stable with an average of 102 students per semester; see Exhibit 1.

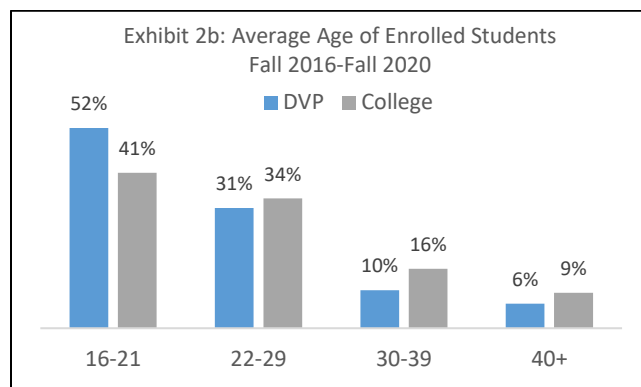
Exhibit 1: College and Program Enrollment

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Average
College-Wide	18,125	17,019	17,296	16,503	16,671	15,544	15,996	14,789	13,673	16,180
DVP	106	103	110	107	104	104	108	107	66	102

- On average, Digital Video Production (DVP) students were more likely to be younger students between 16 and 21 years of age than the college-wide average; DVP 52% and CW 41%; see Exhibit 2a and 2b.

Exhibit 2a Enrollment by Age

DVP	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Average
	106	103	110	107	104	104	108	107	66	102
16-21	45.3%	39.8%	56.4%	51.4%	54.8%	53.8%	58.3%	54.2%	57.6%	52.2%
22-29	36.8%	36.9%	27.3%	29.9%	26.9%	32.7%	32.4%	30.8%	27.3%	31.4%
30-39	8.5%	13.6%	10.9%	11.2%	11.5%	8.7%	5.6%	9.3%	10.6%	9.9%
40+	9.4%	9.7%	5.5%	7.5%	6.7%	4.8%	3.7%	5.6%	4.5%	6.4%



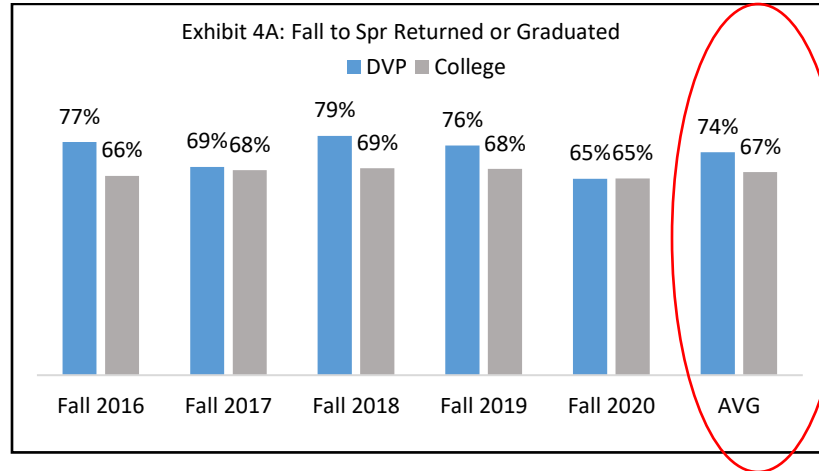
3. The Bureau of Labor Statistics finds that television, video, and motion picture camera operators and editors are predominantly male, with women making up 21.4% of the field. The Digital Video Production enrollment at CCP is 21.2% female, matching the national industry average. DVP enrolled a higher percentage of Black males (DVP 33.3%, College 14.7%), Hispanic males (DVP 12.8%, College 5.0%), and White males (DVP 18.6%, College 9.0%) than the general college-wide population; see Exhibit 3.

