

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

MINUTES

Thursday, January 6, 2022

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

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

Board

Participants: Mr. Soileau

College

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

Cabinet

Members: Ms. Witherspoon, Dr. Zanjani

Guests: Ms. Gordon, Dr. Lewis, Dr. Nagaswami, Dr. Scordia, Dr. Shah, Dr. Sinnott

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

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

The minutes were approved unanimously.

(b) Academic Program Review: Medical Laboratory Technician (A.A.S. Degree)

Dr. Shah, dean of the Math, Science, and Health Care division, noted that the Medical Laboratory Technician (MLT) program is one of the flagship programs in the College's Allied Health department. The program has 100% pass rate on the Medical Laboratory Technician ASCP Board of Certification Exam and 100% job placement. Dr. Sinnott, from the Office of Assessment and Evaluation, explained that in September 2021, the program completed its periodic review for its national accrediting agency, the National Accrediting Agency for Clinical Laboratory Sciences; the program was awarded a 10-year accreditation. Most students are part-time and career-age. The program has strong retention and graduation rates and a consistent 100% job placement rate. The program plans to introduce more molecular

methods into the curriculum to continue to innovate. There is a national and local shortage of medical laboratory technicians, in part because of increased testing with COVID.

Committee members asked about the program's demographics. Dr. Lewis, the Department Head for Allied Health programs, explained that having a higher percentage of Asian students and female students is on trend for the industry and for related allied health fields; the advisory board is comprised of the same demographics. There may be a lower percentage of African-American females because the field is not well-known, and students in high schools are not aware of it. However, because of COVID, the program has had opportunities to interact more with younger students, which should raise awareness. Dr. Thomas added that because of a recent grant, the College has been hosting more STEM events for middle and high school students; these events also address the health care field.

Dr. Lewis discussed recruiting students internally from the Health Care Studies program. There are monthly health care admissions events, at which students can meet with faculty, talk about the admissions process, careers, job prospects, salaries, etc. Recently, students were invited to see a day-in-the-life for all the Allied Health programs. The MLT program is always at capacity. Additionally, students are all employed before graduation. Students must complete clinical experiences; most of those clinical sites go on to hire them. This is common in health care in general. While having enough clinical sites can be challenging, the program director keeps a list that meets 150% of clinical sites needed, in case of limitations. The program has developed new affiliations in the City, and the program director is persistent in contacting new offices acquired by area hospitals.

In regards to the high retention and completion rates, Dr. Lewis noted the outstanding faculty in the program. The program is consistent with assessing student learning, closing the loop, and making changes based on evidence. Because of the low number of students allowed by capacity, faculty are able to build relationships with students, which may help retention.

Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review for the Medical Laboratory Technician program with approval for five years.

(c) Cultivating a Culture of Excellence in Teaching & Learning at CCP

Dr. Scordia, Assistant Professor of English and Professional Learning Coordinator (Title III), began the presentation explaining that investing in faculty professional learning is an essential part of ensuring students are learning. It also relates directly to *Impact 2025* and the Student Experience pillar, to Guided Pathways efforts, and to Middle States accreditation. A commitment to teaching and learning is one of the five institutional priorities the College developed for the Middle States self-study, and Standard III includes criteria devoted to faculty professional learning. With the

Faculty Center for Teaching and Learning (FCTL), the College has long been in compliance with these criteria. Because of the Title III grant awarded in 2020, the College has been able to build on the work of the FCTL and offer a more sustained professional learning program which is being regularly assessed.

Dr. Nagaswami, Professor in the Department of English and Facilitator of the FCTL, discussed how the FCTL has a mission statement and has developed a strategic plan with five goals, which is based on *Impact 2025* and best practices in the field. Each goal has action items. They have been assessing progress on faculty professional learning and will soon be posting the results of those assessments. Despite the pandemic, they have been able to make progress on all the goals, including hosting two joint conferences with area community colleges.

Dr. Scordia explained how the Title III grant encompasses faculty professional learning in an institutional 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*) and has objectives related to faculty professional development, with goals each year for the number of full- and part-time faculty taking part in professional learning. The grant also seeks to increase effective use of Starfish and Canvas. The College has built a Title III Faculty Professional Learning Core Team, comprised of faculty representing a range of departments and including the Associate Director of the grant, Sharmon Bryant.

As one of its first activities, the Core Team held a Summer Institute last year. They consulted with the Director of Teaching & Learning at Achieving the Dream, who provided opening and closing remarks, and utilized ATD's new Teaching & Learning Toolkit in planning the event and activities. They identified four high-impact practices (HIPs) for faculty to learn about and then implement in their own course in the following fall semester. Over 50 faculty from across the academic divisions took part, including both full- and part-time faculty. Building on the work from the Summer Institute, the FCTL implemented learning communities devoted to the HIPs to support faculty while they added HIPs to their courses. They are working with Institutional Research on data analysis and will have data on the first semester outcomes soon.

Dr. Nagaswami discussed the array of professional learning opportunities that were provided in the fall semester. These included a mini-conference on HIPs for faculty who could not attend the Summer Institute. They also had a session on supporting first-generation students that led to a mini-conference on the topic (which took place on National Gen 1 Day and included a panel of students); this will continue to be a focus in the spring semester. They recognize that the College's students have gone through various forms of trauma, including those COVID-related. As preview for upcoming spring activities, they held a mini-conference in November on trauma-informed pedagogy. They also created the Virtual Learning Exchange Series, with weekly meetings for faculty to discuss with each other their practices and share their tools. There were four rotating topics: Starfish, Canvas, data-informed teaching, and

inclusive teaching practices. Across all the various sessions in the summer and throughout the fall semester, a total of 54 part-time and 108 full-time faculty took part. Additional FCTL programming includes the Assessment Academy, the FCTL Fellows and Communities of Practice, New Faculty Orientation, and an upcoming joint conference with area community colleges.

