

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

MINUTES

Thursday, June 2, 2022

1:00 p.m.

Zoom/Hybrid

Presiding: Ms. Fulmore-Townsend

Committee

Members: Ms. McPherson, Ms. Posoff

College

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

Guests: Ms. Barbano-Maxwell, Dr. DiRosa, Ms. Gordon, Dr. Saia, Dr. Sweet

(1) Public Session

(a) Approval of the Minutes of May 5, 2022

The minutes were approved unanimously.

(b) Early Childhood Education (AA Degree) Program Review

Dr. Chae Sweet, Dean of Liberal Studies, began by noting that this program review is a little different from other program reviews in that it is primarily based on the accreditation review in March 2021. This accreditation is very important and its success marks the program as a premier program in Philadelphia. Dr. Sweet noted that this is a strong program and one of the largest in Liberal Studies.

Dr. Amy Saia, Coordinator of the Education: Early Childhood (Birth to 4th Grade) Program, noted that an annual review was conducted five years ago and the results indicated that vital changes were needed. Student outcomes were shifted to reach the long-term goal of national accreditation by NAEYC, the largest professional accreditation program in North America. Dr. Saia was proud to note that the program is now nationally accredited. Once the report was received in May 2021, it was noted that there were some conditions that can be reviewed by referencing the report that was provided to the Committee. The program was the first ever to be reviewed by NAEYC online.

Program staff worked with Ms. Gordon and Institutional Research to address the conditions and align student outcomes to meet these conditions. This started in

October 2021, and the conditional review was completed, as well as the annual report on March 31, 2022. The program is awaiting the findings, and hoping for a response before the end of June.

Dr. Saia noted that the program is in the process of making other changes as well, with strong partnerships with institutions such as Arcadia and Holy Family and a program-to-program transfer agreement with Drexel University. New partnerships are also being developed with Parkway West for a CTE program, and the program is about to launch a new partnership with City Years Scholars over the summer. An apprenticeship program was created in 2017, and the program is working with the Workforce and Economic Innovation as well.

Ms. Gordon noted that she worked closely with the program on responses to the conditions and commended the program for the detailed work and dedication to improving assessment practices. Program staff are very open to feedback.

A question was raised regarding whether accreditation helps our students receive higher pay when they graduate. Dr. Saia noted that accreditation is highly prestigious but does not make a difference in pay. It does make a difference, however, with agreements and articulations that are in place. Accreditation is advantageous in terms of the program's profile with partners and programs. Dr. DiRosa added that accreditation adds validity to the program itself so even if students are not compensated in terms of higher pay, the program is viewed as stellar. It does help students in terms of graduating from a nationally accredited program.

It was noted that fall-to-fall retention is six points higher than the overall College average. An FYE course was offered as part of the program providing information on what it takes to be a successful college student, and the course is taught by Education faculty. Students can learn what it takes to become an early childhood educator, gain experience and learn how to become engaged directly from Education faculty.

Appreciation was expressed regarding the enormous amount of work it took to obtain the accreditation and ensuring that the conditions were addressed.

Action: The Student Outcomes Committee unanimously recommends that the Board of Trustees accept the program review of the Early Childhood Education program for five years.

(c) Dual Enrollment Presentation

Ms. Megan Barbano-Maxwell, Director of K-16 Partnerships, began the Dual Enrollment presentation by describing the differences between dual enrollment and dual credit. She noted that the majority of the students in the College's Dual Enrollment program are seeking dual credit – both high school and college credit. The School District of Philadelphia is their largest partnership. She reviewed the Dual Enrollment model: Advance at College and ACE Summer program. Advance at

College is the traditional dual enrollment program, generally for high school juniors and seniors, and the ACE summer program is for high school students in grades 9 through 12. She briefly touched on the other programs in the model: 100 Steps, Parkway Center City Middle College, Gateway to College, MC2, Advance Senior Year, Mastery Senior Year and Early Scholars.

Advance at College: This program provides eligible Philadelphia 11th and 12th grade students and students actively pursuing a high school equivalency the opportunity to enroll in college-level and developmental course. Commonly taken courses include English, math, history and gen ed courses which are high school requirements. The majority of students take classes during the day, in person, between 8 a.m. and 3 p.m.

Advanced College Experience (ACE): This program provides college exposure to motivated, rising 9th through 12th grade students and students under the age of 21. The classes start out as non-credit; however, if the students earn a C or higher, they gain college credit. In July 2022, 21 courses will be offered. Sample course offerings include Introduction to Law, Introduction to the Music Business, Music Technology, Introduction to Healthcare Professions, and Creative Writing. They are beginning to align ACE courses as a pipeline and move toward STEM and career-focused courses.

