Fall Divisional Meeting
8-29-23

Welcome!

Alycia Marshall, Ph.D.

Provost/Vice President, Academic and Student Success

Fall Divisional Meeting Agenda

Tuesday, August 29, 2023
2:30 p.m. – 4:30 pm

Welcome
Dr. Alycia Marshall, Provost and Vice President for Academic and Student Success

Academic and Student Success Divisional Plan Update
Dr. Alycia Marshall, Provost and Vice President for Academic and Student Success

Racial Equity Change Effort
Dr. Vance Gray, Associate Provost, Academic Affairs and Workforce Development

Fall Divisional Meeting Agenda

Panel of Excellence: Fostering Student Success

Dr. Faye Allard, Department Head, Social Science (Moderator)

Dr. Jean Byrd, Assistant Professor of Nursing

Elizabeth Canapary, Assistant Professor of Criminal Justice

Melissa Fogg, Director of CCP's Women's Advocacy and Outreach Cente

Richard Saxton, Assistant Professor Department Chair Transportation Technologies

Juan Suarez Romero Coordinator, English Language Learner (ELL) Student Services

Community College *of* Philadelphia

Congratulations Aspiring Leaders Inaugural Fellows!

- Joseph Appiah Manager, Goldman Sachs 10,000 Small Businesses

- Miranda Berger Alumni Manager, Goldman Sachs 10,000 Small Businesses

- Latoya Bond Assistant Professor, Counseling

- Melissa Fogg Director, Women's Outreach and Advocacy Center

- Solomon Magbity Assistant Professor, Biology

Congratulations Aspiring Leaders Inaugural Fellows!

- Cameo Pritchett Department Head, Academic Advising

- Vaishali Sharma Manager, Online Learning

- Tiffany Spraggins, Director, Power Up your Business Program

- Juan Suarez Romero Coordinator, ELL Student Services

- Michelle Talbert-Horsey Director, Careers Connection

Divisional Planning Timeline

- **January 2023** – Leadership Retreat

- **January - March 2023** – Leadership Planning Sessions

- **April 2023** – Divisional Planning Sessions

- **April 19 – May 15** – Leadership Planning Sessions

- **May 15, 2023** – Divisional Plan Update

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Divisional Planning Timeline

- **May/June 2023** – Leadership Planning Sessions

- **June/July 2023** – Area Planning Meetings

- **July 12, 2023** – Summer Leadership Retreat

- **July/August** – Student Focus Groups

- **August 29, 2023** – Divisional Meeting

- **July - September** – Student Focus Groups

- **September/October** – Area Planning Meetings

The Strategic Plan 2017-2025

Goal 1: Increase credit and non-credit enrollment by 20%

Goal 2: Double the graduation rate

Goal 3: Double the number of opportunities for students to enroll in career programs resulting in the attainment of marketable skills leading to placement in the local and regional economy

CCP Pillars

1. The Student Experience

2. Workforce Development, Readiness and Economic Innovation

3. External and Internal Community Relations

4. World-Class Facilities

5. Fiscal Stability and Sustainability

6. Diversity, Equity, and Inclusion

Academic and Student Success Divisional Plan

2024-2029

Equity Gaps for Black Students

- 41% of CCP's student population *
- Lowest completion rate of Gateway Math and English
- Lowest transfer and completion of BA
- Lowest retention rate at CCP
- Lowest 150% graduation rate

Academic and Student Success Vision

The Academic and Student Success Division is a community of learners committed to student success as demonstrated through equitable and measurable outcomes, innovative practices, relevant curriculum, quality learning, and a rewarding student experience.

Divisional Plan Structure

Priority

Goal

Objective

Action Item

Community College *of* Philadelphia

Divisional Priorities

Priority 1: Improve retention and completion outcomes for ALL students.

Priority 2: Increase employment success rates and career goal attainment for ALL students.

Priority 3: Improve the student experience for ALL students.

Priority 4: Increase employee progress and growth through meaningful and targeted professional development and enhanced operational efficiency.

Priorities and Goals

Priority 1: Improve retention and completion outcomes for ALL students.

Goal 1: Improve student success and eliminate racial equity gaps.

Goal 2: Improve student learning outcomes through high-quality teaching of relevant curriculum.

Priorities and Goals

Priority 2: Increase employment success rates and career goal attainment for ALL students.

Goal 3: Increase the number of students that attain field employment, career advancement, program completion or successful transfer.

Priorities and Goals

Priority 3: Improve the student experience for ALL students.

Goal 4: Increase student engagement and provide equitable access to high-quality student support services to positively impact student retention and progression.

Priorities and Goals

Priority 3: Improve the student experience for ALL students.

Goal 5: Increase the number of opportunities for students to have equitable access to challenging, intellectual and creative co-curricular experiences.

Priorities and Goals

Priority 4: Increase employee progress and growth through meaningful and targeted professional development and enhanced operational efficiency.

Goal 6: Improve the student and employee experience by streamlining divisional processes.