Dr. Scordia provided an overview of topics for the spring semester. She also explained that all the professional learning programs must be developed through an equity lens. Moreover, everything FCTL and the Core Team are doing must be assessed, not just for Middle States but also for continuous improvements. They plan to analyze data on retention and completion to look at the faculty implementation of HIPs, including a student survey. They conducted a faculty survey in Fall 2021; 69% of respondents said the most important reason to take part in faculty professional learning opportunities was to improve student learning. She stressed that the College's commitment to supporting these endeavors is critical to students and student success. Dr. Hirsch stated that the College will receive \$2.25 million over the five years of the Title III grant, and a major portion of those funds is to support faculty professional learning.

Annual updates on faculty professional learning will be added to the Committee calendar.

(d) New Business

There was no new business.

Next Meeting

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

Attachments:

Minutes of November 4, 2021

Academic Program Review: Medical Laboratory Technician Program

Cultivating a Culture of Excellence in Teaching & Learning at CCP presentation

**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

Community College *of* Philadelphia

Academic Program Review: Medical Laboratory Technician (MLT)

Authors: Ekaterina Mashkina, Dr. Dawn Sinnott
Fall 2021

Executive Summary

Key Findings

Enrollment and Demographics

Exhibit 1: College and Program Enrollment

- In Fall 2017, the CLT (Clinical Laboratory Technician) Program closed, and MLT (Medical Laboratory Technician) Program opened. The following table demonstrates the enrollment migration from CLT to MLT. Since MLT is now the active program, from this point forward, all data will reference the combined enrollment as MLT program

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
CLT	43	40	27	25	4	4	0	1	1	16
MLT	0	0	18	23	35	35	39	39	27	24
MLT and CLT Total	43	40	45	48	39	39	39	40	28	40

Exhibit 2: College and Program Part-Time Enrollment

- Students enrolled in the MLT Program are predominantly part-time except for fall 2020, which was at the height of the COVID-19 restrictions period. On average, almost 90% of MLT Program enrollment is part-time.

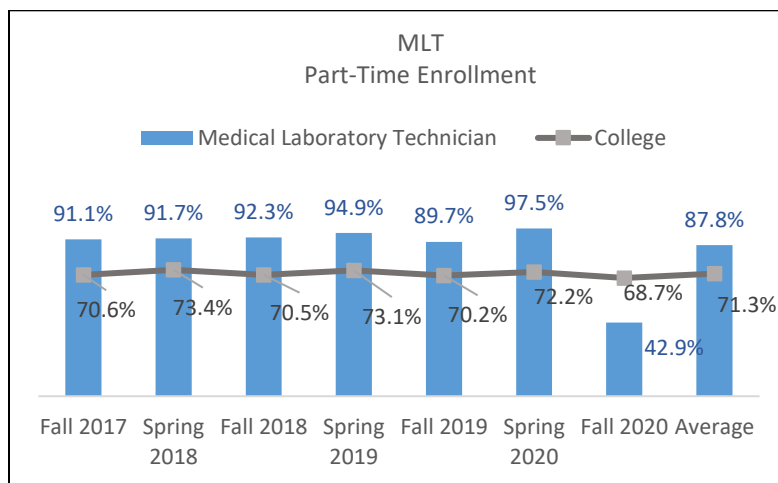


Exhibit 3: College and Program Enrollment by Age

- On average, MLT students were more likely to be career age students between 22 and 39 years of age than the college-wide average; MLT 82% and CW 50%; see Exhibit 3a and 3b.

Exhibit 3a Enrollment by Age

MLT	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	MLT Avg	CW Avg
	43	40	45	48	39	39	39	40	28	35	40	
16-21	4.4%	0.0%	16.7%	17.4%	11.4%	8.6%	12.8%	10.3%	14.8%	8.6%	12.0%	41.0%
22-29	44.4%	40.0%	66.7%	43.5%	48.6%	51.4%	64.1%	61.5%	55.6%	60.0%	56.6%	33.4%
30-39	35.6%	35.6%	16.7%	34.8%	31.4%	34.3%	17.9%	23.1%	18.5%	25.7%	25.5%	15.7%
40+	11.1%	13.3%	0.0%	4.3%	8.6%	5.7%	5.1%	5.1%	11.1%	5.7%	6.8%	8.9%

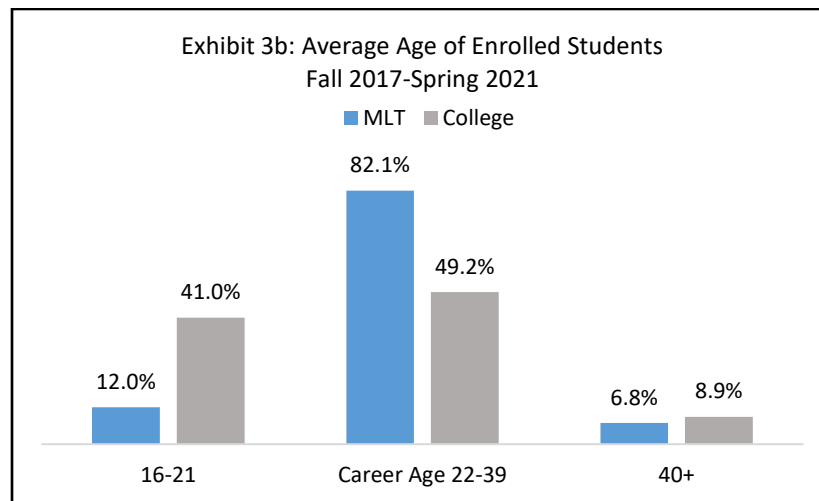


Exhibit 4: Program Enrollment Gender Within Race

- On average, the MLT Program enrolled a higher percentage of Asian females (26.5%) than the college overall (5.1%)
- On average, the MLT Program enrolled a higher percentage of White females (31.7%) than the college overall (13.3%)
- On average, the MLT Program enrolled a lower percentage of Black females (8.8%) than the college overall (28.1%)
- On average, the MLT Program enrolled a higher percentage of females (83.3%) than the college overall (56.0%)

