

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

MINUTES

Thursday, May 5, 2022

1:00 p.m.

Zoom/Hybrid

Presiding: Ms. Fulmore-Townsend

Committee

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

Board

Participants: Mr. Bradley, Mr. Epps

College

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

Guests: Dr. Adanu, Ms. Gordon, Dr. McLaughlin, Dr. Shah

(1) Public Session

(a) Approval of the Minutes of April 7, 2022

The minutes were approved unanimously.

(b) Nursing AAS Degree Academic Program Review

Dr. Shah, Dean of the Math, Science and Health Careers division, began by noting some major highlights of the nursing program including that the program is strong, impactful, and is making a difference in the City of Philadelphia. The pandemic has highlighted the importance of the nursing program. He noted that the number of degrees awarded is constantly increasing, and the College offers a very strong Post Baccalaureate Nursing Option. Two items particularly stand out and that is that faculty go above and beyond, with students being able to take advantage of the opportunities provided. Second is the level of success of students outside the program in the community. The program is known for that, has a strong foundation, and others recognize this. An area of concern is existing inadequate labs and storage space; funding and resources are needed for a proposed new health science building.

Dr. McLaughlin, Department Head for Nursing, noted that the program has done a good job with the available resources. Enrollment is tied to available seats in the classroom and clinical sites in the City. The program recognized early on that it was

important to grow their own faculty. Of the 12 full-time faculty members, 4 (1 male and 3 women of color) are graduates of the program which is noteworthy. Half of the part-time faculty are individuals of color, and they have been with the program for many years. Dr. McLaughlin noted that this is very important for the students.

From the time of admission, students are encouraged to consider academic progression and many do; most are enrolled in an RN or BSN program within one year of graduation and complete the program within one year and with very little debt. She noted that the Post Baccalaureate Option is available for students with a Bachelor's degree in another area which allows them to complete the nursing program in 14 months and with very little debt. The program is preparing to admit the fourth cohort of 55 students on May 16. This new opportunity increased capacity in the traditional option by 30 percent, as eligible students were able to move into the Post Baccalaureate Option.

The Nursing program is recognized as a Center of Excellence, and the designation has been renewed until 2027. Ms. Gordon pointed out the commendable number of graduates of the program over the audit period. She also noted that in January 2021, the Nursing program was awarded the Innovations in Social Mobility: Workforce Development award due to its rapid development and mobilization of an innovative program that included a workforce of nursing student interns.

The Nursing program has had long-standing community involvement starting with the 19130 Zip Code Project – A Health Center Without Walls, with a focus on health promotion and disease prevention activities. This has expanded because of involvement with school nurses and the School District of Philadelphia. The program has worked with Hub of Hope, a resource for the homeless population, doing covid screenings and vaccines. One of the program's graduates was hired as the lead nurse at Hub of Hope. The program also participates in community health fairs, night-out events, Stephen Klein Center working with teens, working with new moms through a nurse partnership group, and the Black Doctors Consortium Center. Another graduate of the program is the manager at a health center near Temple's campus. Dr. McLaughlin noted the program participates in as many activities as they can. Four faculty members work solely in community-based care. These relationships are important and allow students to keep going back.

A question was raised about partnerships with health professionals of color who can advise the program. Dr. McLaughlin noted that they balance going out into the community with guidance from professionals of color. She noted that a full-time faculty member active in the community is a woman of color. Most of the schools and agencies the program works with are very diverse groups. Schools are in largely underserved neighborhoods, and there is diversity of nurses in the schools. Program faculty are experts in the community, and they interact with representatives from the community. The program is always looking for agencies for clinical practice.

Another question was raised about the list of Top Companies included in the handout, specifically Crozer. Dr. McLaughlin noted that our criteria include being accessible to students via public transportation. Also, the program has “agreements” with Buck’s and other surrounding colleges to stay out of each other’s backyards.

A question was raised as to whether there is data available regarding the number of graduates over a period of time. Dr. McLaughlin noted that there is. There was a slump in 2017 and 2018, and then the number of admissions and retention increased and has continued to steadily increase over the past three years. A driving factor includes retention, and the licensure exam changed in one of those years which drove our successful retention down. Also, there was no nursing shortage at that time and the large number of nurses in the market were having difficulty finding jobs so students were not selecting nursing as a program of study. The focus has changed a bit, and students are starting to look at sustainable professions regardless of the economy, and nursing is one of those professions. The literature also suggests that nurses were not retiring so positions were not available. Also, in 2017/2018, there was a big push to hire only nurses with bachelor’s degrees but that has changed with covid. Students are now being hired and asked to complete their bachelor’s degrees. An increase in men in nursing has also occurred in the past four to five years, with policemen, medics, military personnel and retirees enrolling in the nursing program.

Regarding constraints in growing the nursing program, Dr. McLaughlin noted that the constraint is largely clinical at this point, although the number of seats in the classroom is constraining as well. What the program has experienced with covid is that virtual lectures are fine, but other aspects such as labs and clinicals are better in person. She went on to note that for every six students in the program, they need a clinical site and a faculty member. Currently, there are 40 clinical sites per semester for the community. The program has made many changes including alternating days, expanded hours or whatever options a clinical site can offer to keep the same admission. The program competes with many universities for clinical sites. Dr. McLaughlin noted that the program has one person and a back-up who handle all the clinical activity and coordinate with all agencies, maintain relationships and negotiate with the clinical sites.

The question was raised regarding employment and whether opportunities for employment are growing given all the competition. Dr. McLaughlin responded that the program’s graduates are always sought after.

The committee members had no additional questions. Dr. McLaughlin and Dr. Shah were commended on their great work with this high-demand field and strong access to quality for our students.

Dr. Hirsch noted that this is a highly scrutinized program with a rigorous accreditation process. The Nursing department really understands and performs assessment, and the program is high performing. He reiterated the great innovation with the Post Baccalaureate Option. Also mentioned was how well the program’s

students do on the NCLEX exams. The program does a great job providing students with coaching, modeling and review to ensure students have the best chance of passing the exams the first time.

Discussion ensued regarding how to submit the recommendation to the Board of Trustees. It was suggested that consideration should be given beyond simply enthusiastically recommending renewing the program for the next five years. Not only does program growth need to be examined but how the College can support that, perhaps through a new health science building with more space, additional lecture rooms and labs, simulations, etc.