Dual Enrollment students are eligible to take advantage of services offered at the College such as tutoring, computer labs, Counseling, and Advising. Individuals in the Division of Access and Community Engagement (DACE) are available to provide students with guidance on course selection, as well as providing an orientation regarding what it means to go to college. Financial support is provided in terms of reduced tuition and one free official hard copy transcript at the end of each enrolled term. Funding can be used for developmental courses as well.

Data surrounding the program were reviewed. For 2021-2022, there were 1,290 students for all Dual Enrollment Programs. For 2021-2022, course enrollment is down 13% compared to the previous year. Reasons for this include students taking fewer online courses. Program staff are advising students to take one online course instead of two. The School District of Philadelphia who funds a considerable portion of this was not allowing funding for asynchronous courses. The pass rate is 86% for 2021-2022, compared with 89% in 2020-2021.

Data provided by Institutional Research (IR) tracks fairly consistently and is probably representative of the City. The number of black students enrolled in the Dual Enrollment Program are slightly higher than traditional students, and white students enrolled in the Dual Enrollment Program are lower than traditional students. Traditional and Dual Enrollment gender breakouts are exactly the same; however, it was noted that the Program needs to enroll more male students.

Dual Enrollment students tend to be more successful when compared to the traditional students. Reasons include Dual Enrollment students are more highly motivated to do well and prove themselves. They are also concurrently enrolled in high school, so they have the entire support system in the high schools as well.

Students are also closer to the material and have no gaps between high school graduation and starting college. They are fully immersed in learning the subject areas.

In 2022, 133 Dual Enrollment students graduated from the College which is 7% of total graduates. The majority of graduates were from Parkway Center City Middle College.

Ms. Barbano-Maxwell noted that they are in the process of building a Dual Enrollment dashboard in Tableau. Sample reports were provided. It was noted that there will be a public side to this dashboard where individuals will be able to see data such as unduplicated enrollment head counts in each of their programs. It is planned that reports will be available by specific school to see how well students are doing, final grades, etc. This data will be valuable when discussing the programs.

Future plans include using current and securing new funding to expand existing programs and create new programs to broaden their portfolio; establishing hubs at the Regional Centers; expanding professional development sessions for faculty on pedagogy and research-based instructional strategies; and creating career pipeline partnerships.

Lessons learned: Dual Enrollment students benefit from additional support to prepare for college courses. Pass rates are consistently in the 83-89% range, but they have learned that the more support they can provide for their students, the better. High school and dual enrollment students prefer in-person courses and structured pathways. Better understanding of dual enrollment by the partners equates to better performance of dual enrollment students. Dual enrollment students are most successful in courses when faculty are organized, communicate clearly, maintain high expectations and treat all students fairly.

A question was raised about growing the program beyond the current 1,400 students who are participating and what are some obstacles. It was noted that funding is definitely one. The timeframe that the majority of high school students are available is 3 to 6 p.m., and they would like to see more classes offered during these hours. In the fall, they are moving to block scheduling, and this may work better for their students. High school students can perform at a college level and can meet expectations; however, support within the College is helpful. There are no courses with just high school students, and there is no state requirement for others to accept dual enrollment credits. Dr. Thomas noted that they are trying to get everyone across the institution to understand that the Dual Enrollment students are not just their students, they are the College's students. Resources will need to be expanded to meet student needs as the program grows.

Another question was asked about how much we can expand this program. It was noted that they have operated on trying to increase by 10% each year, and they are able to that with very little marketing. Dual Enrollment is very popular at the moment, and many schools come to us. In terms of a final number, there is no answer

at the moment. They would like to expand to the Regional Centers and are looking to partner with high schools in those areas. It was noted that a lot of this is driven by the State. Funding for dual enrollment was removed at some point, and we have asked for restoration each year for many years, but that has not happened yet. This is something that will continue to be pursued with the Commonwealth.

A question was also raised as to whether there is any sort of cohort with traditional and high school students for mentoring purposes. It was noted that with some programs, this automatically happens but not with others where students are taking one or two classes. One of the thoughts was a dual enrollment club that would allow students to connect with others. However, dual enrollment students do not want to be identified as dual enrollment students. A balance needs to be met regarding the fact that they are high school students but do not want to be treated differently. Academic mentors have been created to serve as mentors to their students to provide guidance, support and modeling for academic success.

(d) Year in Review

The year-in-review document that was provided allows planning for next year so the Committee can target their focus moving forward.

This was Dr. Hirsch's final meeting before he retires. Ms. Fulmore-Townsend expressed appreciation to him for being a stellar partner with executing the work of the Committee, and he was publicly acknowledged for his leadership. Committee members come on board with different levels of understanding and interest, and he has managed this well and navigated through so all have a strong understanding. The Committee has grown and adjusted over time, and Dr. Hirsch has been the "captain of the ship." The Committee will ensure that the reflection of Dr. Hirsch's legacy continues with this great work.