Exhibit 4: College and Department Enrollment by Gender within Race

MLT		Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	MLT Average	College Average
Asian	Female	22.2%	21.7%	25.7%	25.7%	28.2%	28.2%	29.6%	27.3%	26.5%	5.1%
Asian	Male	5.6%	4.3%	2.9%	2.9%	2.6%	2.6%	3.7%	3.0%	3.2%	4.3%
Black	Female	22.2%	17.4%	11.4%	8.6%	7.7%	5.1%	3.7%	3.0%	8.8%	28.1%
Black	Male	0.0%	0.0%	5.7%	5.7%	10.3%	10.3%	11.1%	12.1%	7.6%	12.6%
Hispanic	Female	5.6%	13.0%	5.7%	5.7%	7.7%	7.7%	11.1%	9.1%	8.0%	9.4%
Hispanic	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.6%
White	Female	33.3%	34.8%	34.3%	37.1%	33.3%	33.3%	18.5%	27.3%	31.7%	13.3%
White	Male	5.6%	4.3%	5.7%	5.7%	2.6%	2.6%	0.0%	3.0%	3.6%	8.0%
Total Females		83.3%	87.0%	77.1%	77.1%	74.4%	63.0%	66.7%	75.1%	83.3%	56.0%
Total Males		11.1%	8.7%	14.3%	14.3%	15.4%	14.8%	18.2%	14.5%	11.1%	29.4%

Retention – Returned or Graduated

Exhibit 5: Fall to Spring Retention

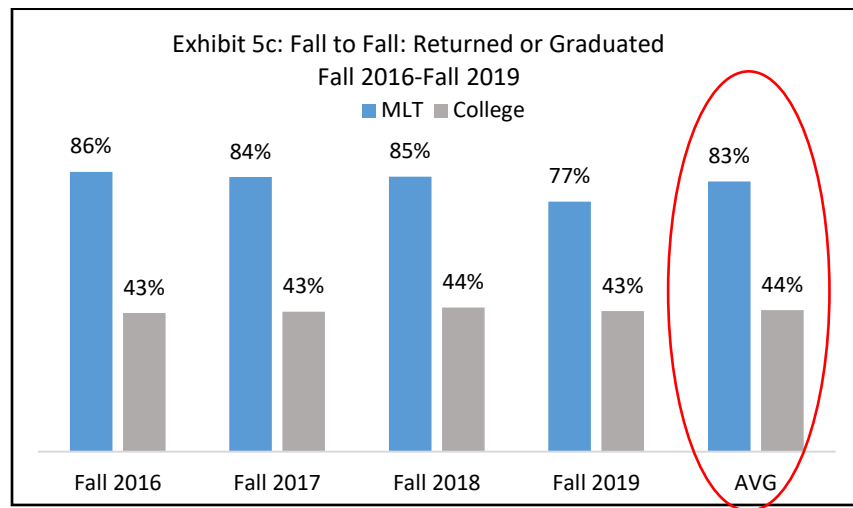
- Fall to spring retention is strong, with an overall average of 92.8% of enrolled students persisting to the following spring; see Exhibit 5a.
- Fall to fall retention for the MLT Program continues to outpace the College average, with an overall average of 83% of enrolled MLT students graduating or persisting to the following fall: College average 44%; see Exhibit 5b and 5c.

Exhibit 5a: Fall to Spring Retention

MLT	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	MLT Average	College Average
Headcount	43	45	39	39	28	39	15,909
Returned to Same Program	90.7%	91.1%	94.9%	94.9%	92.9%	92.8%	64.4%
Returned to Different Program	0.0%	2.2%	0.0%	5.1%	0.0%	1.5%	4.8%
Graduated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%
Did Not Persist	9.3%	6.7%	5.1%	0.0%	7.1%	5.7%	27.8%

Exhibit 5b: Fall to Fall Retention

MLT	Fall 2016	Fall 2017	Fall 2018	Fall 2019	MLT Average	College Average
Headcount	43	45	39	39	41	17,022
Returned to Same Program	51%	35.6%	41.0%	33.3%	40.4%	34.1%
Returned to Different Program	0%	6.7%	0.0%	7.7%	3.6%	7.2%
Graduated	35%	48.9%	43.6%	43.6%	42.8%	9.5%
Did Not Persist	14%	8.9%	15.4%	15.4%	13.3%	49.2%



Graduation

Exhibit 6: Degrees Awarded

- A total of 89 AAS degrees were awarded between 2016 and 2020, see exhibit 6

	2016	2017	2018	2019	2020	Total
MLT	0	0	0	16	17	33
Clinical Lab Technician	17	18	19	2	0	56
Total	17	18	19	18	17	89
AAS Degrees	603	587	530	558	482	3,384

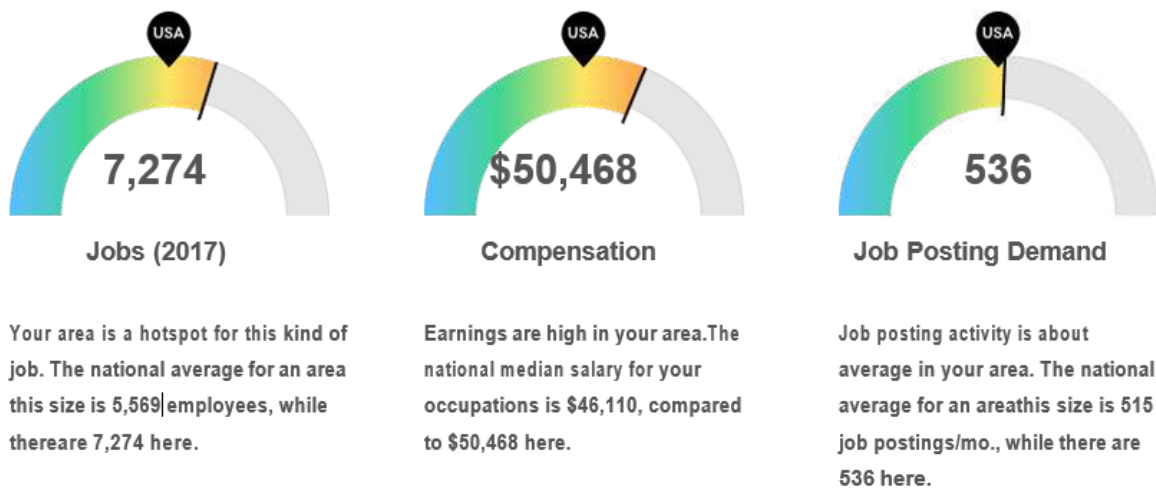
Workforce Development

Exhibit 7: Workforce Development

- An average area of this size typically has 5,569 jobs, while 7,274 are in the Philadelphia area. This higher-than-average job supply may make it easier for workers in this field to find employment in the local area; see Exhibit 7a.
- All data reflects pre COVID-19 employment trends; data should be reprocessed in 2022 to reflect the current environment.