**Exhibit 3: College and Department Enrollment by Gender within Race**

DVP		Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	DVP Average	College Average
Asian	Female	1.9%	2.9%	0.9%	2.8%	1.9%	2.9%	0.9%	0.9%	1.9%	5.3%
Asian	Male	3.8%	3.8%	3.6%	4.7%	5.8%	4.8%	2.8%	3.7%	4.1%	4.6%
Black	Female	12.3%	15.4%	12.7%	11.2%	8.7%	10.6%	18.5%	15.9%	13.2%	30.6%
Black	Male	31.1%	32.7%	38.2%	31.8%	31.7%	30.8%	34.3%	35.5%	33.3%	14.7%
Hispanic	Female	3.8%	1.9%	2.7%	3.7%	3.8%	3.8%	4.6%	2.8%	3.4%	9.4%
Hispanic	Male	15.1%	13.5%	9.1%	14.0%	13.5%	11.5%	11.1%	15.0%	12.8%	5.0%
White	Female	2.8%	2.9%	1.8%	3.7%	4.8%	3.8%	0.9%	0.9%	2.7%	13.9%
White	Male	24.5%	22.1%	20.9%	16.8%	17.3%	16.3%	16.7%	14.0%	18.6%	9.0%
Overall Female										21.2%	59.2%
Overall Male										68.8%	33.3%
Unknown											7.5%

### Retention – Returned or Graduated

4. Fall to spring retention is strong, with an overall average of 74% of enrolled students graduating or persisting to the following spring; see Exhibit 4a.
5. Fall to fall retention is similar to the college average, with an overall average of 31.1% of enrolled DVP students graduating or persisting to the following fall; College 33.6%; see Exhibit 4c.
6. In the 2016 Academic Program Review, the DVP Program was asked to investigate and improve lagging retention. The department faculty worked collaboratively to develop a process to assess student progress and support students struggling academically. This new process was implemented in the fall of 2018 and has demonstrated effectiveness in improving fall to spring retention. The retention rate (returned to the same program) rose 8% in the following two years, from 67% in Fall 2017 to 75% in Fall 2018 and 74% in Fall 2019; see Exhibit 4B.
7. Fall to fall retention in the DVP Program is similar to college-wide; see Exhibit 4C.



DVP	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	DVP Average	College Average
Headcount	106	110	102	105	66	98	15,909
Returned to Same Program	72%	67%	75%	74%	62%	71%	64.4%
Returned to Different Program	4%	5%	4%	1%	0%	3%	4.8%
Graduated	6%	2%	4%	2%	3%	3%	2.9%
Did Not Persist	19%	26%	17%	23%	35%	23%	27.8%

DVP	Fall 2016	Fall 2017	Fall 2018	Fall 2019	DVP Average	College Average
Headcount	106	110	104	108	107	17,412
Returned to Same Program	27.4%	31.8%	39.4%	25.9%	31.1%	33.6%
Returned to Different Program	8.5%	5.5%	6.7%	6.5%	6.8%	7.8%
Graduated	14.2%	10.0%	11.5%	11.1%	11.7%	9.7%
Did Not Persist	50.0%	52.7%	42.3%	56.5%	50.5%	49.0%

### Success and Graduation

- The DVP program has demonstrated a consistent increase in graduates over the six years 2015-2020 for a total of 59 graduates; see exhibits 5A.

	2015	2016	2017	2018	2019	2020	Total
Digital Video Production	6	5	17	7	12	12	59
AAS Degrees	624	603	587	530	558	482	3,384

### Workforce Development

- The local Philadelphia employment market for film and video editors and camera operators is slightly lower than the overall national average for the number of jobs and compensation but above average in job posting demand; see Exhibit 7A.  
The National Bureau of Labor Statistics does not reflect entrepreneurial work. Qualitative data finds that many former CCP students are engaged in creatively driven entrepreneurial activities with no compensation ceiling.
- Overall employment of film and video editors and camera operators is projected to grow 18% from 2019 to 2029, much faster than the average for all occupations<sup>1</sup>; see Exhibit 7B.

Exhibit 7A: National Comparisons for Jobs, Compensation, and Employment Demand



<sup>1</sup> U.S. Bureau of Labor Statistics. (2021, April 9). *Film and video editors and camera operators: Occupational Outlook Handbook*. U.S. Bureau of Labor Statistics. <https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm#tab-6>.

## Exhibit 7B: US Bureau of Labor Statistics Employment Projections

**Employment projections data for film and video editors and camera operators, 2019-29**

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change, 2019-29	
				Percent	Numeric
Television, video, and film camera operators and editors	27-4030	67,900	80,400	18	12,400
Camera operators, television, video, and film	27-4031	29,700	33,800	14	4,200
Film and video editors	27-4032	38,300	46,500	22	8,300

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

11. DVP students and faculty support the award-winning content and production for CCPTV, Community College of Philadelphia's cable channel viewable throughout the city of Philadelphia. Viewership, currently exceeding 2,000,000 views since Aug 2013, is a testament to the community reception for college-produced programming; see Exhibit 8 viewership statistics.