Action: The Student Outcomes Committee unanimously and enthusiastically recommends that the Board of Trustees accept the program review of the nursing program for five years. The Committee recognizes the nursing program as one of excellence and encourages the program to seek strategies for enrollment growth.

(c) Faculty Promotions

Every year faculty have the opportunity to apply for promotion. The process begins with the distribution of materials to faculty outlining the process and describing information needed to complete their portfolios. Dr. Hirsch then provides workshops for faculty who are interested in applying for promotion to walk them through the process and answer any questions they may have; these workshops have been very successful. New faculty are advised of this process during their year-long orientation so they can begin thinking about and planning for promotion.

Once the completed portfolios are submitted via an electronic process, the faculty member's department head reviews the information and makes a recommendation; the dean then reviews and determines if they recommend the faculty member for promotion. If they do, the portfolios are reviewed by all the deans and Dr. Hirsch, after which recommendations are forwarded to Dr. General for his review/approval. The Student Outcomes Committee then approves faculty recommendations which will then go to the full Board for a vote at the June meeting.

Eligibility criteria for faculty promotion include being a full-time faculty member in their current rank for at least four years, an up-to-date curriculum vitae, teaching observation, and presentation of a cumulative body of work showing progression during their time at the College. The portfolio should demonstrate their contributions to the life of the College, their leadership, and service to students. The criteria shifted a few years ago to be more outcomes based, and this needs to be demonstrated throughout the portfolio. The portfolios also include peer and student evaluations.

This year, eight faculty members are being considered for promotion. They are exemplary faculty who met or exceeded expectations. All but one has a doctorate. They are leaders in curriculum work, course development, and working with students

in demonstrative ways, i.e. mentors, assisting student with research or other scholarly work. All are currently serving or have served as department heads and serve as leaders within their departments as curriculum or course coordinators. They are active within their fields/disciplines including presenting at conferences or writing articles. They are well recognized within their fields and their departments.

Questions included the breakout by gender/race. This can be challenging, and the College relies on self-reporting. Twenty-five percent or two individuals are African American, and 50 percent or four individuals are female. In response to a question about how many individuals apply each year, it was noted that the average is between seven and ten each year. There are some faculty who never apply for promotion and remain in the same rank for years. However, the deans are being proactive with encouraging and assisting faculty to apply for promotion. Many opportunities are available for faculty to serve on College committees and engage in departmental and College-wide activities to build their portfolios. When promoted, faculty receive a one-time payment, as well as an increase in their base salary.

Action: The Student Outcomes Committee unanimously recommended that eight faculty members being considered for promotion be submitted to the Board for their approval.

(d) Diversity Fellowship Update

The College has been challenged with increasing the diversity of faculty. In response to that, in 2019 an agreement was reached with the Federation to develop a Diversity Fellowship Program. The Program was designed to increase the diversity of faculty and aligns with the DEI Strategic Plan pillar.

The goals of the Program include increasing diversity within our faculty, closing the opportunity gap for faculty from underrepresented groups, providing necessary support to fellows, preparing the fellows for the hiring process, providing an inclusive community, and assisting fellows to cultivate their networks within and outside of the institution. The College provides opportunities for fellows in terms of a one-year teaching position with salary and benefits. They teach up to three courses, with one course released to allow them to develop a project to address a DEI concern at the College. Upon successful completion of the fellowship, the fellows are provided with a guaranteed interview for a future full-time tenure-track position. Mentoring and coaching sessions are provided, including assistance with the employment application, interview practice and preparation. Networking opportunities, support and access to College faculty and administration are also part of the fellowship opportunity.

The Program was launched in 2019. This is the third year for the Program, and there have been seven fellows to date. Four have been hired into tenure-track faculty positions. The plan is to grow the Program. The process includes advertising for the

fellowship positions, describing the program and expectations. A Committee then reviews the applications; the department head and Dr. Hirsch are involved in the selection process as well.

A question was raised about the process including who serves on the selection committee, how they are chosen, and what qualifications they bring to the process. Additionally, how/where does the College advertise. It was determined that a more in-depth conversation needs to occur around this critical aspect of work, and this will be scheduled in the near future.

(e) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for June 2nd at 1:00 p.m.

Attachments:

Minutes of April 7, 2022

Academic Program Review: Nursing, AAS

Overview of Diversity Fellowship Program PowerPoint

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

MINUTES

Thursday, April 7, 2022

1:00 p.m.

Zoom/Hybrid

Presiding: Ms. Fulmore-Townsend

Committee

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

Board

Participants: Mr. Epps

College

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

Cabinet

Members: Ms. Witherspoon, Dr. Zanjani

Guests:

Dr. Adanu, Mr. Chang, Ms. Gordon, Mr. Herbert, Ms. Norment, Mr. Nguyen, Dr. Shannon, Dr. Voltz

(1) Public Session

(a) Approval of the Minutes of March 3, 2022

The minutes were approved unanimously.

(b) Cybersecurity Academic Program Review

Ms. Gordon, of the Office of Assessment and Evaluation, noted how the need for cybersecurity has been revolutionary for business and personal information security and that the field has grown rapidly. The associate's degree program was first offered in Fall 2017; this is its first academic program review. There has been strong enrollment growth, from 27 students in Fall 2017 to 115 in Fall 2020, with only a small decline during the COVID-19 disruption. The program has a higher percentage of full-time and college-age students than the College overall; about 74% of the students are males. Retention is slightly higher than the College average. Although it is a workforce program, about 10% of students do transfer to a four-year institution (usually Drexel or Temple). The demand for positions in cybersecurity is high, and

demand in Philadelphia is higher than the national average. It is recommended that the program modify the assessment cycle to more effectively close the loop. Mr. Herbert, the department head, added that there have been cybersecurity courses at the College for over 20 years. The creator of program is now a tenured faculty member and the main teaching faculty for the program; she also provides a series of extra-curricular activities. Mr. Chang is the program coordinator.