Priorities and Goals

Priority 4: Increase employee progress and growth through meaningful and targeted professional development and enhanced operational efficiency.

Goal 7: Increase educational opportunities for professional growth for all divisional employees.

Our Commitment to the Work

- Department Head Onboarding (Fall 2023)

- New Faculty Onboarding (Fall 2023)

- Adjunct Onboarding

- Aspiring Leaders Fellowship Program

- Starfish Usage/Faculty Advising

- Faculty Mentoring for Gateway Courses

- Regular Divisional Communication

- Provost Office Hours

Our Commitment to the Work

- New Student Orientation Update (Fall 2024)
- New Extended Time Process
- Antiracist Training
- Hyflex Technology and Faculty Support
- Data Transparency (e.g. Scheduling for Success)

Next Steps

- Share Divisional Goals and Priorities (Fall Divisional Meeting)

- Faculty and Staff Identify Divisional Objectives (Summer - October)

- Faculty and Staff Identify Action Items (Summer - October)

- Divisional Plan is Finalized (October - November)

- Divisional Plan Update Spring PD Week

CCP Call to Action: Eliminate Equity Gaps

June Aspen Institute 2023

THANK YOU!

Selected as 1 of 7 Institutions from Achieving the Dream – Racial Equity Leadership Academy

Racial Equity Change Effort - Program Overview (RECE)

▸ The Achieving the Dream and USC Race and Equity Center **Racial Equity Leadership Academy (RELA)** is an intensive institute and is designed to support teams of leaders as they develop bold, strategic racial equity plans and implement actionable change efforts at their institutions.

- During the year-long Racial Equity Leadership Academy, college teams will:
- Actively participate in racial equity–focused modules in person and virtually
- Attend the launch of RELA at DREAM 2023 in February & June
- Identify a racial equity change effort to design and work plans to implement
- Receive support from an ATD coach during at least one campus visit and monthly virtual visits over the 2023 calendar year
- Develop a long-range vision that will guide their identified racial equity change effort in collaboration with faculty and academic affairs efforts

By the end of the Academy, college teams will have implemented a racial equity change effort, participated in coaching engagements, developed a new vision for their campus's racial equity work, and launched the rollout of their racial equity change effort with a comprehensive, prioritized action plan. The identified effort and action plan should align with each college's Student Success Action Plan and strategic plan.

Racial Equity Change Effort
Community College of Philadelphia

The colleges commitment to engaging in an RECE is in alignment with Community College of Philadelphia's Mission Statement which provides in part that,

The College seeks to create a caring environment which is intellectually and culturally dynamic and encourages all students to achieve:

Greater insight into their strengths, needs and aspirations, and greater appreciation of their own cultural background and experience.

Increased awareness and appreciation of a diverse world where all are interdependent.
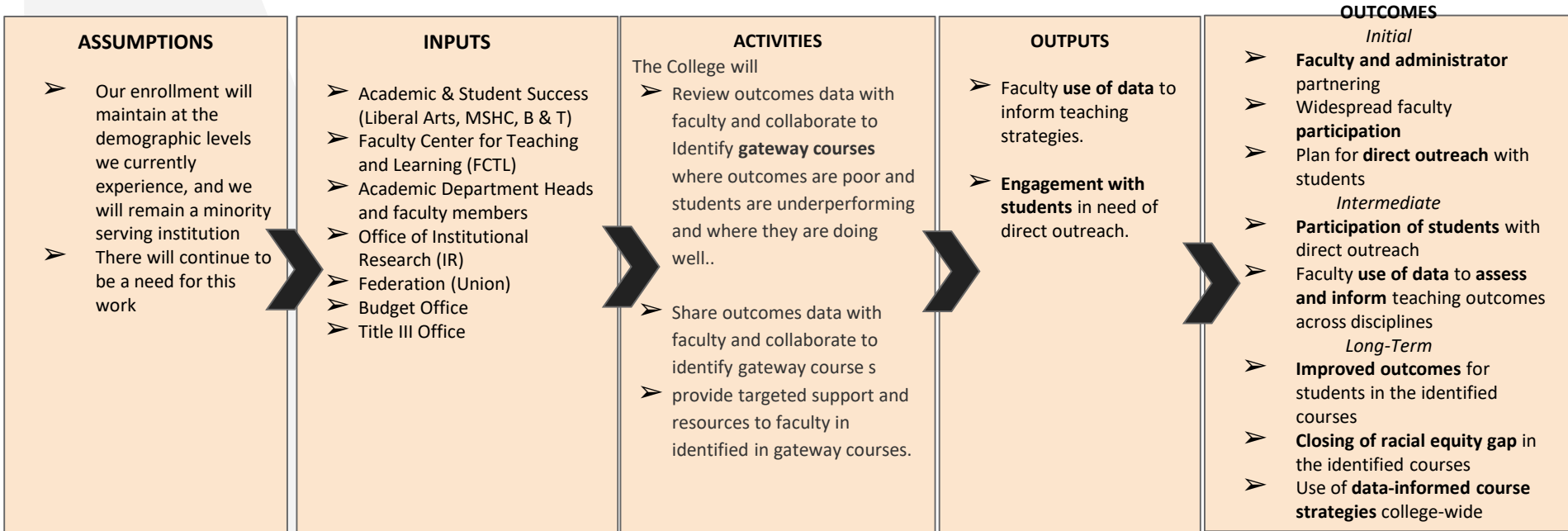
Heightened curiosity and active interest in intellectual questions and social issues. Improved ability to pursue paths of inquiry, to interpret and evaluate what is discovered, and to express reactions effectively.