Exhibit 8: CCPTV Viewership Statistics			
Views	Watch-time	Subscribers	Impressions
2,027,563	525,361	11,992	3,857,283

**Transfer**

12. Digital Video Production (DVP) is an A.A.S. degree program. The focus of this program is direct-to-work as opposed to transfer. However, of the students who do transfer, 42% (13 of 31) enrolled at Temple University. Qualitative evidence indicates students transfer to Temple University's School of Theater, Film, and Media Arts. The department plans to review the articulation agreement and discuss how course alignment with Temple may encourage more students to transfer; see Exhibits 9A and 9B.

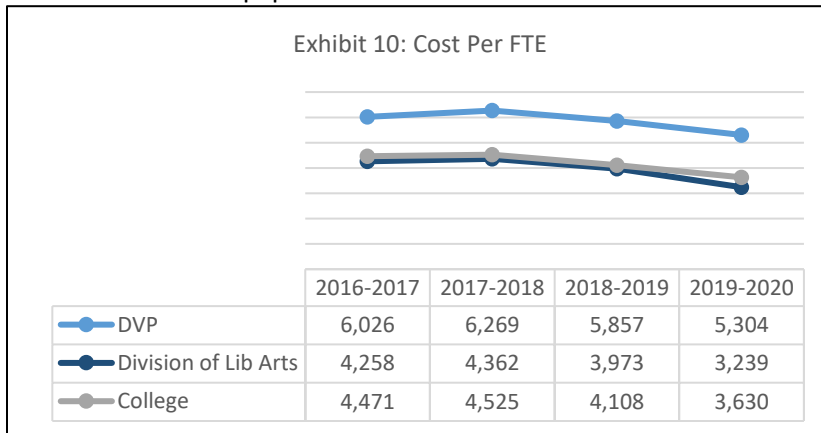
Exhibit 9A: Departing Students who entered the College between 2015 and 2019					
Exit Status	Transfer		Did Not Transfer		Total Count of Departing Students
	Count	Percent	Count	Percent	
Graduate	1	50%	1	50%	2
Earned 45 or more credits	2	11%	16	89%	18
Earned 23 to 44 credits	10	24%	31	77%	41
Earned 12 to 22 credits	12	25%	36	75%	48
Earned less than 12 credits	6	5%	116	95%	122
Total Departing Students	31	13%	200	87%	231

Exhibit 9B: Sample of Top 4-year Transfer Schools

- Temple University
- University of the Arts
- Millersville University
- Lincoln University
- Shippensburg

**Cost**

13. The Digital Video Production Program purchases and maintains digital video and sound professional sound equipment and software. These resources are available to our students and



reflect current professional practice in the field; see Exhibit 10.

**Assessment**

14. The 2016 Academic Program Review asked the DVP program to improve the PLO assessment rubrics. New rubrics were subsequently designed, aligned with specific learning outcomes, implemented in all DVP courses, and used to improve student learning.
15. The DVP program has three Program Learning Outcomes (PLOs). In spring 2018, PLOs were remapped to target the most relevant courses and collect data systematically at the midpoint and completion of the curriculum. This revision streamlines assessment and targets courses that most accurately reflect the PLOs. These revisions ensure that future analysis will be more focused and thorough.
16. The Digital Video Production program at CCP has engaged in systematic and high-quality continuous improvement in various aspects to maximize student success. Faculty started using AEFIS in Spring 2021. An assessment plan ensures all PLOs will be assessed in AEFIS, reaching full cycle in Spring 2022.



## Prior Audit

### Recommendations from Prior Audit

1. Examine reasons why students are leaving at high rates with less than twelve credits and develop a retention plan:

Students are leaving this program at a higher rate than other programs at the College. This may be a function of the rigor of the Program or that students enrolled in the Program are disproportionately young, male, and minority. Additionally, while students in the Program are more likely to place at college level than those in the Division and the College, some of the outcomes recorded are weaker than those of the Division and the College. The DVP faculty must provide additional opportunities to foster student success. This could include connecting students with services, creating intervention strategies for students during the first 12 credits, and increasing faculty involvement through advising.

#### Program Response:

Following up on the recommendations from the previous audit, the Digital, Video, Production faculty met at the beginning of Fall of 2018 to devise a support system for students in the DVP program, including identifying students who may need closer supervision.