Ms. Fulmore-Townsend commented that it seems like there are more women in this program than the national average and asked if the program had any particularly effective practices to engage females in the field. Mr. Herbert suggested that it has been effective how the College has set an example. Up until recently, the Chief Information Officer at the College was a woman, and the creator of the program and the main faculty is a woman who does outreach to female students. One of five students in the College's Cybersecurity program are women, compared to one in eight in the field. The program is active in making presentations at high schools where female students are and providing social activities to attract students.

Ms. Posoff had questions related to industry connections, costs, and marketing. Regarding connections to industry, Mr. Herbert stated that the program is connected with companies in the area, including having an advisory board. The program collaborates with Corporate College and Career Connections to work with companies to fill entry-level positions in cybersecurity; these types of jobs are increasing. The program will soon be engaging in a program with NBC Universal that will include scholarships and job shadowing. The program coordinator, Mr. Chang, is attentive to industry relations and engagement. The cost of the program is fairly low, in part because the equipment needed is used for a variety of computer technology programs. The Perkins Local Plan grant also provides funding for the program's needs. While COVID-19 did disrupt marketing efforts, the department and program have begun discussions with the Marketing department.

Mr. Epps asked about hands-on experience and the role of internships and project-based learning. Mr. Herbert explained that the program does not have formal internships. Until recently, it was difficult to connect with entry-level positions. Because of security concerns, companies rarely have internships for cybersecurity. All of the courses do have a lab component, which includes very active hands-on experiences for the students. Alumni who work in the field have spoken with the student club. The program has recently been able to work with the College's Information Technology Services department to offer job shadowing opportunities.

Action via Email: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review for the Cybersecurity program with approval for five years.

(c) Network Administration Academic Program Review

Ms. Gordon explained that the program has undergone a significant redesign in the past year. The two main causes for the redesign were: 1) significant changes to the Microsoft industry certification which necessitated changes to the curriculum, and 2) assessment data which found that students were not able to complete the program because of prerequisite courses that were not always offered. The faculty therefore redesigned the course content and the course sequences to address these issues. Growth and improvement will be based on the current status of the program following the Fall 2021 revision. The program previously averaged about 14 students per semester. Fall-to-fall retention has been lower than the College average. Jobs are high in demand with a median annual wage of \$85,000. The program has conducted meaningful and ad hoc assessments, such as changes to course curricula to address retention and graduation; engaging at-risk students with recommendations for tutoring; and teaching circles. It is recommended that the program develop a multi-year assessment plan that shows how the program will be sustained and how it will close the loop.

Mr. Herbert noted the extensive work done by Mr. Chang and the former dean and the support offered by the former dean and by Dr. Hirsch. While the program was facing challenges before, there are different faculty in charge of it now. Some of the decrease in enrollment was partly due to the establishment of the Cybersecurity program, but enrollment is starting to increase and the percentage of students who are students of color has also increased. The demographics of the student population now better reflect the community. The Microsoft Certified Engineer certification has been discontinued in part because of cloud computing; new industry certifications include more cloud computing. Cloud computing also means that jobs are less tied to local servers. The faculty who have recently started to lead the program have made changes to the program to reflect this. CompTIA, A+, Server+ are examples of popular certifications that the program is highlighting more. While the program will likely not have the same enrollment as earlier before Cybersecurity, enrollment is expected to increase. Ms. Norment, the interim dean, added the nature of cloud computing allows the program to expand its scope beyond the Philadelphia area and make connections with national and international organizations.

Action via Email: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the Network Administration program review for the program with approval for five years.

(d) CCRC KPI Data for Guided Pathways

Dr. Hirsch explained that this is the fifth year of reporting this data to the Student Outcomes Committee. He also provided some background information. When the College started its Guided Pathways around 2015, the College was part of the first cohort of 30 community colleges. The project was led in part by the American Association of Community Colleges (AACC), which partnered with the premier research center on community college issues, the Community College Research

Center (CCRC) at Columbia University. AACC and CCRC developed a set of key performance measures. These examine student progress from the beginning of their studies and include the percentage of students entering straight into college-level courses and accumulating credits in their first term and year.

The College has made significant changes over the past few years to developmental education, including examining placement testing. The College's goal is to have more students take college-level courses in their first semester. For example, with the co-requisite model in English, students in the highest level of developmental English also take the first college-level English course (ENGL 101) at the same time, instead of in subsequent semesters. The College just approved a new sequence of courses based on best practices with a math sequence to be completed in one semester. The College continues to expand its math pathways; instead of having the college-level Algebra course meet the Quantitative Reasoning requirement for many programs, programs have a math course that is specific to and in support of its curriculum. A math course specifically for the Fashion Merchandising and Marketing program was developed two years ago; a math course for Liberal Arts majors was just approved this semester. Business students are able to take a statistics course instead of algebra, while Architecture students take geometry.

The changes the College has made have contributed to success on multiple metrics. The percentage of entering first-time-ever-in-college (FTEIC) students who are college-ready has increased from 23.7% for the Fall 2014 cohort to 40.1% for the Fall 2020 cohort. Regarding the number of developmental education courses a student should take, an institution wants to see declines in those percentages. The percentage of entering FTEIC students who are referred to developmental education in one subject has decreased overall from 26% to 21%; the percentage has remained somewhat steady for students referred to two and three subjects (students referred to developmental education in multiple subjects typically need a greater amount of academic support and need more time to get to college level). The College is piloting a new intervention with the next lower level of developmental English paired with a college-level course. In regards to placement, the College has moved away from using a standardized placement test and increased the use of high school transcripts and self-reported GPAs for placement; studies have shown both are valid methods for placement.

The College conducts analysis regarding credit momentum, or accumulating more credits early in one's studies. With more students able to take college-level courses in their first semester, the percentage of students completing 12+ college credits in the first term has increased. This has increased for all sub-groups and while there are still equity gaps, there has been progress made in decreasing them. For students completing 24+ college credits in their first year, some trends have been flat while there have also been slight increases. Completing this many credits in the first year is challenging with about one-third of the College's students being part-time.

The College also examines completion of college-level or gateway math and English courses in the first year. For each of these metrics, there has been an upward trend. Overall, the data shows that the College is on the right track and with the strategies being put in place to address equity gaps, it is expected that equity gaps will continue to close.