Exhibit 7a: Employment Demand

Average Job Posting Demand Over a Deep Supply of Regional Jobs



- Labor and wage data finds, there are 962 employers in the local area. Penn Medicine, University of Pennsylvania, and Patient First Corporation of three of the most active employers see Exhibit 7b.
- Employment areas in highest demand include Veterinary Technicians, Medical Technologists, and Laboratory Technicians, see Exhibit 7c.
- CCP is a leader in local programs that can train for these occupations; 19 institutions have produced completions in the last five years, see Exhibit 7d.
- National US Bureau of Labor Statistics projects 11% growth nationally, see Exhibit 7e

Exhibit 7b: Top Local Employers

	Unique Postings
Penn Medicine	811
University of Pennsylvania	648
Patient First Corporation	298
Quest Diagnostics Incorporated	294
Thomas Jefferson University	241
Crozer-Keystone Health System	240
Banfield Pet Hospital	215
Einstein Healthcare	211

Main Line Health	185
Tower Health	185

Exhibit 7c: Areas of High Job Posting

	Unique Postings
Veterinary Technicians	940
Medical Technologists	793
Sterile Processing Technicians	555
Medical Technologists/Medical Laboratory Technicians	532
Medical Laboratory Technicians	277
Histotechnologists	227
Laboratory Technicians	225
Travel Medical Technologists	181
Medical Laboratory Technologists	161
Resource Technologists	156

Exhibit 7d: Local Programs That Train for These Occupations

Top Schools	Completions (2020)
Community College of Philadelphia	246
Bucks County Community College	134
Temple University	134
Delaware County Community College	123
University of the Sciences	121
Thomas Jefferson University	117
Drexel University	94
Philadelphia College of Osteopathic Medicine	83
University of Pennsylvania	76
Saint Joseph's University	70

National Employment Projections

621500 Medical and diagnostic laboratories

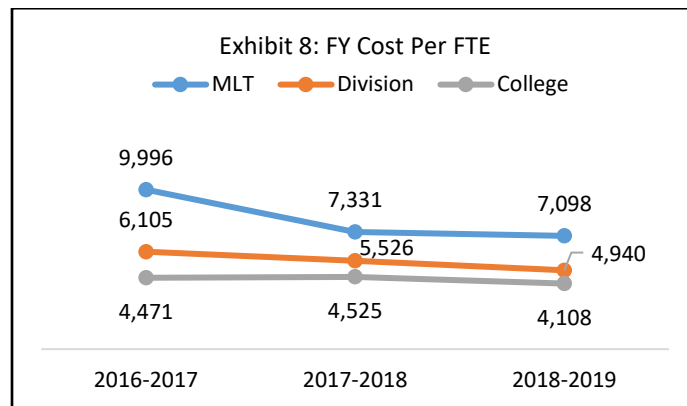
Employment in thousands.

Exhibit 7e: US Bureau of Labor Statistics Employment Projections Nationally

Occupation Title	Occupation Code	Employment 2020	Employment 2030	Employment Change, 2020-2030	Employment Percent Change, 2020-2030	Occupational Openings, 2020-2030 Annual Average	Median Annual Wage 2020
Clinical laboratory technologists and technicians	29-2010	335.5	372	36.5	10.9	25.9	54,180

Cost

- See Exhibit 8
- The MLT and Phlebotomy programs are supported by one budget and two sources derived from general College funds: the Operating and Capital budgets. The operational budget is developed for each fiscal year; resource allocation decisions are made within the College's strategic plan, and the various cost center plans parameters. Operating budgets are designed to meet the immediate functional needs of the Program. The MLT/Phlebotomy operational budget is adequate for the continued operation of both Programs. Program faculty annually review the Operating Budget and can request needed changes to the budget.
- The MLT/Phlebotomy Capital budget is allocated to provide for the purchase of equipment for the program. At the beginning of the budget process, each program is asked to request the necessary equipment to support the program. In addition, the College receives Perkins funding to procure equipment designed to enhance student success in the program.
- Under current leadership, Cost Per FTE has decreased by almost 30% over the past three years while increasing program outcomes.



Assessment

A fully documented holistic plan that includes a timeline for continuous and systematic assessment of the program's effectiveness guides the Program's assessment practice. The plan includes:

- Advisory Committee: The purpose of the Advisory Committee is to provide input from the clinical laboratory setting and related settings to assure that courses and content of the program are current and relevant to the workplace.
- Student evaluation of faculty and courses is done using Allied Health Department evaluation forms and completed by mid-semester to determine if changes are needed.
- Student evaluation of clinical sites
- Employer and graduate job placement surveys
- Analysis and publication of program outcomes on the MLT web page annually (includes ASCP pass rate, graduation, and job placement rates)

- Peer-evaluation of teaching effectiveness – every faculty is evaluated by a College faculty on a specific schedule (see attachment). New faculty evaluated every year.
- Faculty are required to perform an assessment of each course they teach after its completion at the end of each semester based on the benchmarks for each established Course Learning Outcome (CLO) via **AEFIS** software.
- Faculty meetings - the MLT faculty meet at least once a semester to discuss student progress, course evaluations, program effectiveness, and clinical affiliates. Changes are made after each semester to improve the quality of the MLT Program, whenever necessary

The MLT Program has exceeded expectations for the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Benchmark for American Society for Clinical Pathology (ASCP) Certification Rates, the NAACLS Benchmark for Graduation Rates, and the NAACLS Benchmark for NAACLS Benchmark for Graduate Placement Rates.