This support system, implemented in Fall 2018, provided a structured communication between instructors by mid-semester to share information regarding motivated and career-oriented students demonstrating academic difficulties. The process has been effective in improving retention. The fall to spring retention rose almost 10% in the following two years, from 67% in Fall 2017 to 75% in Fall 2018 and 74% in Fall 2019. The following template is the system faculty devised and now uses for assessment of student progress and courses of action:

1. Is the student in more than one class in the major?
2. If yes, is the student experiencing difficulty in both classes?
3. Determine which faculty member might be or already is the person with whom the student has accessible communication.
  - a. Identify the source of the issue
  - b. The level of technical difficulty of the class
  - c. Causes of pressure on the student's time and attention, including job hours, family issues, medical issues, or others
4. Determine if the student needs to meet with a counselor or receive assistance from the Single Stop Office.
5. Offer tutoring during Office Hours or arrange to attend the student's class crew meetings to assess and aid in the group dynamics.
6. Providing the students with class participation and assignment assessment questionnaire at mid-semester, including a "suggestions" area for each class

### Recommendations from Prior Audit

2. **Assessment:** Reviewing the Program documents makes it clear that assessment is occurring. The Program has assessed all five Program Level Student Learning Outcomes and made improvements to teaching and learning in each PLO. Faculty are meeting weekly to discuss assessment. However, the assessment design (multiple outcomes use the same rubric for assessment) and reporting make it difficult for program faculty to determine where program deficiencies exist. The Program should use assignments with unique rubrics in order to assess each outcome. Using unique rubrics or identifying specific areas of the rubric for each PLO, enables the faculty to identify where specific deficiencies exist, as opposed to using aggregated data which solely identifies whether all outcomes meet the benchmark or none of the outcomes meet the benchmark.

#### Program Response:

New rubrics for all DVP courses were designed with attention to course associations to specific PLOs. Course learning outcomes were linked to program learning outcomes. These rubrics were then used to develop the program's assessment structure in AEFIS, the newly implemented college assessment software. All DVP courses are now integrated into AEFIS.

Course learning outcomes are now assessed in each course through student assignments. This outcome data is fed into the program learning outcomes. The assessment data helps the program understand student success and areas for improvement.

C. Action Items

The Office of Assessment and Evaluation makes the following recommendations for the Program.

**Enrollment and Demographics**

1. Increase Enrollment as follows:

	Fall 2019 (Benchmark)	Fall 2020**	Fall 2022 Increase in Headcount*		Fall 2023 Increase in Headcount		Fall 2025 Increase in Headcount	
Headcount	108	66	76	15%	87	15%	100	15%
Returned to Same Program	25.9%	N/A	21	27%	25	29%	31	31%
Graduated	11.1%	N/A	9	12%	10	12%	13	13%

\* Covid impacted enrollment

\*\*Enrollment growth reflects Fall 2020 headcount building back to prior momentum

**Retention**

2. The retention/graduation measures have been moving in an upward trajectory for the past three years. Fall 2020 realized a sharp decrease in returning students that could be related to the impact of COVID-19. Retention should be watched closely for the next several fall to spring and fall to fall cycles to determine if this is an anomaly related to the COVID-19 or a new trend. Recovery plans should be discussed and ready for implementation.

Person Responsible: Department Head

Timeline: Fall 2023 to monitor and develop a recovery plan. Fall 2025 to implement and assess effects of interventions

3. Review and update program curriculum to ensure that the curriculum flow is optimized to encourage continuous enrollment, that the curriculum supports creative opportunities for students, that concepts of entrepreneurship are threaded into the curriculum, and that students have the most current skills necessary upon graduation.

Person Responsible: Department Head, Department Faculty, and Advisory Committee

Timeline: Beginning in Fall 2021 and ongoing

**Program Growth**

4. The local and national marketplace and student interest support growth for the DVP program; however, before the DVP program launches a growth initiative, a plan should be thoughtfully developed to assess the challenges and opportunities. Program course enrollment is currently running 90% efficiency, indicating that, on average, 90% of the seats are filled each semester. Growing too fast could jeopardize the high standards and student

support that has been established. The department should investigate the projected impact of growth on space, faculty, and equipment and consider innovative opportunities to manage costs while expanding enrollment by attracting new students and increasing retention for existing students. An enrollment growth strategy should include a marketing and recruitment strategy; the program offers creative and innovative opportunities with projected employment growth.