(e) Catto Scholarship Update

Ms. Fulmore-Townsend noted that committee members had received a written update on the Catto scholarship for informational purposes. If there are any questions, they should be sent to Dr. Hirsch. The update shows that Catto scholars are progressing in their studies. Dr. Voltz added that with students on campus, they are meeting in person with success coaches and interacting with specialists (such as Single Stop, Financial Aid, Career Connections). They also continue to offer remote options for students.

(f) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for May 5th at 1:00 p.m.

Attachments:

Minutes of March 3, 2022
Cybersecurity APR Document
Network Administration APR Document
AACC Pathways Project/CCRC Data
Catto Scholarship Outcomes Document
Student Outcomes Agenda Calendar
Pathways 2021-2022 Academic Pathways

Community College *of* Philadelphia

Academic Program Review: Nursing, AAS

Authors: Barbara McLaughlin Ph.D., RN, ANEF; Dawn Sinnott Ph.D.
Spring 2022

Executive Summary

A. Key Findings

Enrollment and Demographics

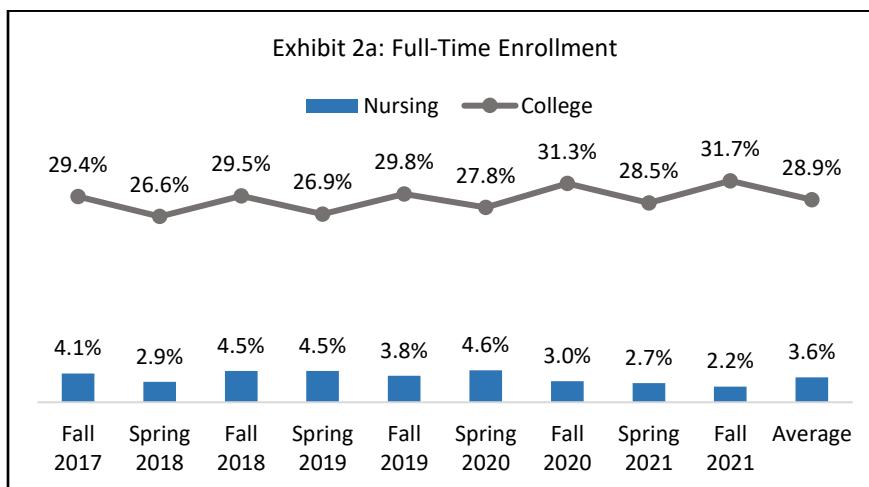
1. Average enrollment in the Nursing program between fall 2017 and fall 2021 was 261 students per semester, see Exhibit 1

Exhibit 1: College and Program Enrollment

	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Average
College-Wide	17,296	16,503	16,671	15,544	15,996	14,789	13,672	12,195	11,659	14,925
Nursing	218	205	245	247	292	284	299	292	270	261

2. Enrollment Demographics

- a. Nursing full-time enrollment is below the college average, see Exhibit 2a
- b. On Average, Nursing students were more likely to be career age, between 22 to 39 years of age, than the college-wide average; Nursing 78% and College 49%, see Exhibit 2b
- c. Enrollment by Gender within Race, see Exhibit 2c
 - o On average, the Nursing program's distribution of gender and ethnicity indicates a similar percentage of Black females (34.2%) to the College (30.4%)
 - o On average, the Nursing program's distribution of gender and ethnicity indicates a higher percentage of White females (28.4%) to the College (14.4%)
 - o On average, the Nursing program's distribution of gender and ethnicity indicates a lower percentage of Black males (5.0%) than the College (13.5%)
 - o On average, the Nursing program's overall distribution of females (75.4%) is 15% points higher than the College (60.8%)



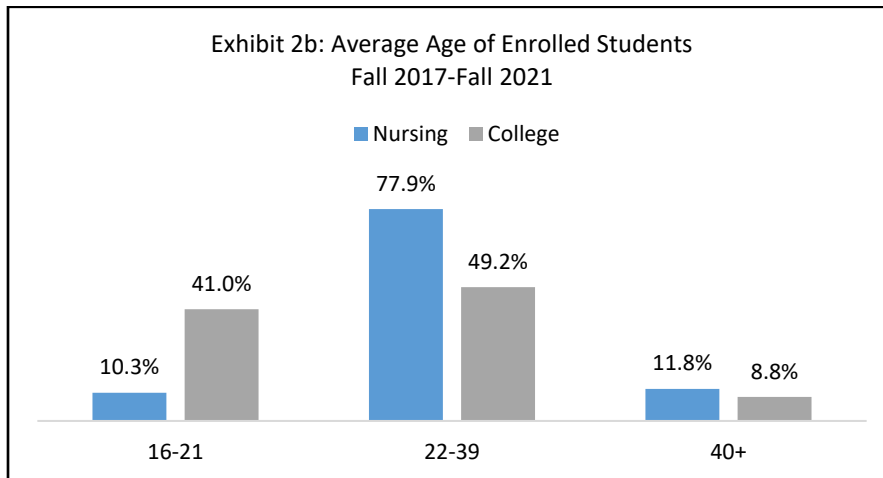


Exhibit 2c: College and Department Enrollment by Gender within Race

Nursing		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Nursing Average	College Average	
Asian	Female	4.1%	2.9%	5.7%	6.1%	6.5%	6.3%	4.3%	4.8%	5.6%	5.2%	5.6%	
Asian	Male	2.8%	1.5%	1.6%	1.2%	3.4%	2.8%	2.0%	1.7%	1.5%	2.1%	4.6%	
Black	Female	29.4%	34.6%	31.0%	35.2%	34.6%	38.4%	35.1%	37.0%	31.1%	34.2%	30.4%	
Black	Male	6.4%	7.3%	7.3%	7.3%	4.5%	3.5%	3.0%	3.1%	4.4%	5.0%	13.5%	
Hispanic	Female	5.0%	4.9%	6.5%	6.1%	7.2%	7.4%	9.0%	9.9%	9.6%	7.5%	10.4%	
Hispanic	Male	4.1%	2.4%	1.6%	1.6%	3.1%	3.2%	2.7%	2.1%	0.7%	2.4%	4.9%	
White	Female	29.4%	28.8%	30.2%	29.1%	25.7%	25.0%	29.1%	28.4%	31.1%	28.4%	14.4%	
White	Male	11.9%	10.2%	10.2%	8.9%	8.9%	7.4%	8.4%	7.5%	9.3%	9.1%	8.6%	
	Female											75.4%	60.8%
	Male											18.5%	31.6%