(e) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for September 1, 2022.

Attachments:

Minutes of May 5, 2022

Academic Program Review: Early Childhood Education (AA Degree)

Dual Enrollment PowerPoint Presentation

SOC Year in Review

2022 SOC Agenda Calendar – Monthly Topics

Academic Pathways 2021-2022

**STUDENT OUTCOMES COMMITTEE OF THE
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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. Generals 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

Community College *of* Philadelphia
Academic Program Review:
Education: Early Childhood (Birth to 4th
Grade) AA

Authors: Amy Saia, Ed.D., Francesca DiRosa, Ph.D., Dawn Sinnott, Ph.D.
Spring 2022

Executive Summary

Key Findings

Enrollment

1. Average enrollment in the EDEC program between fall 2017 and fall 2021 was 457 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	13,673	12,195	11,647	14,528
EDEC	542	533	522	476	481	437	435	388	359	457

2. Enrollment and Demographics

- a. EDEC full-time enrollment is below the college average; see Exhibit 2a
- b. Enrollment by Gender within Race, see Exhibit 2b
 - On average, the EDEC program's distribution of gender and ethnicity indicates a higher percentage of Black females (49.4%) than the College (33.9%)
 - On average, the EDEC program's distribution of gender and ethnicity indicates a lower percentage of Black males (2.9%) than the College (15.9%)
 - On average, the EDEC program's distribution of gender and ethnicity indicates a lower percentage of White males (0.9%) than the College (9.8%)
- c. On Average, EDEC students were more likely to be career age, between 22 to 29 years of age, than the college-wide average; EDEC 55% and College 49%, see Exhibit 2c

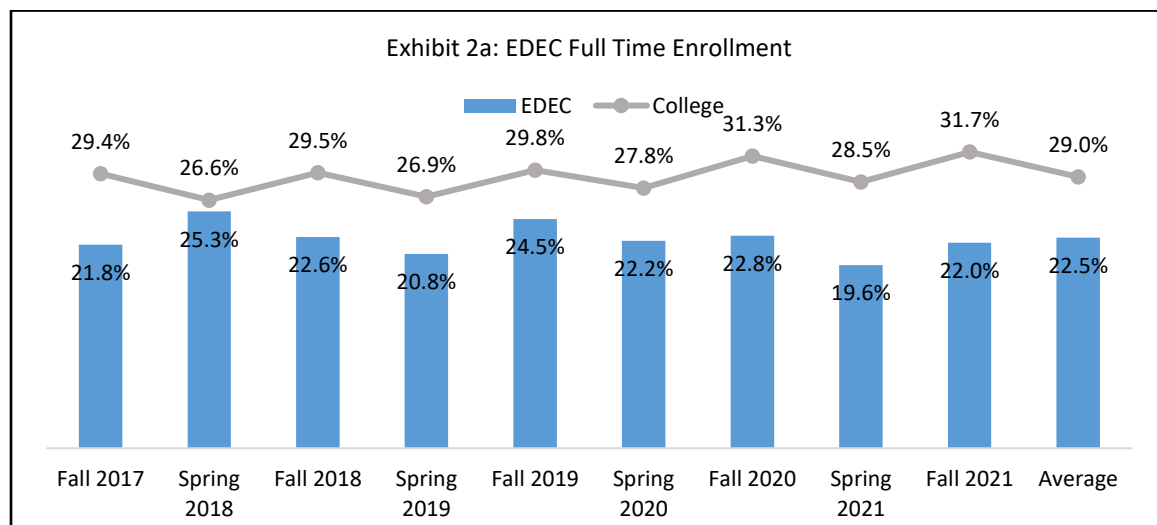
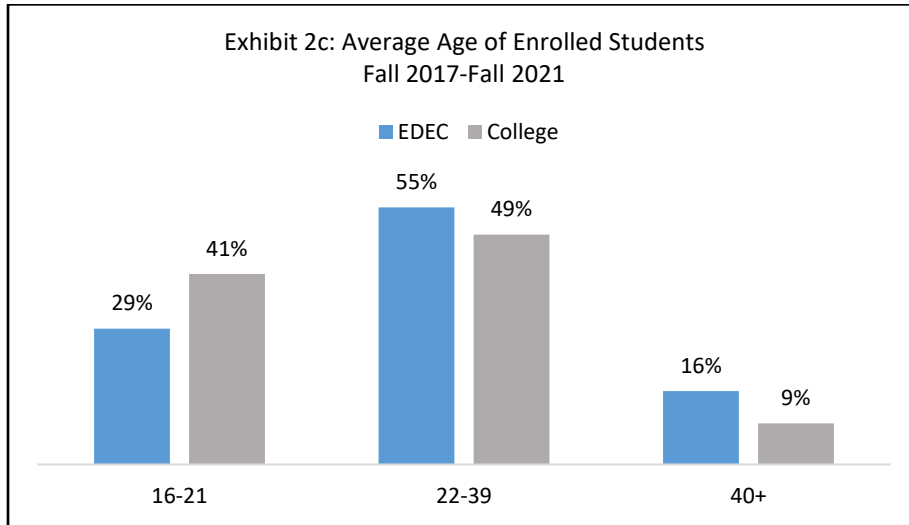