Person Responsible: Department Head, Department Faculty, and Enrollment Management  
Timeline: Spring 2022 begin developing growth and marketing strategy; Fall 2023 begin implementation.

### **Workforce Development**

5. The advisory board's role is to help ensure the quality and currency of the curriculum and the program's responsiveness to the labor market in an evolving and dynamic industry. The DVP advisory board comprises twenty-nine local businesses, professionals, and former students working in the industry. In 2020, the DVP Advisory Board met twice.

The DVP program should review recent meetings, assess the current DVP advisory board's effectiveness, and engage the Advisory Board in planning for the future. Future visions beneficial to CCP and all of Philadelphia include creating a filmmaking culture, establishing a film and media screening series, opening more opportunities for CCPTV with more experimental videos and creative programming, and establishing a photo and video production agency with a very distinctive urban and fresh style.

Person Responsible: Department Head, Department Faculty, and Advisory Board  
Timeline: Fall 2025

### **Transfer**

Continue to develop a pathway for students interested in continuing their education in Temple's School of Theater, Film, and Media Arts (FMA). Explore with Temple the possibility of establishing a transfer partnership. An association with Temple's FMA program would benefit the students and add a high degree of recognition for the DVP program.

Person Responsible: Department Head  
Timeline: Fall 2024

## 1. Narrative

Using today's technology, anyone with a cellphone or tablet can create a video, but producing a great video requires forethought, planning, and understanding the video production process from concept to completion<sup>2</sup>. While productions can vary in style, content, audience, and budget, successful video producers have established foundational methods that remain constant. The Digital Video Production (DVP) program at CCP brings this established methodology to students launching new career interests as well as professionals looking to grow and develop within the industry.

DVP curriculum supports developing the technical and creative skills needed to work in the competitive film and video industry. The first year provides a foundation for technical requirements and allows students to explore personal interests and avocational ambitions. In contrast, students begin developing content in the second year and are encouraged to express innovation and imagination in their work. Using the latest technologies, students develop skills in visual storytelling, cinematography, motion graphics, and advanced skills in video editing and visual effects as both communication and art forms.

The Program demonstrates a high level of professionalism in its faculty, equipment, and work quality. The faculty bring inspiration into the classroom through their published work, award-winning productions, and professional networks. Since 2010, in collaboration with the Executive Producer of CCPTV, the DVP program has provided programming and production assistance to CCPTV. CCPTV has received numerous national awards and recognition, including 1 Emmy® Award and 6 Emmy® Nominations, Telly Awards, Communicator Awards, Cindy Awards, NCMPR Awards, and two Emmy® nominations.

The DVP program attracts diverse students, young students looking to begin a career in the video production industry and experienced students looking to expand their industry careers. The department has addressed a variety of concerns within these diverse groups to support student success. For example, to alleviate student apprehension about navigating the dynamics of student-crew meetings, the department now assigns faculty to monitor and participate in these meetings. The department has also expanded open lab hours, monitored by teaching aides and faculty, to provide students with more flexibility to manage coursework while maintaining work and family responsibilities. Beyond knowledge acquired in the classroom, students also have opportunities to earn professional credentials working on award-winning productions, including the CCPTV Magazine show, Focal Point, highlighting the College and Philadelphia community, Drop the Mic, and Strange College.

Many of our students transfer to four-year film schools, and their interests tend to lie with creative aspects of filmmaking such as fiction and entertainment production. To support these interests, faculty will incorporate more creative development through writing assignments, expressive filmmaking techniques, and exposure to film history supported by a film screening series and an annual film festival of individual work.

With a focus on professional opportunity, the DVP Department is currently researching the feasibility of developing a professional Photography and Video Production Agency comprised of

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<sup>2</sup> Heil, E. (2021, February 24). *Behind the scenes: A simple explanation of the video production process*. StoryTeller Media and Communications. <https://www.storytellermn.com/blog/video-production-process>.

students and alumni. The concept is based on the format of the Magnum Photography cooperative agency, an international photographic cooperative owned by its photographer-members. With proper management and curation, a local cooperative could brand itself with a distinctive style and a commitment to quality that would establish the agency as a valued resource in the Philadelphia area.