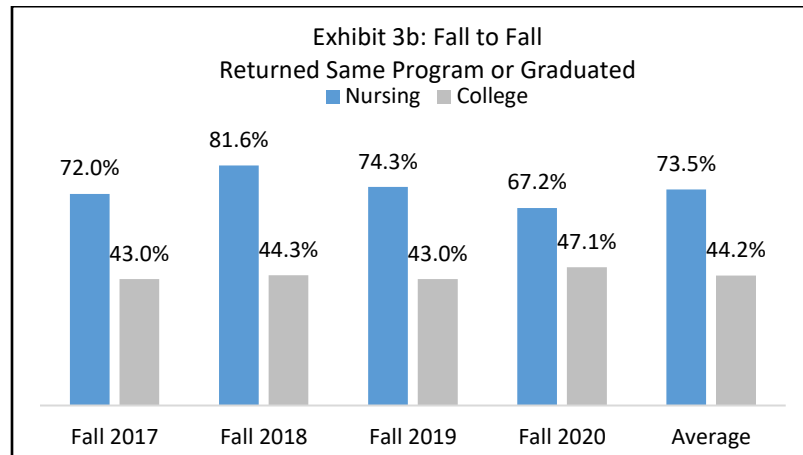
Retention – Returned or Graduated

3. Fall to Fall Retention between fall 2017 and fall 2020
 - a. The Nursing program's fall to Fall retention averaged 6 points higher than the College average, see Exhibit 3a
 - b. On average, 73.5% of Nursing students returned to the same program or graduated, see Exhibit 3b. CCP retention is consistently at or above the national average.
 - c. In addition, it is not uncommon for students who are unsuccessful in their first or second semester to apply and return the following fall semester. These students have a demonstrated success rate of about 80%.
 - d. A significant amount of guidance from nursing faculty, college counselors, and advisors is afforded to students who are withdrawing. Students may repeat a course once during the entire program. For this reason, the discussions usually revolve around reflecting on why they could

not do their best work during the semester and how they will work to remediate that before they return.

Exhibit 3a: Fall to Fall Retention

Nursing	Fall 2017	Fall 2018	Fall 2019	Fall 2019	Nursing Average	College Average
Headcount	218	245	292	299	264	17,022
Returned to Same Program	45.4%	45.7%	41.1%	30.4%	40.0%	34.1%
Returned to Different Program	1.4%	0.8%	1.0%	3.7%	1.8%	7.2%
Graduated	26.6%	35.9%	33.2%	36.8%	33.5%	10.1%
Did Not Persist	26.6%	17.6%	24.7%	29.1%	24.7%	48.5%



5. Academic Success and Graduation

- a. Over the period studied, Nursing awarded 446 AAS degrees; see exhibit 5a

Exhibit 5a: Degrees Awarded in Nursing and all AAS Degree Programs

	2017	2018	2019	2020	2021	Total
Nursing	66	60	97	96	127	446
A.A.S.	587	530	558	482	585	2742

Post-CCP Top Transfer Institutions

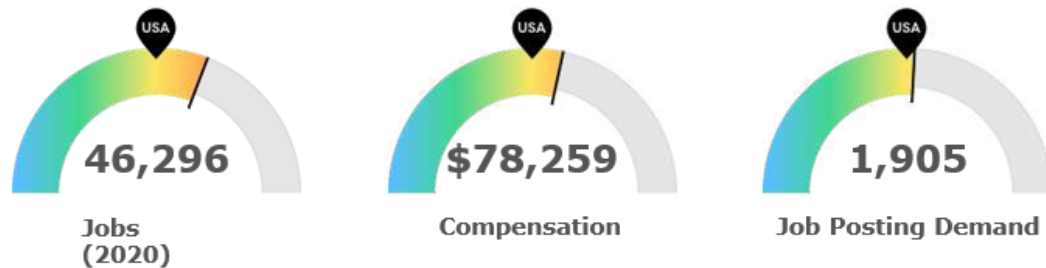
- West Chester University
- LaSalle University
- York College of Pennsylvania

Workforce Development

6. Regional Employment Is Higher Than the National Average

This chart reflects the most current data available but is outdated as the job posting demand has increased significantly over the past year with the nursing shortage.

Average Job Posting Demand Over a Deep Supply of Regional Jobs



The Philadelphia Area is a hotspot for this kind of job. The national average for an area this size is 33,514 employees, while there are 46,296 here.

Earnings are about average in your area. The national median salary for Registered Nurses is \$75,338, compared to \$78,259 here.

Job posting activity is about average in your area. The national average for an area this size is 1,813* job posting/mo, while there is 1,905 here.

An average area of this size typically has 33,514 jobs, while there are 46,296 here. This higher-than-average supply of jobs may make it easier for workers in this field to find employment in your area.

Region	2020 Jobs	2025 Jobs	Change	% Change
Phila area	46,296	46,507	210	0.5%
National Average	33,514	33,782	268	0.8%

Top Companies

- Penn Medicine
- BAYADA Home Health Care
- Universal Health Services
- Thomas Jefferson University
- Children's Hospital of Philadelphia
- Tower Health
- General Healthcare Resources
- Temple University Health System
- Einstein Healthcare Network
- Healthcare Employment Network

CCP Graduate follow up data

	Respondents	Employed as RN	When start as RN	Working on BSN
2017	41	93%	Immediately – 83% Within 6 months – 6% Still looking – 11%	83%
2018	3	67%	Immediately – 33% Within 6 months – 33% Still looking – 33%	33%
2019	7	86%	Immediately – 83% Within 6 months – 17%	71%
2020	7	43%	Immediately – 50% Within 6 months – 25% Still looking – 25%	57% - around 80% per social media
PBAD 2020	18	94%	Immediately – 94%, 100% of those who took NCLEX One did not take NCLEX	100%