Exhibit 2b: College and Department Enrollment by Gender within Race

EDEC		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	EDEC Average	College Average
Asian	Female	5.2%	4.9%	4.2%	4.0%	4.6%	4.8%	5.3%	5.7%	5.3%	4.8%	6.0%
Asian	Male	0.4%	0.6%	0.4%	0.6%	0.2%	0.2%	0.2%	0.0%	0.0%	0.3%	5.1%
Black	Female	50.7%	50.7%	52.7%	50.4%	51.8%	50.1%	42.5%	46.9%	46.2%	49.4%	33.9%
Black	Male	3.5%	3.4%	2.9%	4.4%	3.1%	2.1%	2.3%	2.3%	1.7%	2.9%	15.9%
Hispanic	Female	11.4%	12.4%	12.6%	13.2%	15.8%	16.7%	20.7%	16.8%	15.9%	14.8%	11.0%
Hispanic	Male	0.4%	0.4%	0.4%	0.6%	0.8%	0.9%	1.1%	1.3%	0.8%	0.7%	5.7%
White	Female	20.8%	19.3%	20.5%	20.2%	17.3%	17.2%	18.9%	18.0%	19.8%	19.2%	15.5%
White	Male	0.9%	0.8%	0.8%	0.6%	1.2%	1.1%	1.4%	0.8%	0.8%	0.9%	9.8%



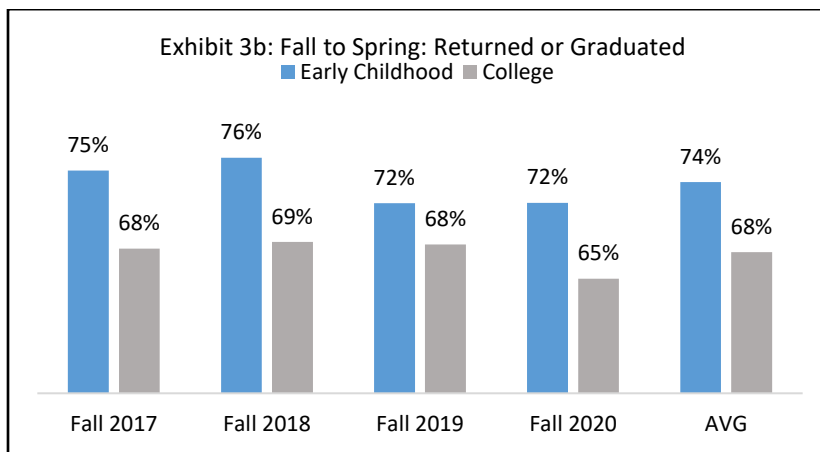
Retention – Returned or Graduated

3. Fall to Spring Retention

- a. Fall to Spring Retention between fall 2017 and fall 2020: The EDEC program's fall to spring retention averaged almost 6 points higher than the College average, see Exhibit 3a
- b. Fall to Spring Retention: On average, 74% of EDEC students returned to the same program or graduated, while 68% of students College-wide returned to the same program or graduated, see Exhibit 3b

Exhibit 3a: Fall to Spring Retention

EDEC	Fall 2017	Fall 2018	Fall 2019	Fall 2020	EDEC Average	College Average
Headcount	542	522	481	435	495	15,909
Returned to Same Program	72.5%	71.8%	68.4%	68.3%	70.4%	64.8%
Returned to Different Program	2.8%	2.3%	2.3%	1.4%	2.2%	4.4%
Graduated	2.6%	4.4%	3.7%	3.9%	3.6%	2.9%
Did Not Persist	22.1%	21.5%	25.6%	26.4%	23.7%	27.9%