[American Society for Clinical Pathology \(ASCP\) Exam Outcomes¹](#)

Date	Graduation Rate	ASCP Rate	Job Placement	Attrition
MLT 2019 Outcomes Data	100%	85%	100%	0%
MLT 2018 Outcomes Data	95%	92%	100%	5%
MLT 2017 Outcomes Data	100%	73%	100%	0%
MLT 2016 Outcomes Data	94%	100%	100%	n/a

B. Prior Audit

- This is the first APR for the current Medical Laboratory Technician Program

¹ MLT Self-Study Page 14

C. Action Items

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

Enrollment and Demographics

1. Continue to monitor all The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) standards for reaccreditation and meet required deadlines for the five-year interim report due Oct 2025 and the next self-study scheduled for Oct 2029.
Person Responsible: Department Head
Timeline: Fall 2022 through Fall 2029
2. Continue to maintain admission number at the maximum capacity (24 students accepted for the first year of the program)
Person Responsible: Department Head

Timeline: Fall 2022 through Fall 2027
3. Collaborate with Marketing and Recruitment to improve awareness of the MLT career opportunities and to recruit students from underrepresented populations.
Person Responsible: Department Head
Timeline: Fall 2022 through Fall 2027

Workforce Development

4. Continue monitoring student post-graduation outcomes to maintain 100% Placement Rate
Person Responsible: Department Head
Timeline: Fall 2022 through Fall 2027

Program Development

5. Continue plans to update curriculum introducing more molecular biological methods for detecting and characterizing microorganisms that are critical to diagnostic microbiology and are now part of routine specimen processing.
Person Responsible: Department Head
Timeline: Fall 2022 through Fall 2027
6. Continue the development of a flexible curriculum with lectures online and labs in person on campus using various technologies (videos, case studies, procedure simulations, online image databases) and assessments after each module. This structure has demonstrated enhanced learning, and current assessments show that this format is beneficial for the students.
Person Responsible: Department Head
Timeline: Fall 2022 through Fall 2027

1. Narrative

The Medical Laboratory Technician associate degree program at CCP is nationally accredited. It prepares individuals to enter a career as a Medical Laboratory Technicians (MLT) for work in hospitals, research centers, biomedical laboratories, commercial labs, clinics, public health facilities, and the pharmaceutical industry.

The medical laboratory technician is an important part of the health care team. Technicians work under a medical laboratory scientist and perform a wide range of tests and laboratory procedures that require a high level of skill. They analyze blood, body fluids, and other specimens using precision instruments. They look for bacteria, parasites, and other microorganisms, analyze fluids' chemical content, match blood for transfusions, and test for drug levels in the blood to show how a patient responds to treatment. They also prepare specimens for examination, count cells, and look for abnormal blood and body fluids cells.

The MLT Program is designed to provide students with a thorough background in physical, biological, and chemical sciences; safety, specimen collection, handling, and processing; pre-analytical, analytical, and post-analytical components, instrumentation theories, and the application of these theories to a clinical laboratory science practice.

The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) reaccredited the MLT Program at Community College of Philadelphia for ten years with a five-year interim report due Oct 2025 and the next self-study scheduled for Oct 2029.

The MLT Program has exceeded expectations for the NAACLS Benchmark for American Society for Clinical Pathology (ASCP) Certification Rates, the NAACLS Benchmark for Graduation Rates, and the NAACLS Benchmark for NAACLS Benchmark for Graduate Placement Rates.

Multi-layered assessment methods provide a rich foundation for continuous improvement. Data included in the program's comprehensive schedule for assessing course learning outcomes and program learning outcomes also incorporates reviews of clinical performance by the Advisory Committee, student evaluation of faculty and courses, student evaluation of the clinical sites, employer and graduate job placement surveys, peer-evaluation of teaching effectiveness.

Faculty closely monitor student attrition and graduation, discuss curriculum, and evaluate the experiences students receive during their clinical rotation. The Program Director systematically analyzes data for each semester resulting in a 2% attrition rate for the past three years.

MLT faculty also meet at least once a semester to review the outcome measures, discuss student progress, changes to the course content to prepare graduates and pass the ASCP exam, course evaluations, program effectiveness, and clinical affiliates. Changes are made after each semester to improve the quality of the MLT Program whenever necessary. This data is also shared with the Advisory Committee once a year, and feedback is requested. For example, changes made due to the students' and clinical affiliate feedback from Spring 2019. The student's feedback indicated that there were too many assignments in the MLT 265. After discussing this issue with faculty in Fall 2019, the assignment structure was reworked. The clinical affiliates' feedback indicated that our evaluation forms are outdated. It was decided to create new evaluation forms and add checklists for all clinical courses of the MLT program after discussing this issue with the faculty during the meeting in Fall 2019.

Over the next five years, the department plans to introduce more molecular methods into the MLT curriculum. More and more labs are now using molecular techniques to diagnose pathogens like COVID-19, MRSA, and C-Diff (*Clostridioides difficile*) due to the importance of timely patient isolation. It used to be that only Medical Lab Scientists (4-year degree) were allowed to handle the PCR analyzers. Now our MLT students can also run PCR. Examples of new equipment we will be using include mini-PCR and electrophoresis chambers in the Clinical Chemistry course; Multiplex PCR (Biofire film array) in the Microbiology course.

There is a nationwide shortage of lab professionals due to increases in lab testing due to COVID-19 and large numbers of techs retiring. Moreover, there is a shortage of affordable MLT programs in our region. To maintain high-quality standards and optimal outcomes, the department plans to keep the admission number at the maximum capacity (24 students accepted for the program's first year).

