

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

**MEETING MINUTES**

**Thursday, March 14, 2024**

**12:30 p.m.**

**Hybrid**

**Zoom**

**&**

**Library Learning Commons, L1-13**

**1700 Spring Garden Street**

**Philadelphia, PA 19130**

**Presiding:** Ms. Chekemma Fulmore-Townsend

**Committee Members:** Ms. Mindy Posoff, Ms. Sheila Ireland, Ms. Roz McPherson,  
Mr. Patrick Clancy

**Board Participants:**

**College Members:** Dr. Donald Generals, Dr. Alycia Marshall, Dr. Mellissia Zanjani, Dr.  
Shannon Rooney, Danielle Liautaud-Watkins

**Guests:** Dr. Judith Gay, Consultant to the Board of Trustees  
Dr. Lisa Sanders, Dean of Liberal Studies  
Osvil Acosta-Morales, Department Head for Humanities, Associate  
Professor of Philosophy  
Dr. Anyabwile Love, Assistant Professor, History, Philosophy and  
Religious Studies of Black Studies  
Michael Loughran, Assistant Professor, English  
Dr. Linda Powell, Special Assistant to the Provost for STEM  
Outreach and Engagement, Professor-Department of Biology  
Dr. Brad Kovaleski, Dean of Students  
Dr. Davido Dupree, Department Chair, Psychology, Education and  
Human Services, Associate Professor of Psychology  
Dr. Terrilyn Hickman-Allen, Assistant Professor, Program  
Coordinator - Behavioral Health/Human Services  
Lorraine Barber, Assistant Professor, Behavioral Health and  
Human Services  
Massah Nuni, English Department Chair and Assistant Professor of  
English

## I. Public Session

(a) Introductions (I)

(b) Approval of the Minutes of February 1, 2024 (A)

Trustee Fulmore-Townsend opened the meeting by asking for a motion to approve the minutes from the January 4<sup>th</sup> meeting. Trustee Posoff voted 1<sup>st</sup> in approval, and Trustee Ireland seconded the motion. All were in favor.

(c) Liberal Studies Arts Honors Update (I)

Dean Sanders opened the presentation by sharing that the enrollment for the Liberal Arts Honors program has increased, due to recommendations the Board made to revise the structure of the program to target Catto cohorts and to be more accessible to part-time students. Osvil Acosta-Morales, the Department Head for Humanities and Associate Professor of Philosophy, explained that he collaborated with Dr. Linda Powell, the Special Assistant to the VP for STEM Outreach and Engagement, to rethink the previous cohort model and establish more flexible scheduling and online options for honors courses. The program model now includes more equitable and diverse student participation, new opportunities for student academic recognition, and workforce preparation. Students are also encouraged to participate in co-curricular honors activities even if their GPA does not reflect the necessary academic level to be an Honors student. For the Spring 2024 semester, the percentage of Liberal Arts Honors students who are African American increased from 23% to 46%, which is higher than the percentage of African American students at the entire College.

Dr. Anyabwile Love discussed the Black Studies 102 course. The student population includes Parkway high school seniors, Catto students, first-time and returning Honors students enrolled at the college, and one student who enrolled at the College with the intention of taking only this course. Black Studies 102 is grounded in theory, interdisciplinary Black studies, and the effect of Black studies on the community at large. Course readings are focused on interdisciplinary Black studies within the Pan-African scope, covering the original departure of Black people from the African continent, enslavement, Black traditional social change, and local movements. Authors included in the coursework include W. E. B. Du Bois, Langston Hughes, and Ngugi wa Thiongo'. Guest speakers have included the photographer, Temple University Africana Studies professor, and CCP alum Kareem Brown; New York University professor Tameka Williams; and James Beard-nominated chef Omar Tate of Honeysuckle in West Philadelphia.

On behalf of Tabitha Morgan, Dr. Love also highlighted the Gender Studies course offered in Liberal Arts Honors. This course, examining feminism in the United States, includes primary source documents and the intersection of various other disciplines, such as sexual abuse, masculinity and male studies, queer theory, and gender influence on global issues. Readings

include *The Bluest Eye* by Toni Morrison, *The Essential Feminist Reader* by Estelle B. Freedman, and *Queer: A Graphic Reader*. Projects include critical and group analysis of the SlutWalk; analysis of cultural artifacts; and an interdisciplinary project around theory and memoir.