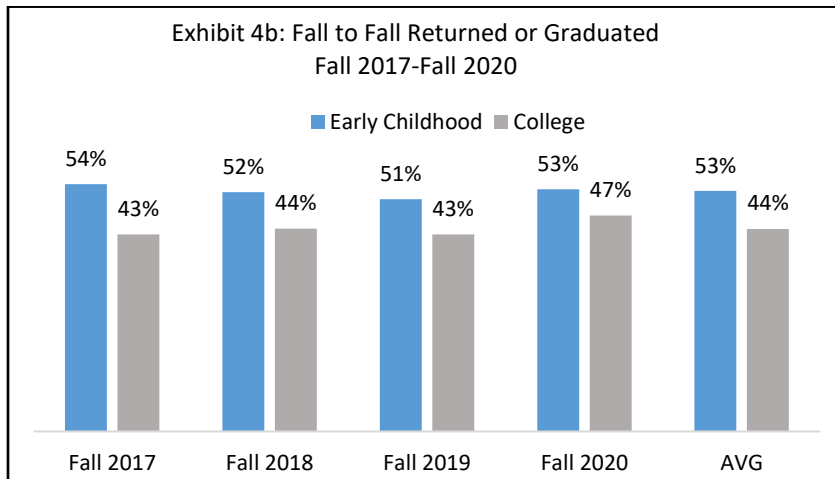


4. Fall to Fall Retention between fall 2017 and fall 2020

- a. Fall to Fall Retention between fall 2017 and fall 2020: The EDEC program's fall to fall retention (42%) averaged almost 8 points higher than the College average (34%), see Exhibit 4a
- b. Fall to Fall Retention: On average, 52.6% of EDEC students returned to the same program or graduated, see Exhibit 4b

Exhibit 4a: Fall to Fall Retention

EDEC	Fall 2016	Fall 2017	Fall 2018	Fall 2019	EDEC Average	College Average
Headcount	542	522	481	435	495	15,909
Returned to Same Program	43.5%	41.6%	40.3%	42.8%	42.1%	34.2%
Returned to Different Program	4.4%	4.8%	3.1%	3.4%	4.0%	7.2%
Graduated	10.5%	10.7%	10.4%	10.1%	10.5%	10.1%
Did Not Persist	41.5%	42.9%	46.2%	43.7%	43.5%	48.5%



5. Academic Success and Graduation

a. Transfer

- Looking at the students who entered the Program between fall 2015 and fall 2020, approximately 24% of EDEC students who departed have transferred, see Exhibit 5a

Exhibit 5a: Departing Students who entered the College between 2015 and 2020

Exit Status	Transfer		Did Not Transfer		Total Count of Departing Students
	Count	Percent	Count	Percent	
Graduate	62	50%	61	50%	123
Earned 45 or more credits	13	13%	90	87%	103
Earned 23 to 44 credits	24	18%	110	82%	134
Earned 12 to 22 credits	31	23%	106	77%	137
Earned less than 12 credits	77	22%	279	78%	356
Grand Total	207	24%	646	76%	853

Top Transfer Institutions for teacher preparation in the Philadelphia Area *

- West Chester University of Pennsylvania
- Penn State University - University Park
- Temple University
- Millersville State University of Pennsylvania
- East Stroudsburg University of PA
- Kutztown University of Pennsylvania
- Bloomsburg University of Pennsylvania
- Slippery Rock University of Pennsylvania
- St. Josephs University

*From Department of Education 2020 Title II Reports, National Teacher Preparation Data

b. Graduation

Over the period studied, EDEC awarded 301 AA degrees; see exhibit 5a

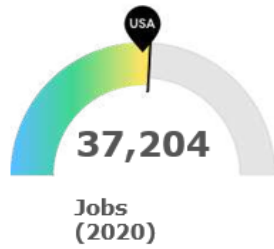
Exhibit 5a: Degrees Awarded						
	2017	2018	2019	2020	2021	Total
EDEC	59	55	80	69	38	301
A.A.	1121	1141	1129	1183	525	5099

Workforce Development ¹

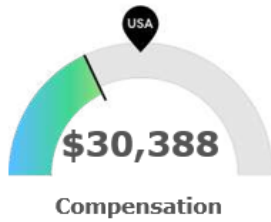
3. Graduates will be prepared to work as childcare practitioners and directors, parent educators, children's recreation staff, teacher assistants, and instructional aides. Graduates who wish to become certified teachers will need to transfer to and complete a Pennsylvania Department of Education approved teacher certification program at a four-year college or university.

¹ EMSI workforce calculations include Bureau of Labor statistics, Job Posting Analytics (JPA), and online employee and job seeker profiles and resumes

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



Your area is about average for this kind of job. The national average for an area this size is 35,299* employees, while there are 37,204 here.

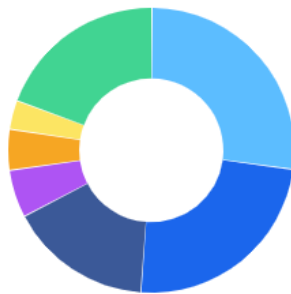


Earnings are low in your area. The national median salary for your occupations is \$32,189, compared to \$30,388 here.