Cultivating a Culture of Excellence in Teaching & Learning at CCP

Prepared for the Student Outcomes Committee Meeting
January 6, 2022

Dr. Girija Nagaswami, Faculty Center for Teaching & Learning Facilitator
Dr. Stephanie Scordia, Title III Professional Learning Coordinator



MSCHE Self-Study Institutional Priorities

Standards	Institutional Priorities				
	Commitment to Teaching and Learning	Diversity/ Equity/ Inclusion	Student Experience	Student Success	Workforce Dev., Readiness, Economic Innovation
I. Mission & Goals	X	X	X	X	X
II. Ethics & Integrity		X	X		
III. Design & Delivery of the Student Learning Experience	X	X	X	X	X
IV. Support of the Student Experience	X	X	X	X	
V. Educational Effectiveness Assessment	X	X		X	
VI. Planning, Resources, & Institutional Improvement	X		X	X	X
VII. Governance, Leadership, & Administration		X			

Professional Learning & the Student Experience

Standard III

Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:

- A) rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
- B) qualified for the positions they hold and the work they do;
- D) *provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation*

Professional
Learning &
Impact 2025

Impact 2025: An Uncompromising Focus on Student Success

"Ensure students are challenged by intellectually rigorous teaching and learning techniques inside and outside the classroom leading to high academic standards through a culture focused on assessment of student learning outcomes and *continuous professional development of faculty.*"

-The Student Experience Pillar

Professional Learning & Workforce Development

- Workforce Development, Readiness and Economic Innovation pillar: **"Connect students with the world of work in ways that allow them to direct their learning and future employment to fields that fuel their personal ambitions and the region's economic opportunities"** (Impact 2025).
- Collaborative Learning and Problem Based Learning practices provide students opportunity to gain real-world skills in the classroom

2019 Student Surveys Results

Noel-Levitz Student Satisfaction Inventory

- Saw increased rates in overall satisfaction from 2016 inventory
- Instructional Effectiveness ranked 3rd in top five areas
- Faculty are fair and unbiased
- Faculty use a variety of technology and media

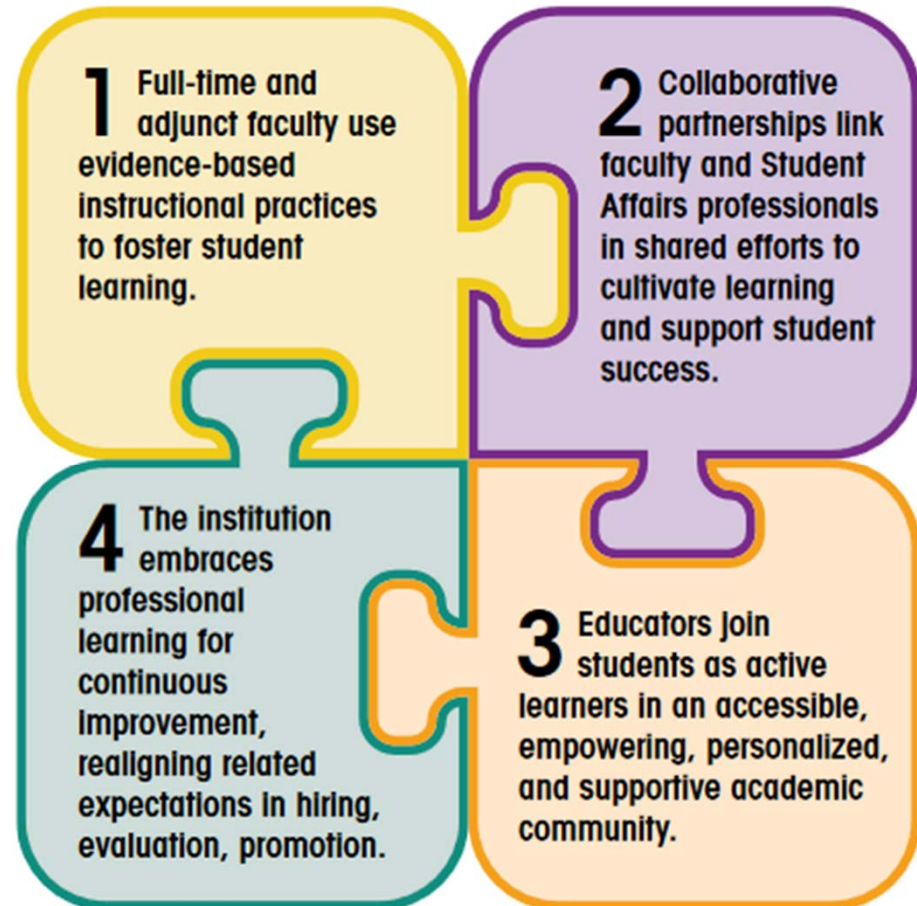
Community College Survey of Student Engagement (CCSSE)

- Met Benchmark of Effective Educational Practice
- Slight decrease in Faculty-Student Interaction since 2016
- Slight decrease in Faculty use of Active and Collaborative Learning Practices since 2016