Assistant Professor of English Michael Loughran highlighted ways in which Liberal Studies Honors students are connected to internships. One organization, the Welcoming Center, a nonprofit promoting economic growth that works with immigrants in Philadelphia, will have 5 student interns from the College. This internship program will allow students to intern for a full semester; however, if students are unable to work a full semester, they can intern for as little as one week. Students will work on special projects, gain real-world work experience, and network. Liberal Studies Honors also aims to establish similar partnerships with the Barnes Foundation, the Presbyterian Historical Society, and Mighty Writers. Trustee Clancy shared that CampusPhilly could be another organization to partner with.

- Trustee Fulmore-Townsend asked what quality of partner organizations were being sought. Mr. Loughran answered that a partnership with the Welcoming Center is an example of an ideal partnership due to the social contract the organization provides. For instance, the Welcome Center has a leadership program of 27 immigrant entrepreneurs interested in growing their business through social media, marketing, and branding. There will be a class where those entrepreneurial experiences are theoretically discussed, and students will observe how those business topics are implemented.
- Trustee Clancy asked if these internships are paid. Mr. Loughran explained that there aren't currently any paid internships offered through the Liberal Studies Honors program, but paid internships will hopefully be added at some point in the future. Beginning in Fall 2024, Liberal Arts Honors will also enter an experiential learning partnership offering Honors seminars with The Welcoming Center. One selected seminar topic is The Jargon of Narratology – the narrative science of telling a story.
  - o Trustee Fulmore-Townsend inquired about the cost structure of a paid internship for the Liberal Studies Honors program. She suggested that the Liberal Honors leadership team define a specific number to help a potential partner know how many students they could sponsor. She also stated that a defined cost structure could help the board identify a fundraising strategy.

Mr. Loughran continued the presentation by sharing events and trips the students in the program have taken or will take. He also shared testimonials from students regarding their experience in Liberal Studies Honors.

A testimonial video highlighted a former Liberal Studies Honors student. The student shared that the Liberal Studies Honors professors not only provide a great education, but make up an

entire cohort of guidance counselors for their students. Trustee Fulmore-Townsend suggested that this video be shown to the entire Board.

Trustee Posoff asked what Liberal Studies Honors's goals are for the path to success. Dean Sanders shared the following goals:

- tying Liberal Arts into the community workforce experience
- connecting with more organizations
- continuing to diversify the student body

Mr. Acosta-Morales shared a presentation of projects created by the Liberal Studies Honors students to express their skills.

(d) Behavioral Health and Human Services Update (I)

Trustee Fulmore-Townsend welcomed the presenters from the Behavioral Health and Human Services (BHHS) program to the meeting. Dr. Terrilyn Hickman-Allen, who has been with the college for 22 years, is the Assistant Professor and Program Coordinator of the Behavioral Health and Human Services program. Lorraine Barber has been working with the college for 20 years and is the Assistant Professor of Behavioral Health and Human Services. Dr. Davido Dupree is the Department Chair, Psychology, Education and Human Services, Associate Professor of Psychology.

The presenters shared the updates BHHS has made since its last Academic Program Review (APR). Dr. Marshall shared that there has been progress in many areas, including enrollment, retention, and planning for the future. The overall strategy focused on aligning the curriculum with the city's needs and student needs, aligning it more closely with Perkins and workforce needs, and reinstating the advisory committee. Dr. Hickman-Allen opened the discussion regarding the Board's proposed actions and how the program vision and mission have been aligned to meet those deliverables. The goal is to prepare entry-level workers for the Behavioral Health and Human Services field. The department's mission emphasizes the foundational knowledge, values, helping skills, and personal insight necessary to work with and on behalf of all people. It prepares students for engaged citizenship as an essential component of emerging professional identity.

In Spring 2023, the Board provided the Behavioral Health and Human Services department with three recommendations:

- revise the curriculum and/or student learning opportunities, especially related to the introductory course, Behavioral Health 101, and integrate teachings in the classroom directly to what's going on in the city.

- look at the percentage of courses offered in person and look at minimizing the number of courses offered online, in order to support student success data, more closely align with best practices in the field and build a sense of community among the students to positively impact program retention rates.
- develop and implement a recruitment plan to improve overall program enrollment and stop decreasing enrollment trends; the aim is to cause student enrollment rates to increase or remain flat, and to increase retention rates.

The Board also asked the department to consider student success outcomes at both the course and program level. There was also a request to document what was being done to strengthen pedagogical approaches in the curriculum alignment within the workforce needs of the city.

Dr. Hickman-Allen shared with the Board that there were barriers faced in meeting the benchmarks. Many of the barriers are intersecting and a result of the pandemic. Although there are many students who went back to work following the pandemic, there are also some students who may have been vulnerable to other issues related to mental health, substance issues, or domestic violence. Another barrier was related to two projects done by the Student Success Navigator to look at why the college's students were not persisting in the program. Some students didn't understand that class was back in person or thought they could still attend virtually. For some students, there were financial barriers or time constraints. There was also a challenge for students to contact the department due to outdated contact information. The department also needed to access whether students were transferring before they completed their studies.