Assessment

7. Assessment

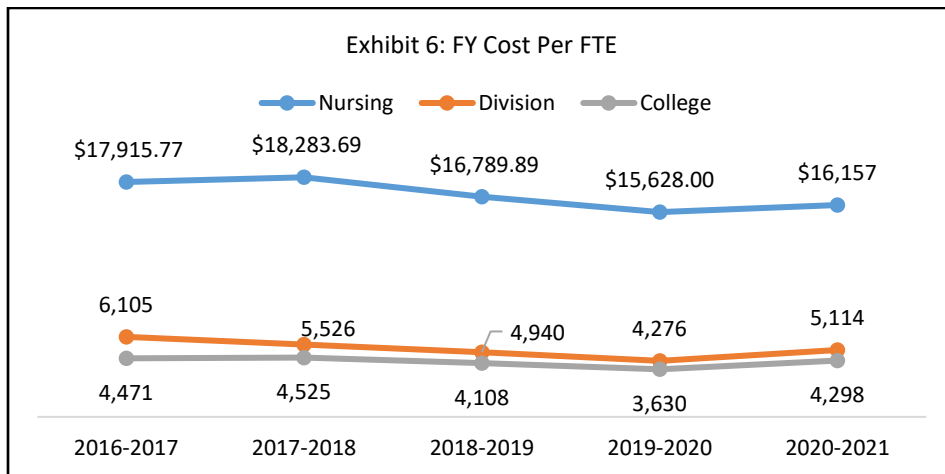
The Nursing Program has a robust assessment plan, with a regular schedule and clear map which connects both course and program-level outcomes. As per guidelines from their accreditor, ACEN, there is a focus on end-of-program outcomes and preparation for licensure

pass rates and job placement. The curriculum includes an assessment of “clinical experiences and practices learning environments,” as required by ACEN Standards.¹

Nursing faculty teach as a team in one of the three courses offered each semester. The course teaching teams hold regular meetings throughout the semester to plan learning activities, review assessments of students, address student and faculty concerns, and evaluate the course.²

The Department’s Assessment Cycle Plan includes a comprehensive, annual review of all Student Learning Outcomes, NCLEX Pass Rates, Program Completion Rates, and Job Placement information. The Plan includes the assignment of responsibility, achievement expectations and success in meeting expectations, comparison of outcomes over time, and an improvement plan for each outcome even when expectations are met.

8. Cost Per FTE, see Exhibit 6



The nursing program enjoys fiscal allocations that are sufficient to accomplish program goals. These resources are comparable to other health career programs at the College. The Head of the Department of Nursing is responsible for preparing the budget for the nursing program. Faculty are asked to submit capital budget requests to the Department Head of Nursing each year. In addition, the Nursing College Laboratory Coordinator submits an operational budget for laboratory supplies to the Department Head of Nursing. Requests for audiovisual software are submitted to Multimedia Services and approved on a rolling basis.³

¹ Standard 4.9, Accreditation Commission for Education in Nursing (ACEN), <http://www.acenursing.org/>

² Accreditation Self-Study p18

³ Accreditation Self-Study p 96

Competitive funding awards used to expand the program's mission and service to the community

Grant Funding Awards	Year	Funding Amount
Health Resources and Services Administration (HRSA) Workforce Development Grant	2016-2017	\$350,000 grant funding
Independence Foundation Intern Grant	2019-2020	\$35,000
19130 Zip Code Grant Average over 9000 contacts years	2016- present	\$180,000- total grant funding

B. Accreditation Findings

Accreditation Commission for Education in Nursing (ACEN) Recommendation for Accreditation Status**Accreditation Site Visit**

February 2019

Summary of Compliance:

The associate program is in compliance with all Standards.

Continuing Accreditation:

Continuing accreditation as the program is in compliance with all Accreditation Standards.

Next Accreditation Site Visit

Spr 2027

C. Action Items

1. Continue to monitor all the Accreditation Commission for Education in Nursing (ACEN) standards for reaccreditation, meet required deadlines, and prepare for the next site visit in 2027.

Person Responsible: Department Head

Timeline: Fall 2022 through Fall 2027

2. Continue responding to RFPs that advance the program's vision, such as preparing practice-ready nurses in community-based diverse settings, the Pathways to Practice Ready Graduates – Ready to Deliver Health Care model.

Person Responsible: Department Head

Timeline: Fall 2022 through Fall 2027

3. The Department will work with the Institution to evaluate ways to expand the lab footprint to allow more effective hands-on education. In particular, more storage space could help build better learning environments.

Person Responsible: Department Head, Facilities Management, Dean of Math, Science, and Health Careers

Timeline: Fall 2022 through Fall 2027

Narrative

The Department of Nursing maintains full compliance with the Professional and Vocational Standards for the Pennsylvania State Board of Nursing education programs. The Nursing Program is an institutional member of the National League for Nursing and the Organization of Associate Degree Nursing (OADN). The Department of Nursing was one of the first three nursing programs to be recognized as a Center of Excellence by the National League for Nursing (NLN) in 2004. The Nursing Program reapplied for COE designation in 2007, 2010, 2016, and 2021. COE designation continues until 2027.

The College serves a diverse body of students, and the nursing program mirrors the demographics of the college with 38% Black, 47% White, 6% Asian, 11% Hispanic, and 8% more than one race. Over half are first-generation college students. Eighty percent of students receive financial aid. Over 90% of the class meet the federal criteria for educationally or financially disadvantaged or are from a minority race or ethnicity. The students in the nursing program are from the Philadelphia community and return to that community to work.

In January 2021, its Nursing program was awarded the [Innovations in Social Mobility: Workforce Development award](#) powered by the [Social Innovations Journal](#). In line with the 2021 awards theme, "Achieving a More Just Society," the Nursing program received this award due to its rapid development and mobilization of an innovative program, that included a workforce of nursing student interns. Immediate funding through the Independence Foundation and relationships with established community partners allowed the interns to immediately care for Philadelphia's most vulnerable residents during the onset of the COVID-19 pandemic in March 2020.