Job posting activity is high in your area. The national average for an area this size is 558* job postings/mo, while there are 915 here.

Most Jobs are Found in the Child Day Care Services Industry Sector



Industry	% of Occupation in Industry (2020)
Child Day Care Services	27.1%
Education and Hospitals (Local Government)	24.0%
Individual and Family Services	16.2%
Elementary and Secondary Schools	5.4%
Local Government, Excluding Education and Hospitals	4.6%
State Government, Excluding Education and Hospitals	3.3%
Other	19.4%

Top Child Day Care Services Companies in the Philadelphia Area

- Philadelphia Nanny Network
- KinderCare
- The Malvern School
- YMCA
- Children Of America
- The Goddard School

- Elwyn
- Chesterbrook Academy
- Bright Horizons

Top Child Day Care Services Schools in the Philadelphia Area

- Temple University
- University of Pennsylvania
- Community College of Philadelphia
- Drexel University
- Montgomery County Community College
- Saint Joseph's University
- Delaware County Community College
- Widener University
- La Salle University
- Bucks County Community College

4. Assessment

For the first time, in June 2020, the Early Childhood Education (ECE) Program at Community College of Philadelphia submitted an application and self-study for national accreditation with NAEYC, the National Association for the Education of Young Children. The NAEYC accreditation decision is based on the Commission's review of the Self-Study Report, the Peer Review Report, and the Written Response. This is a timely transition for the Early Education Program. The program's 7 Learning Outcomes were designed to reflect NAEYC's 6 standards, and after many years of developing and organizing ongoing assessments of these outcomes have established an effective, sustainable process.

- The Program earned accreditation status with conditions in March 2021
- On March 31, 2022, the Program submitted the first annual report on time, explicitly providing updates on all conditions, including documentation and revisions.

On March 19, 2021, the NAEYC Commission wrote:

We are pleased to inform you that the A.A. Education: Birth through Grade 4 Program at the Community College of Philadelphia has earned Accredited with Conditions from the NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs.

On March 31, 2022, the Program wrote (Paraphrased):

In response to the NAEYC conditions, the reflection and revisions that the program has undergone in recent months have been a challenging but generative process.

In responding to the conditions, the program elected to revise all assessments to align with NAEYC's 2020 Professional Standards and Competencies. The faculty have taken this opportunity to review not just the Key Assessments but also related practices and assignments.

Program faculty met with the Office Institutional Effectiveness staff 19 times during the revision process, representing over 40 hours of focused work on the seven areas for improvement.

This process has resulted in a more structured approach to assessment in the program, which has improved consistency throughout candidates' coursework and has made data analysis more meaningful and relevant.

B. NAEYC (National Association for the Education of Young Children) Summary of Accreditation Findings

March 2021, the A.A. Education: Birth through Grade 4 Program was Accredited with Conditions from the NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs. Accreditation is maintained by submitting an Annual Report that responds to the conditions identified in the Accreditation document from NAEYC. If conditions are sufficiently addressed in the first or second Annual Report, Accreditation will expire in March 2028, seven years after the initial decision.

The first annual report was submitted on March 31, 2022, and the second annual report is due on March 31, 2023.

NAEYC observations primarily focus on revising alignments of Key Assessment instruments used to evaluate student learning. Conditions also require modifying language to provide more clarity, providing evidence of using assessment data to improve learning, revising assessment tools to better focus on individual performance, and increasing students' opportunities to participate in multiple clinical observations and practices. The seven conditions are summarized below: Summary of Accreditation Conditions.

Summary of Accreditation Conditions	
Condition 1	
1.	NAEYC Observation: A review of the Key Assessment documentation for Standards 1-6 finds cases of misalignment between the assessment instrument, the instructions, and the assessment rubric.
2.	To resolve, the Key Assessment tools for Standards 1-6 must be revised to ensure accurate and explicit alignment between the assessment instrument, the instructions, and the assessment rubric.
Condition 2	
1.	NAEYC Observation: A review of the Key Assessment documentation for Standards 1-6 finds the instructions for all Key Assessments have multiple instances in which the depth ("know-understand-do") and breadth (the span of knowledge associated with each component of a standard) are adequately addressed
2.	To resolve, the program must revise or create new key assessments to ensure that all instructions meet the full depth ("know-understand-do") and breadth (the full span of knowledge associated with each component of a standard) for all Standards 1-6
Condition 3	
1.	NAEYC Observation: The Key Assessment Rubrics use vague, subjective language that may be difficult for candidates to understand.
2.	To resolve, the program must revise the language of all Key Assessment Rubrics to use clear, specific, and objective descriptors of expected candidate performance.
Condition 4	
1.	NAEYC Observation: In the instructions of Key Assessments 1, 2, 3, 5, and 6, multiple key elements are aligned with the same instruction. This makes it difficult to identify which section of the instructions is used to align with which specific key element.
2.	To resolve, the program must remove bundling of key elements in the Key Assessment instructions.
Condition 5	
1.	NAEYC Observation: The data analysis does not describe how the program uses data to improve teaching and learning.
2.	To resolve the program must provide evidence that it is analyzing the data in a way that informs program changes
Condition 6	