The first deliverable was to increase enrollment rates. From Fall 2022 to Fall 2023, there was a 7% decline in enrollment from 259 to 241 students. However, from Fall 2023 to Spring 2024, there was a 1% increase in enrollment from 241 to 244. The second deliverable was looking into the retention rates. From Fall 2020 to 2021, there was in a 41% increase in new students, with an 11% decline of returning students. From Fall 2022 to Fall 2023, there was a slight decline in enrollment of new students, and a decline of returning students. From Fall 2023 to Spring 2024, there was a 10% increase in enrollment for returning students.

Dr. Hickman-Allen is taking a new approach as a newly appointed leader for the program, as there is also new leadership at different levels within the institution. As a result, she meets weekly with faculty to tackle the recommendations of the Board. There is now a Canvas course for the Behavioral Health and Human Services faculty and staff, so that anything being done by the program can be accessed by all faculty at their will. Themed weekly updates are also emailed to faculty, which demonstrates greater transparency within the department.

The advisory committee will be relaunching in April.

There has been increased collaboration across departments to improve the Behavioral Health and Human Services program. Dr. Vance Gray has consulted BHHS regarding leveraging Perkins resources for BHHS workforce programming. Dr. Lynsey Madison has collaborated on BHHS new course development and course revision. Dr. Eric Shannon has provided insight on data-driven planning and decision making. Both Dr. Davido Dupree, Department Head, and Dr. Lisa Sanders, Dean, have been helpful in facilitating the development of task-specific strategies, linkages with relevant College departments, and approvals for key BHHS program development activities. Dean Sanders expressed that Dr. Marshall also provided resources to drive the mission and vision forward.

External partners include Community Behavioral Health, OIC, and Horizon House. Transfer partners West Chester University and Millersville now accept the BHHS degree as a direct transfer to the Social Work program as juniors. Kerry Arnold facilitated the hosting of two Certified Peer Specialist training sessions. Students completing the CPS Training Program through Prior Learning Assessment are eligible to receive up to 9 credits towards their A.A.S. in BHHS.

Finally, the third deliverable was that student success outcomes should improve. Graduation rates depend on whether students can persist; if they don't persist, they're not going to graduate. More research is needed to survey how to improve those barriers and help students be able to persist and complete.

There were also some course-level curricular revisions to align with documented workforce needs. The BHHS 101 course was revised and implemented. Courses BHHS 105 and BHHS 205 (formerly BHHS 106) have been revised and will be implemented Fall 2024; the revision was led by Lorraine Barber. BHHS 299 was developed as a new course and was implemented Spring 2024; the revision was led by Kerry Arnold, Christine Coppa, and Dr. Hickman-Allen. Master Schedule Planning attempts to address the diverse population the College serves, consider all modalities of instruction, and offer students more predictability in academic planning.

- Trustee Posoff asked about the class structure for these revised courses. Dean Sanders answered that the department is looking into giving students as many modality opportunities as possible. For instance, she is working with the ASL program to offer Saturday or evening classes, because people who are in the field can't attend classes at 11 a.m. during the week. For programs with more rigid sequences, the department will need to be creative.

Dr. Hickman-Allen discussed the improved processes of the Field Education Program. The process is now explained to students when they are contacted. Previously, there was a concern when students went to work in the field; now the department and faculty are working together to ensure students are work-ready. There are three new sites to meet the expanding commitment of the revised BHHS program to develop macro field sites focused on social

justice and involving advocacy work with community-level issues. They are: resource-based sentencing and supervision under the direction of the Honorable Judge Stephanie Sawyer; the Police Diversion Program at One Day at a Time; and the City of Philadelphia's Office of Violence Prevention (Gun Violence Intervention). The Field Education program has consisted of conducting site visits and developing a field manual for students.

The co-curricular projects the department has approved include the Community Health and Wellness Proficiency Certificate. BHHS 101 and BHHS 111 will be included in the new certificate program, along with courses from Public Health and Allied Health.

Another project, Writing for Recovery, with CCP English faculty Dr. Jason Esters and Lauren Genovesi, is a course that was created to use expressive writing as a therapeutic process for recovery from drug dependence. There are also Restorative Justice opportunities for BHHS students in collaboration with Sara Biker James, who just received a grant to explore restorative justice approaches with CCP students.