## Final Update on Academic Program Review Recommendations

- Liberal Arts: Honors
- Behavioral Health/ Human Services
  
- 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 represent a final update on meeting outlined action steps.

## COMMUNITY COLLEGE OF PHILADELPHIA

### Liberal Arts: Honors Updates for November 2021

**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:*

#### Assessment

- We have created a fully developed and systemic assessment plan. This plan consists of both Program and Course Level review.
- We have completed a full cycle of assessment for the Program Level and have begun assessment at the Course Level.

#### Program Development

- The environmental scan, assessment of need and market analysis was completed in Fall 2020 and results/report were given in February 2021.
  - The scan indicated that we have a lower ratio of students who identify as male and black/African American/mixed race than that same ratio at the College.
  - The scan also indicated that the ratio of students who identify as male and black/African American/mixed race who are invited to Honors and those who accept is the same as other demographic groups.
    - Therefore, we believe that the issue is twofold: we want to make sure that these students know about the program, and we want to build a better system by which to “on-ramp” interested students into the program.
- We have created a certificate for Honors. This certificate targets students in the full-time cohort and 6-credit link cohorts and provides them with a recognition of their successful completion of Honors courses and Program Level Outcomes. As many students who take Honors courses do not graduate with our degree, this is also a way to show that the program is successfully moving students along their College pathway.
- We are also revising course learning outcomes (CLOs) and program learning outcomes (PLOs). We need to reconsider how we articulate and assess the goals for students in the program.
  - The revision of this language will better reflect the diverse content covered in the courses and the support the goal related to increasing student comfort and familiarity with varied perspectives.
  - The new CLOs will more accurately reveal the work that we do and the student outcomes and will be more fruitful for assessment purposes.



### **Enrollment Growth Plan**

- We are working with Enrollment Management to identify students with interest in Honors as soon as they enter CCP, even if they are not able to enroll in our courses (due to testing into Developmental English courses). We are building and on-ramping process that will assist those students in getting to the proper level to join Honors.
  - This is also a result of the environmental scan and the goal of increasing diversity of students in the program by engaging them earlier with the Honors program even if they are not yet ready for our courses.
- We have begun working with local high schools and dual enrollment programs to encourage students to join CCP Honors, i.e. Roman. This semester, we welcomed a handful of dual-enrollment high school students into the Honors cohort.

**COMMUNITY COLLEGE OF PHILADELPHIA**  
**Academic Program Review Actions**  
**Student Outcomes Committee**  
**Update: October 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:

**Assessment** – Since Fall '21, the program faculty conducted consistent and targeted assessment activities to ensure that a full cycle of assessment was completed, and student learning was centered within their plans for a program revision.

- **Spring and Summer 2021:** completed full cycle of assessment based on Assessment Plan and reported detailed results and next steps within AEFIS, the College's assessment management system.
- **Fall 2021:** continued to follow the Assessment Plan that was submitted in Spring 2021, and implemented necessary changes in teaching and learning, as the outcomes required. A new Assessment Plan will be developed once the Program Revision is implemented in Fall 2022.

**Program Development** – the BHHS program will launch a newly revised workforce-driven program in Fall 2022.

- **Spring 2021:** completed Environmental Scan with market analysis. Analysis demonstrated a critical need for workforce-driven programming that includes coursework in **trauma-informed care, substance abuse, and sociological approaches to behavioral health issues.**
- **Fall 2021:** a revised Program Design was approved by Dr. Sweet, Dean of Liberal Studies.
- **Fall 2021:** The BHHS Program revision is being completed by Dr. Pascal Scoles, BHHS program coordinator and Dr. Fran DiRosa, PEHS department head, and it will be reviewed and approved by Dr. Hirsch for review by the College's governance committees.
- The revision includes both new and revised courses that will be completed in stages. The first set of courses to be developed and reviewed this year will be:
  - BHHS 102, Social Determinants of Health, a new course, was developed by Pascal Scoles.
  - BHHS 151, Family and Intimate Partner Violence and Abuse, was revised by Francesca DiRosa.
  - BHHS 101 Introduction to Behavioral Health, is currently being revised.
- An additional set of courses will be revised in fall 2022, and that will complete the second stage of the program revision.
- **The BHHS program revision, once formally approved this semester, will be implemented in Fall 2022.**
- In addition, two BHHS certificates are being revised to meet the needs of Philadelphia's workforce. The proposed certificates are tentatively titled:
  - *Human Services Leadership: Youth, Family and Community*, proficiency certificate
  - *Addiction and Recovery Studies*, academic certificate

## **Enrollment Growth Plan**

- **Spring and Fall 2022:** the faculty will develop and launch an enrollment growth plan with emphasis on recruitment, enrollment, and retention. The newly revised BHHS program and certificates will form the basis for renewed conversations with behavioral health agencies and recovery houses, as well as other agencies and institutions in Philadelphia.