1. NAEYC Observation: Key Assessment 2 is a group project; individual candidate performance is not evaluated
2. To resolve, the program must either revise Key Assessment 2 or create a new Key Assessment that evaluates individual candidate performance.
Condition 7
A. There is no clear evidence that the program provides opportunities for all candidates to observe and practice in at least two of the three childhood age groups (birth to age 3, 3 through 5, 5 through 8 years) or in at least two early education settings.
B. To resolve, the program must provide clear evidence that the program's candidates are required to observe and practice in at least two of the three early childhood age groups and in at least two of the four early childhood settings.

C. Action Items

The Office of Assessment and Evaluation makes the following recommendations.

Enrollment and Demographics

1. Increase Enrollment as follows:

	Fall 2020 (Bench- mark)	Fall 2023 Increase in Headcount*		Fall 2025 Increase in Headcount		Fall 2027 Increase in Headcount	
Headcount	435	479	10%	526	10%	579	10%
Returned to Same Program	42.8%	230	48%	263	50%	289	50%
Graduated	10.1%	57	12%	63	12%	69	12%

Program Growth

2. The Early Childhood (ECE) program’s broad student base presents opportunities to create pipeline partnerships that support diversity in Philadelphia. Career pathways developed through the high schools, the Apprenticeship Program, and paraprofessionals in the workforce allow future ECE teachers to apply valuable experience towards an A.A. degree and/or transfer to an institution of their choice for a bachelor’s degree. The program should work with marketing and recruitment to develop and implement a plan to create and support student-to-workforce partnerships that align students and workforce career opportunities.

Person responsible: Curriculum Coordinator
 Timeline: Fall 2022 through Fall 2026

Accreditation

3. In 2020, the NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs began revising NAEYC’s higher education accreditation standards to reflect developments in the ECE profession and as a routine and healthy practice for an accrediting body. NAEYC’s new standards focus on program inputs and student support. The ECE appropriately filed the annual report responding to NAEYC conditions using the updated 2020 Key Competencies. To maintain the rigorous process established during the 2020 accreditation self-study based on the six NAEYC 2010 Standards, the Program should continue to infuse the assessment language and focus of 2020 Key Competencies into the program framework and analysis of assessment outcomes. In future accreditation, it will be important to note the program's concerted efforts to move from the 2010 mindset to the 2020 Key competencies mindset, which will become evident in the program's language.

Person responsible: Curriculum Coordinator

Timeline: Fall 2022 through Fall 2027

Assessment

4. To satisfy the NAEYC conditions and ensure continued robust assessment, the Program revised all assessment rubrics to meet the updated 2020 Key Competencies. After a cycle of data collection using the updated rubrics, the next steps include reviewing the results and documenting the use of assessment data to improve teaching and learning. This practice will satisfy Condition #5: Using data analysis to improve teaching and learning. These results should be included in the NAEYC Annual Report for 2024

Person responsible: Curriculum Coordinator

Timeline: Fall 2022 – Fall 2024

1. Narrative

Early childhood educators are the building blocks of learning, and they help lay the foundation for education and discovery for the rest of a child's life. Most children will develop a full range of necessary life skills before the age of five. And it is because of early childhood educators that young children are able to do so. Research shows that children are likely to fall behind throughout their academic careers without early education.

For nearly 50 years, the ECE Program has provided quality learning experiences for students that support their future roles as skilled teachers, observers, and assessors of children and effective curriculum developers. The faculty have endeavored to develop students' appreciation of the impact of their role on classroom environments and children's successes. ⁴⁷

Making a timely transition from a local to a nationally accredited program for the Early Education Program, in June 2020, the Early Childhood Education (ECE) Program submitted an application and self-study for national accreditation with NAEYC, the National Association for the Education of Young Children. The NAEYC accreditation decision is based on the Commission's review of the Self-Study Report, the Peer Review Report, and the Written Response. The Commission evaluates evidence indicating the program's ability to support positive student outcomes in relation to the accreditation standards and offers feedback on program strengths and areas for consideration. Special attention is given to student assessments and performance data to increase program effectiveness, capacity, and innovation. The Program earned accreditation status with conditions in March 2021. On March 31, 2022, the Program submitted the first annual report on time, explicitly providing updates on all conditions, including documentation and revisions.