The 19130 Zip Code Project- A health center without walls, was initiated over 25 years ago in response to a need to expand clinical opportunities and prepare a workforce of nurses positioned to address vulnerable populations' healthcare needs. Initial partnerships collaborated with the Philadelphia School District school nurses and local senior centers. The project's mission is centered around addressing Philadelphians' most significant health care needs. Guided by the principles of Health People 2020 and now 2030, students and faculty assess the community served for resources, risks, and barriers to care. Over the past five years, students in the 19130 Zip Code project provided services to an average of 9000 residents yearly; these services are integral to the community's health. Over the past five years, parity with providing mental health screening and referrals was more intentionally integrated into the community rotation. This included experiences with those impacted by the opioid epidemic in Kensington. All students receive Narcan training during this rotation and recognize the struggles of those impacted with substance use disorder. The department acknowledges that our students are from the community and return to the community to work. Recognizing and mitigating the stigmas that are sometimes associated with substance use disorder are vital to providing care to this population as nurses. These services are all integral to the community's health, and our graduates an excellent resource as they return to their own Philadelphia communities to work.

The Department developed and implemented a Post Baccalaureate Associate Degree Nursing Option for the program. This option allows students with a previous bachelor's degree in another area to complete the nursing program in 14 months and with very little debt. The cost is about \$10,000. Similar "fast track" programs at local universities can cost as much as \$70,000 for one year of study. Students from CCP can enroll in an RN-BSN program upon completion of the associate degree and finish a BSN in about nine months for under \$10,000 for a total cost of \$20,000.

This new opportunity increased capacity in the traditional option by 30% as eligible students were able to move into the Post Baccalaureate Option. The first class was admitted in May 2019 and graduated in August 2020. The program is preparing to admit the 4th cohort of about 60 students. The two graduating classes are experiencing much success in gaining employment and passing the licensure exam at a 95% average.

Regardless of entry option, all graduates are encouraged from the point of program entry to pursue an RN-BSN opportunity upon completion of the associate degree. The Department of Nursing and the Transfer Office provide opportunities for representatives from RN-BSN programs to speak with students about their programs. The usual student has selected a program and is accepted prior to graduation from CCP and is able to earn a BSN within nine months to 1 year for a cost of about \$10,000.

The Nursing Department's faculty includes two Diversity Fellows. The Diversity Fellowship program provides unique opportunities for individuals from historically underrepresented groups to gain valuable teaching experience and benefit from intentional mentorship. The program's primary objective is to increase diversity within academic departments at the College; increase engagement and visibility for individuals from historically underrepresented groups; develop viable career paths for faculty from underrepresented groups; provide diverse models for the benefit of CCP students.

The Nursing Department focuses on preparing practice-ready nurses in diverse community-based settings, Pathways to Practice Ready Graduates – Ready to Deliver Health Care. This model brings the need to value health promotion efforts serving the most vulnerable populations. Preparing a workforce of practice-ready nurses who return to the same communities as ambassadors of health is a prime example of the department's core values of service and scholarship. The vision address issues related to SDOH (social determinants of health) in the underserved communities of Philadelphia. Many students are working with their neighbors and understand how the SDOH impacts these neighbors' health outcomes. Practice-ready graduates provide the trust needed to advance health in their communities.

It should be noted that the Department of Nursing prides itself on hiring graduates of our program into faculty positions. Of the 14 full-time faculty, 4 are graduates of our program, and 1 is a graduate of CCP who became a podiatrist before she was a nurse. Five of the adjunct faculty are graduates of our program as well. Considering the nine graduates of our program, 7 are women of color (77%)

Example 1

NL entered our program via the Advanced Placement Option for LPN's. From the beginning, she had an interest in pediatric care. She frequently said that her dream job was to work at CHOP where both of her sons were receiving care for chronic illnesses. NL also knew that CHOP had not hired any associate degree nurses for a number of years. In the fall of 2018, a long-time contact of ours at CHOP contacted us because they were interested in developing an internship that would increase the diversity of the nurse workforce at CHOP. They were looking for three students who would have an intense experience over the spring break and then worked as technicians at CHOP until graduation. Upon graduation, they would be interviewed for positions at CHOP. Because she was an excellent representative of our program, NL was one of the three students selected to participate. Upon graduation in May 2020, NL was hired as an RN at CHOP. She completed her RN-BSN program within the year.

Example 2

WW entered our program in the Post Baccalaureate Option (PBAD). She came to us with a bachelor's degree, not in nursing. During her community-based care rotation in the last semester of the program, she had the opportunity to do COVID testing and immunization at the Hub of Hope – a resource for the homeless population on the subway interchange. The Hub of Hope is part of Project Home. According to her clinical instruction, she excelled at managing the logistics of setting up the testing and immunizations and interacting with this population. The staff at Hub of Hope noticed her skills, and they were looking for a registered nurse for the center. Upon licensure, Project Home hired her to be the lead nurse at the Hub of Hope.

Example 3

TH is a graduate of our program's traditional option. She entered our program as a young mother with significant financial needs and was able to earn a variety of scholarships in addition to financial aid. During her time in our program, she participated in numerous activities and opportunities. Upon graduation, she accepted a position at Albert Einstein Medical Center and earned her BSN quickly. She then went on to achieve an MSN. We initially hired her as an adjunct clinical faculty. When the opportunity for a Diversity Fellow Visiting Lecturer position became available, she jumped at the chance and has been an exemplary VL. Her project for the Diversity Fellow was related to assisting students to gain access to financial resources through scholarships. In Fall 2022, she will join the department as a full-time faculty member in nursing.

Overview of Diversity Fellowship Program

Description

- Launched in 2019 as a result of an agreement reached with the Federation and the College
- Aligns with DEI Strategic Plan Pillar
- Created to increase diversity of faculty
- Created to provide experience for individuals from historically underrepresented groups to prepare for a college teaching career

Goals

- To increase diversity within our faculty
- To close the opportunity gap for faculty from underrepresented groups
- To provide necessary support to fellows
- To prepare fellows for the hiring process
- To provide an inclusive community
- To assist fellows to cultivate their networks

Opportunities Provided to Fellows

- Academic year Visiting Lecturer teaching position – includes a full-time salary and benefits – Fellow teaches up to three courses and is released for one course
- Upon successful completion of the fellowship, a guaranteed interview for a future full-time tenure-track position
- Opportunity to develop a project that addresses a DEI concern at the College
- Mentoring and Coaching sessions – assistance with employment application, interview practice and preparation
- Networking opportunities, support and access to college faculty and administration