# CME Expansion and I Am More



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# Impact of CME

Grant funded (PBI) and Cohort-based program (75:1 ratio)

Persistence: Fall to Fall

	First Time College Students (Full-time and Part-time)		
	CME	Black Males (Non-CME)	College-wide
Fall 2015 - Fall 2016	53.6%	33.3%	45.0%
Fall 2016 - Fall 2017	54.2%	38.4%	46.4%
Fall 2017 - Fall 2018	57.0%	32.0%	46.0%
Fall 2018 - Fall 2019	51.4%	40.6%	45.6%
Fall 2019 - Fall 2020	56.1%	30.2%	45.7%

# Impact of CME

## Persistence Data

- Measure
  - Fall to Fall
  - New (50%) & Returning (60%)
  - Comparison Groups
    - Black males not in program
    - Institution-wide
- Outcomes
  - Outpaced Black males not program
  - Outpaced Institutional Wide with the exception of Fall 2016-2017 (returning)
  - (45% to 43.6%)

- Academic Performance (Developmental/Gatekeeper)
  - Academic performance varies year to year with CME students performing lowest in math courses against comparison groups.
  - 92% take at least one developmental course.
  - Program held accountable for what happens in classroom and practices.

# Impact of CME

- CME Program refunded through Dept. of Ed.
  - Oct 1, 2021 – Sept. 30, 2026: 5 years, \$3 million
- Over 1,500 students served over 2012 to present including walk-in services.
- Average cohort per year ranges between 250-300 students.
- Projected 1,000 students serve over next 5 years
- Number of graduates:
  - Associate Degrees and Certificates (341)
  - Bachelor Degrees (57)
- Average 4.5 years to graduate with an Associate Degree.
- Transfers
  - 40+ four-year institutions including Historically Black Colleges and Universities, technical training programs, and the military.

# CME Expansion Efforts

- **Current Landscape**
  - **Black and Brown males lowest retention rates and academic outcomes**
  - **Declining enrollment - Black and Brown males (pre pandemic and more pronounced during pandemic)**
    - **Fall 2016 – Black FT/PT (2,842)**
    - **Fall 2020 – Black FT/PT (1,538)**
    - **46% decline in Black male enrollment in 4 years**



# CME Expansion Efforts

- College's Response
  - Financial and in-kind commitment
  - Staffing Structure (7) positions
    - Assistant Director/Lead Support Coach
    - 4 Support Coaches
    - Retention Coordinator
    - Community Outreach Specialist
  - Designated Space (Winnet Student Life)
  - Projected students serve annually: 500 (100:1 ratio)
  - 1,000 students per 5 years
  - Projected measures are same as PBI grant

# I AM MORE.

**REENTRY ENGAGEMENT PROGRAM**

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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**
  - ✓ 120 students over 3 years
  - ✓ Current enrollment: 12 students
- **Outcome Goals**
  - ✓ Retention (Fall - Fall): FTIC – 60% Returning – 70%
  - ✓ Completion (60%), and
  - ✓ Recidivism (85%)

# 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**
  - ✓ Advisement, Career assessment and exploration, job seeking strategies, etc.
- **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-credit or credit bearing academic 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.

## I Am More: Reentry Engagement Program Partnerships

- Deputy Commissioner of Prisons
- D.A., Larry Krasner
- Judge Stephanie M. Sawyer, Philadelphia Municipal Court
- Office of Reentry Partnerships
- OIC of America
- **PENN State's Restorative Justice Initiative**
- Philadelphia Bail Fund
- Philadelphia Reentry Coalition
- Philadelphia's Adult Probation Department
- **University of Pennsylvania's Emerging Prison Education Project**
- Youth Sentencing, and Reentry Project (YSRP)
- University of Pennsylvania's Center for Carceral Communities
- **The Wardrobe**



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# I Am More: Reentry Engagement Program

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