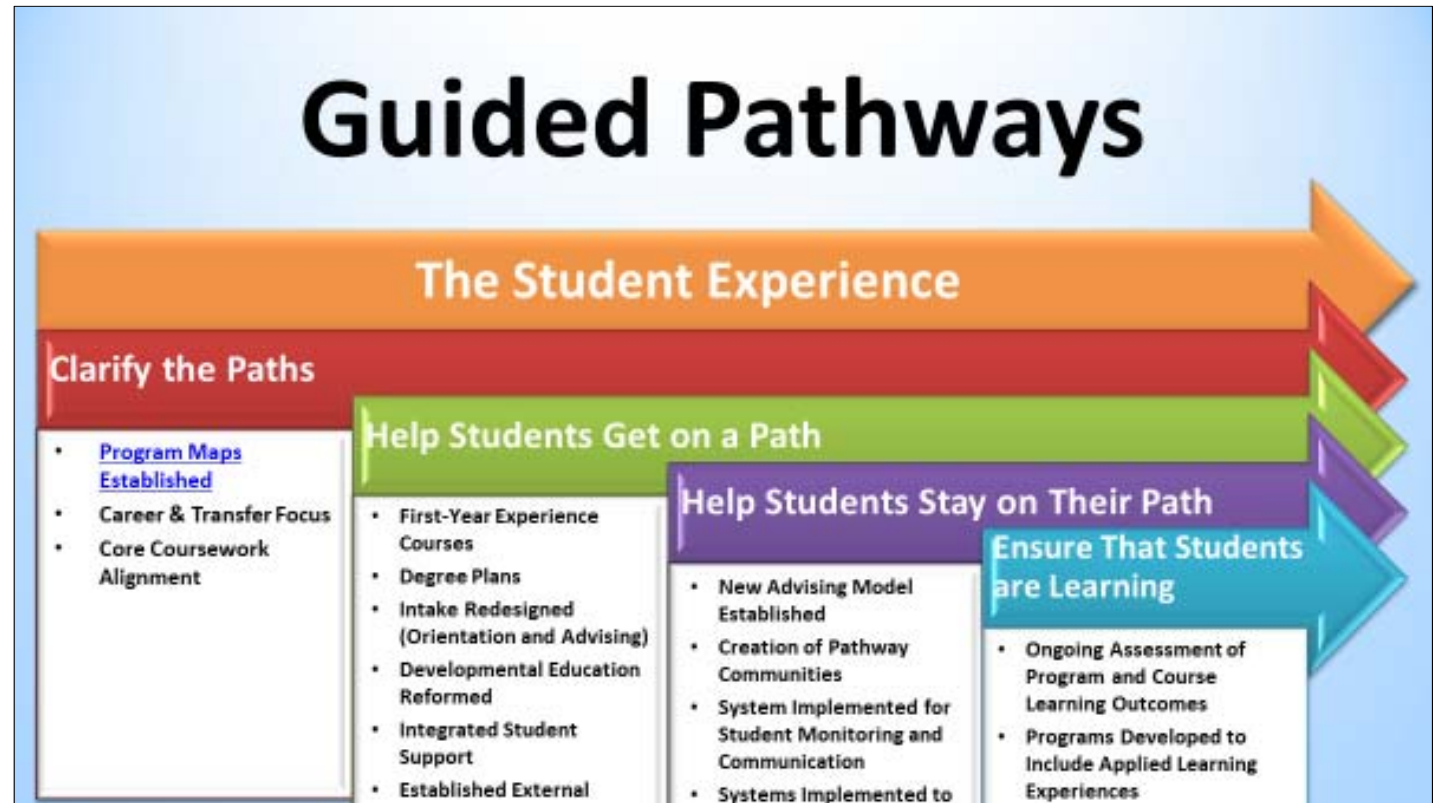
Faculty Center for Teaching & Learning (FCTL)

- FCTL Mission
- FCTL 2020-25 Strategic Plan
 - GOAL 1: Promote a culture of academic excellence by ensuring new PT and FT faculty are supported during their first year at the College and beyond
 - GOAL 2: Increase engagement, retention, and student success through continuous faculty professional development
 - GOAL 3: Support innovations in technology to enhance student learning
 - GOAL 4: Strengthen teaching, learning, and assessment through interdisciplinary approaches
 - GOAL 5: Become a driving force of pedagogical development in the region
- Relocation of FCTL to B2-36

Achieving the Dream— The Four Cornerstones of Professional Learning Excellence



Professional Learning & Guided Pathways



Professional Learning & Guided Pathways: How to Ensure Students Are Learning

Ensure That Students are Learning

- **Ongoing Assessment of Program and Course Learning Outcomes**
- **Programs Developed to Include Applied Learning Experiences**
- **Improved Focus on Faculty Development**

Title III Grant:
Expanding Our
Capacity
for Professional
Learning

- Transforming the Student Experience: Holistic Student Supports (October 2020-September 2025)

Institutional 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.*

- Collaboration with the FCTL

Title III Faculty Professional Learning Core Team

Sharmon Bryant, Associate Director

Girija Nagaswami, English, FCTL Facilitator

Stephanie Scordia, English, Professional Learning Coordinator

- Edite Birnbaum , Foundational Math
- Khalica Collins, Advising
- Judy Cruz-Ransom, Criminal Justice
- Taoufik Ennoure, Computer Technologies
- Catherine Malele, Chemistry
- Jennifer Schneider, Paralegal Studies
- Jocelyn Sirkis, Business Leadership, Fashion, & Hospitality
- Christine Veal, Nursing

Summer
Institute
High-Impact
Practices
(HIPs)
June 15-17,
2021



2021 Summer Institute Attendance

51 faculty

- 27 full-time faculty
- 24 part-time faculty

- Architecture, Design, & Construction
- Art
- Allied Health
- Biology
- Business Leadership, Fashion & Hospitality
- Computer Technologies
- English
- Foundational Math
- History, Philosophy, & Religious Studies
- Library
- Math
- Psychology, Education, & Human Services
- Social Science
- World Languages

Fall HIPs
Learning
Communities:
40 faculty in
6 Virtual
Learning
Communities

Active Learning Canvas Learning Community

The screenshot shows a Canvas Learning Community interface. At the top, the breadcrumb navigation reads "High Impact Practices: Active Learning & Learner-Centered Pedagogies > Modules". On the left, a sidebar menu lists "Home", "Announcements", "Modules", "Discussions", and "Assignments". The main content area is titled "Welcome / Start Here!" and contains a "Welcome!" message. Below this, a section titled "High Impact Practices (Overview)" lists three items: "Achieving the Dream Teaching and Learning Toolkit", "High Impact Practices, A Brief Overview", and "High Impact Educational Practices Table.pdf". On the right side, there are three utility buttons: "View Course Stream", "View Course Calendar", and "View Course Notifications". Below these is a "To Do" list with three items: "Assignment / Delivera... Oct 15 at 11:59pm", "Please Mark Your Cale... Oct 18 at 9:12pm", and "Assignment / Delivera... Nov 21 at 11:59pm". A "Collapse All" button is located in the top right of the main content area.


Cultivating a Culture of Excellence in Teaching & Learning Friday, Oct. 22

Personal Development Help
Lead Teaching Kno
TEACHING
Skills Lea
Mentorship

CULTIVATING A CULTURE OF EXCELLENCE IN TEACHING & LEARNING

Friday, October 22
11 a.m.-12 p.m.

Please join the FCTL and members of the Title III Professional Learning Core Team for this informative session on four High-Impact Practices which are currently being implemented by a cohort of faculty from across the College. In this one-hour session, we will also hear from Achieving the Dream's Director of Teaching & Learning, Jonathan Iuzzini, who will discuss how we can expand our collective capacity for excellence in teaching and learning.