On April 2, the Behavioral Health and Human Services Advisory Committee will be relaunched. There are new committee members, stakeholders, and field partners to come onto campus. Renee Deas, MS, School Counselor, from Preparatory Charter High School, has been identified to attend.

The Horizon House has reached out to CCP to develop a sample course in the Fall. The 10-week online course will be asynchronous and will encourage staff who may not be credentialed to enroll.

Dr. Hickman-Allen shared with the Board that she developed a program through the Salvation Army called Project B.U.I.L.D. (Better Understanding: Inspiring Leaders and Doers). Her program is being submitted to the National Alliance for Direct Support Professionals for accreditation.

This summer, CCP will act as a Host Site through the OCR - Certified Peer and/or Recovery Specialist Trainings. Overall, the BHHS faculty is committed to personal development and often attends conferences, workshops, and community engagement.

In Fall 2023, Dr. Marshall worked with BHHS to identify a consultant to evaluate the current program and make recommendations. Dr. Nicole Williams, Academic Chair of Human Services at Anne Arundel Community College, provided recommendations during Spring 2024 to advance the program's work. Trustee Fulmore-Townsend expressed that the program has made an excellent turnaround, and she is impressed and thankful for the work done. Trustee Posoff expressed she was excited by the efforts, and she understands that the numbers must readjust. Trustee Ireland gave credit to Dr. Hickman-Allen's relationship with OIC, as OIC aims to funnel potential behavioral health aides to CCP. Trustee McPherson stated that she works with several mental health organizations, including Mental Health

Partners of Southeast Pennsylvania, where she was a former board member. She is also working with another organization called Mental Health First Connect, an organization designed to connect black and brown people to resources for mental health. She also recommended First Person Arts, an organization that transforms the drama of life through storytelling.

(e) New Business

(I)

Dean Sanders informed the Board of a new merged program, Communication and Media Studies. The program started last summer after the Board suggested merging the Communication and Mass Media Studies programs. Some of the other Board recommendations related to the new Communication and Media Studies program included: teaching students current industry trends, preparing students for a wide range of flexibility in career directions, and creating internship opportunities to engage with the local community. There was also an emphasis on technology and media, digital content creation, social media management, social change, and public relations, aligned with Temple University's curriculum in order to help students transfer. The new program will be included in the next catalog, and the first group of courses successfully went through the curriculum review process and have been approved for the upcoming year.

Dean Sanders introduced two of her colleagues: Rafael Logroño, the Unit Chair and Curriculum Coordinator of Communication Studies, and Massah Nuni, the English Department Chair and Assistant Professor of English. Mr. Logroño highlighted a few learning outcomes:

- The first outcome is to apply the essential communication and media skills for professional career success in a digital and global society. A key course in the new program is the capstone experience, allowing students to gain real-world work or internship experience.
- The next program learning outcome is to explain the role of human and digital communication throughout history and contemporary times. A new course called Social Media and Digital Cultures will not only highlight digital communication, but will also be a CSP course for students who need help with developmental English.
- The third program learning outcome is to create, develop, and synthesize communication using appropriate technology that effectively delivers messages to diverse audiences. There are two new courses aligned with this program learning outcome. One of the new courses, Communication Technology for the Workplace, will meet the technological competency requirements for the college. The other course, Writing for Digital Media, is a second level course where students will learn writing for podcasting, writing for blogs, and writing for X, Instagram, Facebook, and other digital platforms.



- The fourth program learning outcome is to connect the relationship between diversity, equity, and inclusion and the production, consumption, and dissemination of communication. To emphasize DEI in the Writing for Media course, reporting for underrepresented communities will be taught in accordance with representation in the media, where students will also study the aspects of race, ethnicity, and gender sexuality in the media.
- The fifth program learning outcome is to practice professional ethics and uplift receiving social responsibility as communication professionals.

Dean Sanders shared a full list of new CMS courses that will be offered starting next year, along with existing courses that could be pulled into the program. The Board expressed their excitement about the new program merge. Trustee McPherson informed Dean Sanders that she may have an internship opportunity. She also requested that in the DEI writing course, tone be closely observed, because a lot of entities fall short, and it's important for students to understand how microaggressions show up, especially in the media.

Dean Sanders informed the Board that there is an advisory committee for the program and that Perkins funding is being sought. There is a need for additional community members to serve on the advisory committee. Dr. Marshall congratulated Rafael Logroño, also a CCP alum, for his hard work and transition from working at the college as an Adjunct professor to working as a full-time faculty member (starting Fall 24), Unit Chair, and Curriculum Coordinator of Communication Studies.

The meeting adjourned.