The current Education Program faculty includes four full-time, one visiting lecturer, and six adjunct members providing a depth combined teaching experience and clinical experience with young children and families. Faculty support students' success through a variety of methods. The Association for the Education of Young Students, a support group for program students, encourages an environment where students are collaborative and proactive in building connections across the Program, College, and the local community. Activities include invited speakers, community service and outreach opportunities, and general support for student peers.

Faculty encourage instructor-to-student interactions and welcome students to meet with them to discuss their educational goals. During advisement, faculty help students map out their course plans, discuss transfer and career opportunities, and connect students to resources to support their goals. Faculty are flexible with meeting and communicating with students who have busy schedules by coming to campus during office hours or talking on the phone.

Faculty also study the input from teachers and administrators supervising practicum and observation sites. Their assessments review the strengths and weaknesses of individual students and the program.

ECE students come to the college from a variety of backgrounds. Many students come directly from high school, transfer from another college, return to college after a break, are paraprofessionals in the field, or come from the workforce without prior college experience. Also, in partnership with CCP, Parkway West high school is home to the Career and Technical Education (CTE) program for Early Childhood Education, providing students with the training and core academic skills needed to enter a high-demand and high-skills career. As a part of the program,

student participants are prepared for various occupations in child care centers and school-age programs and participate in a series of field experiences and internships during the academic year and the summer months.

Because many students enter the Program with workforce experience, the Program collaborated with College partners to develop and fund the 1199C District Training and Apprenticeship Model. ECE Apprentices receive credit for success in the classroom and demonstrating their mastery of competencies acquired and developed in the workplace. Key components of the Apprenticeship Model include academic supports to assist student apprentices to meet the rigors of college-level course work; specialized advising; a cohort model where students take courses together; and Education faculty working with other CCP faculty to develop contextualized general education courses. Students are given credits for a Child Development Associate Credential and On-the-Job-Learning (OJL), and students are assigned individual coaches.

Assessment has long been an ongoing component of the Program. Over many years effort has been made to ensure that Learning Outcomes and measures used to evaluate collected data are consistent across courses, instructors, and course delivery modes. Data is gathered several times each semester for every course.

To improve instructional practice, faculty meet regularly throughout the academic year to discuss pedagogy, assessment, and the needs of students. Across the program, key assessments are reviewed, and data is analyzed each semester to support student success and focus on areas where students are still developing or have not satisfactorily met certain skills of competence.

Recognition of the Early Education Program in the Philadelphia community is strong. It serves as a primary vehicle for entrance into the early care and education profession, providing compassionate and effective teachers. ECE continues to forge community relationships and cultivate relationships with schools and childcare centers throughout the Philadelphia region.

Supported by a grant awarded by the William Penn Foundation, faculty have worked to pave the way for seamless transfer with solid articulation agreements. These agreements allow education students to transfer to three local higher education institutions (Arcadia, Eastern, and Holy Family Universities) with all of their coursework, encouraging students to continue their education and earn a bachelor's degree.

We strive to improve and support our students and faculty and build on the self-study process's momentum. The opportunity to collect key assessment data has deepened our awareness to consider areas that may need additional attention.

Community College of Philadelphia
Student Outcomes Committee of the Board
Year in Review (2021-2022)

Academic Program Reviews

- Facilities Management (A.A.S. Degree)
- Construction Management (A.A.S. Degree)
- Respiratory Care Technology (A.A.S. Degree)
- Digital Video Production (A.A.S. Degree)
- Medical Laboratory Technician (A.A.S. Degree)
- Chemistry (A.S. Degree)
- Cybersecurity (A.A.S. Degree)
- Network Administration (A.A.S. Degree)
- Early Childhood Education (A.A. Degree)

Academic Program Review Updates

- Liberal Arts: Honors Program
- Behavioral Health/Human Services Program

Presentations and Strategic Information

- Catto Scholarship Updates
- Student Debt Relief and Funding Distribution
- Center for Male Engagement (CME) Progress Report
- Cultivating a Culture of Excellence in Teaching & Learning at CCP
- Pre-College STEM Initiatives
- Review of Student Outcomes Committee Agenda Calendar
- Career and Advanced Technology Center (CATC) - The Student Experience
- CCRC KPI Data for Guided Pathways
- Enrollment Trends
- Proposed Health and Life Science Building
- CCRC KPI Data for Guided Pathways
- Dual-Enrollment Presentation

Student Outcomes Committee Agenda Calendar
Monthly Topics*
2022
Updated 5/24/22

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 • Year in Review
September 2022	<ul style="list-style-type: none"> • Automotive Technology Academic Program Review • Culinary Arts Program Mid-Term Review Progress Update • Diversity Certificate Programs
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*

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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.**

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