Jonathan Iuzzini
Director of Teaching and Learning, Achieving the Dream

TO JOIN THE SESSION, CLICK HERE

Community College of Philadelphia
www.ccp.edu

Gen 1:Leading
the Pride
Program
Launch &
Professional
Learning
Virtual Session
Monday, Nov. 8



Gen 1: Leading the Pride is a program that celebrates, encourages, and supports students on their way to becoming the first in their family to earn a college degree. This program helps students adjust and navigate college by offering referrals, resources, and personal development activities, such as mentoring, networking, workshops for college success, and leadership opportunities. Community College of Philadelphia recognizes that being the first person in the family to earn a college degree takes courage, leadership, and drive. We are proud of our first-generation students and are committed to their success.

Let's Get Trauma- Informed Virtual Conference Friday, Nov. 19

Personal Development Knowledge
Lead Teaching
TEACHING
Skills Learning
Mentorship

LET'S GET TRAUMA-INFORMED
Friday, November 19, 2021
9 a.m.-12 p.m.

Interested in learning about taking a trauma informed teaching approach? Please join the FCTL and members of the Title III Professional Learning Core Team for a half-day virtual conference on trauma-informed pedagogy. The day will feature two sessions: "Let's Get Trauma-Informed" and "Creating a Trauma-Informed Curriculum." Both sessions will be recorded.

[CLICK HERE TO REGISTER](#)

Judy Cruz-Ransom
Assistant Professor
of Criminal Justice

Shawne Johnson
Assistant Professor
of English

Julie Odell
Associate Professor
of English

Malika Rahman
Assistant Professor
of Criminal Justice

Virtual Learning Exchange (VLX) Series



Faculty Center for Teaching and Learning

Fall Virtual Learning Exchange (VLX) Series

WEDNESDAYS FROM 1:00-2:00 P.M.

Canvas: 1st Wednesday (9/8, 10/6, 11/3)
Starfish: 2nd Wednesday (9/15, 10/13, 11/10)
Data-Informed Teaching: 3rd Wednesday (9/22, 10/20, 11/17)
Inclusive Teaching Practices: 4th Wednesday (9/29, 10/27, 11/24)

WANT TO ATTEND? Every Wednesday this semester, join the FCTL and members of the Professional Learning Core Team in a virtual learning exchange. These sessions will not be recorded. No registration required. Simply join in the session to share tips, ask questions, learn new strategies, and connect with colleagues. For more information, please contact the FCTL at ftl@ccp.edu.

Summer/Fall 2021 Professional Learning Program Attendance

Summer/Fall 2021 Professional Learning Programming	# of PT	# of FT	Total # of Participants
Summer Institute (June 15-17)	24	27	51
HIPs Learning Communities	11	27	38
Virtual Learning Exchange Series (VLX)	10	14	24
Cultivating a Culture of Excellence in T&L (Oct. 22)	3	14	17
Gen 1: Leading the Pride Kick-Off (Nov. 8)	3	13	16
Let's Get Trauma Informed! (Nov. 19)	3	13	16
TOTAL	54	108	162

Additional FCTL Programming

- Assessment Academy
- FCTL Fellows and Communities of Practice
- New Faculty Orientation
- Joint conference with area community colleges (February 2022)

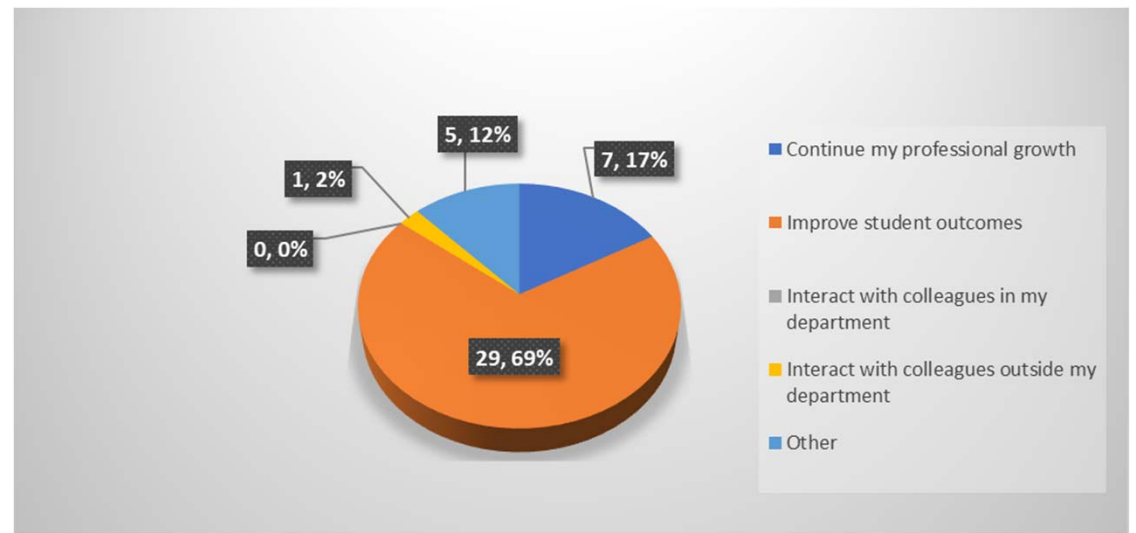
Professional Learning Programs Spring 2022 & Beyond

- Continue to offer professional learning on HIPs
- Continue to offer professional learning/engagement opportunities for faculty to better support our Gen 1 students
- Develop a trauma-informed pedagogy teaching certificate
- Develop an online teaching certificate
- Develop an equity-minded teaching certificate
- Assess PL programming and work with Institutional Research to collect data to gauge impact on student outcomes

Fall 2021 Professional Learning Survey Results

Question: When thinking about the benefits to faculty professional learning, which of the following outcomes is most important for you?

- Improve student outcomes (69%)
- Continue my professional growth (17%)





Attention to teaching and learning
has never been more important.

To meet the challenges of this
upheaval and to prepare for a “new
normal” of ongoing uncertainty,
colleges must find ways to support
educators in an ongoing process of
learning-focused change.