Outcomes

- Total of 7 Diversity Fellows to date
- 4 fellows have been hired into tenure-track faculty positions

Adopted from Diversity Fellowship Overview, Goals and Roles

Questions / Discussion

Student Outcomes Committee Agenda Calendar
Monthly Topics*
2022
Updated 4/26/22

SOC Meeting	Topics Scheduled to be Addressed
January 2022	<ul style="list-style-type: none"> • Medical Laboratory Technician Academic Program Review • Faculty Professional Learning Update
February 2022	<ul style="list-style-type: none"> • Chemistry Academic Program Review • Pre-College STEM Initiatives • Review of SOC Agenda Calendar
March 2022 Committee of the Whole	<ul style="list-style-type: none"> • Enrollment Update and Trends • CATC – The Student Experience Overview • Proposed Health & Life Science Building
April 2022	<ul style="list-style-type: none"> • Catto Scholarship Update • CCRC KPI Data for Guided Pathways • Cybersecurity Academic Program Review • Network Administration Academic Program Review
May 2022	<ul style="list-style-type: none"> • Faculty Promotion Approval • Nursing Academic Program Review • Diversity Fellowship Update
June 2022	<ul style="list-style-type: none"> • Education: Early Childhood (Birth to 4th Grade) Academic Program Review • Dual Enrollment Update • Diversity Certificate Programs • Year in Review
September 2022	<ul style="list-style-type: none"> • Automotive Technology Academic Program Review • Culinary Arts Program Mid-Term Review Progress Update
October 2022 Committee of the Whole	<ul style="list-style-type: none"> • Catto Scholarship Update • Enrollment Update • Center for Male Engagement/I Am More Update
November 2022	<ul style="list-style-type: none"> • Communication Studies Academic Program Review • Dental Hygiene Academic Program Review • Faculty Professional Development Update • Liberal Arts: Honors Academic Program Review One-Year Update • Behavioral Health/Human Services Academic Program Review One-Year Update

*Additional program and certificate reviews, and discussion topics may be added as needed.

ACADEMIC PATHWAYS 2021-2022

Community College of Philadelphia offers degree programs that, upon successful completion, will earn you an associate degree and the possibility of transferring to a four-year college or help you get started on the path to a new career in an in-demand field. The College also offers academic and proficiency certificate programs designed to be the path to a new career or an associate degree.

HEALTH CARE

Degree Programs

- Dental Hygiene*
- Diagnostic Medical Imaging*
- Health Care Studies
- Health Services Management*
- Medical Laboratory Technician*
Nursing*
- Public Health
- Respiratory Care Technology*

Proficiency Certificate Programs

- Medical Assistant
- Medical Insurance Billing
- Ophthalmic Assistant
- Patient Service Representative
- Personal Training

• *New Programs, Fall 2021*

* *Select program; please refer to the **All Offerings** page on the College website for additional information.*

Revisions may be made to the College's program offerings.

Please refer to the College Catalog at www.ccp.edu/college-catalog for the most up-to-date list of programs.

SCIENCE AND TECHNOLOGY

Degree Programs

- Applied Engineering Technology
- Biological Sciences
- Biology*
- Biomedical Equipment Technology
- Chemistry*
- Computer Information Systems – IT
- Computer Science*
- Cybersecurity
- Engineering Science*
- Mathematics*
- Network Administration

Proficiency Certificate Programs

- Biomedical Equipment Technology I and II
- Computer Programming I – Application,
Web and Database Development
- Computer Programming II – Algorithms
and Computation
- Cybersecurity I and II
- Data Science
- Mobile Application Development
- Network and Systems Administration
- Web Development I
- Web Development II – Cloud Computing*

DESIGN, CONSTRUCTION AND TRANSPORTATION

Degree Programs

- Architecture
- Automotive Technology
- Construction Management
- Facilities Management
- Interior Design

Proficiency Certificate Programs

- Advanced Automotive Repair
Professional*
- Architectural Visualization
- Automotive Service I
- Automotive Service II*

Community
College
of Philadelphia

www.ccp.edu

continued on reverse >

ACADEMIC PATHWAYS 2021-2022

BUSINESS, ENTREPRENEURSHIP AND LAW

Degree Programs

Accounting
Business - Accelerated*
Business - General
Business Leadership
Criminal Justice
Culinary Arts
Fashion Merchandising and Marketing
Fire Science
Individualized Studies*
Paralegal Studies*
Tourism and Hospitality Management

Proficiency Certificate Programs

Accounting Paraprofessional
Business Leadership
Corporate Social Responsibility
Culinary Arts I
Culinary Arts II*
Digital Investigations
Electronic Discovery
Entrepreneurship and Small Business
Management
Fashion Retail Sales and Customer Service
Fire Science and Public Safety
Geographic Information Systems
Paralegal Studies*
Post-Baccalaureate Accounting*
• Project Management
Tourism and Hospitality Management

CREATIVE ARTS

Degree Programs

Art and Design
Digital Video Production
Music Performance*
Photographic Imaging
Sound Recording and Music Technology
Theater

Proficiency Certificate Programs

Acting
Digital Imaging
Digital Video Production
Music Production
Piano Technician*
Technical Theater

LIBERAL ARTS AND COMMUNICATIONS

Degree Programs

American Sign Language/
English Interpreting*
Black Studies
Communication Studies
English
International Studies
Liberal Arts
Liberal Arts - Honors*
Mass Media

Academic Certificate Program

Creative Writing

Proficiency Certificate Programs

American Sign Language/English
Interpreting I* and II* Post-Baccalaureate
• Religious Studies

EDUCATION AND HUMAN SERVICES

Degree Programs

Behavioral Health/Human Services
Education – Early Childhood
• Education – Middle and Secondary Level
Liberal Arts – Social/Behavioral Science
Psychology

Academic Certificate Programs

Human Services
Recovery and Transformation

Proficiency Certificate Programs

Early Childhood Education
Recovery Leadership

• New Programs, Fall 2021

* **Select program; please refer to the *All Offerings* page on the College website for additional information.**

Revisions may be made to the College's program offerings.

Please refer to the College Catalog at www.ccp.edu/college-catalog for the most up-to-date list of programs.