Self-fulfillment based on service to others, preparation for future work and study, and enjoyment of present challenges and accomplishments.

Impact – Change Effort - Direction

▸ The "Change Effort" is also in alignment with the College's **Strategic Plan's 6th Pillar of Diversity, Equity and Inclusion and its commitment to become an antiracist institution**, implement College policies that promote equitable outcomes in the classroom and all other areas and aspects of the college experience with the goal of **further increasing** equitable graduation and pass rates for all students, and encourage and facilitate the use of diverse, accessible and inclusive course materials.

▸ We expect that this **RECE** will **build** on the work that have been on-going at the institution and is in **alignment** with the Division Priorities (Master Plan).

  ▹ Cultivate a community that regularly reviews, assesses, and implements actionable interventions based on disaggregated institutional, departmental, and course data to improve student outcomes and close racial equity gaps.

Logic Model - Community College of Philadelphia

ASSUMPTIONS

- ➤ Our enrollment will maintain at the demographic levels we currently experience, and we will remain a minority serving institution
- ➤ There will continue to be a need for this work

INPUTS

- ➤ Academic & Student Success (Liberal Arts, MSHC, B & T)
- ➤ Faculty Center for Teaching and Learning (FCTL)
- ➤ Academic Department Heads and faculty members
- ➤ Office of Institutional Research (IR)
- ➤ Federation (Union)
- ➤ Budget Office
- ➤ Title III Office

ACTIVITIES

The College will

- ➤ Review outcomes data with faculty and collaborate to Identify **gateway courses** where outcomes are poor and students are underperforming and where they are doing well..

- ➤ Share outcomes data with faculty and collaborate to identify gateway course s
- ➤ provide targeted support and resources to faculty in identified in gateway courses.

OUTPUTS

- ➤ Faculty **use of data** to inform teaching strategies.

- ➤ **Engagement with students** in need of direct outreach.

OUTCOMES

Initial
- ➤ **Faculty and administrator** partnering
- ➤ Widespread faculty **participation**
- ➤ Plan for **direct outreach** with students

Intermediate
- ➤ **Participation of students** with direct outreach
- ➤ Faculty **use of data** to **assess and inform** teaching outcomes across disciplines

Long-Term
- ➤ **Improved outcomes** for students in the identified courses
- ➤ **Closing of racial equity gap** in the identified courses
- ➤ Use of **data-informed course strategies** college-wide

IMPACT

Cultivate a community with regularly reviewing, assessing, and implementing actionable interventions based on disaggregated institutional, departmental, and course data to improve student outcomes and close racial equity gaps.

Divisional Priorities

Priority 1: Improve retention and completion outcomes for ALL students.

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Priority 3: Improve the student experience for ALL students.

Priority 4: Increase employee progress and growth through meaningful and targeted professional development and enhanced operational efficiency.

Racial Equity Change Effort (RECE)

- Majority Minority Institute, PBI & Emerging Hispanic Serving Institution

- Context matters: CCRT and Gateway Courses
  - We are looking everywhere in the student journey to help improve outcomes
    - Knowing our students – Conditions that contribute to student achievement
      - Working
      - Transportation
      - Child Care
      - Basic Needs

- RECE: Teaching + Learning = Student Success

- Broad Impact at the College – Data Driven

- One of the many ways we are addressing

- You will be also addressing action plans in your area to improve student success.

High Enrolled/Low Success Rate Courses

▸ Selected CCP Course Aggregated Data ━ (*Provided by IR*)

Subject and Course Number	Successful		Unsuccessful		Withdraw		Enrolled Students
	%	#	%	#	%	#	#
ENGL 101	62.8%	2,341	30.7%	1,144	9.9%	368	3,725
CIS 103	61.1%	1,543	28.1%	710	12.9%	325	2,527
ENGL 102	70.1%	1,723	21.4%	527	10.9%	269	2,458
FNMT 118	52.9%	1,183	37.2%	833	15.2%	341	2,238
SOC 101	75.1%	1,255	19.0%	317	7.7%	129	1,672
ENGL 098	64.3%	991	28.5%	440	9.9%	153	1,542
FNMT 019	57.2%	848	39.0%	578	8.6%	127	1,483
BIOL 106	74.8%	1,065	18.2%	259	8.1%	116	1,424
PSYC 101	75.5%	1,069	20.9%	296	5.1%	72	1,415
ENGL 115	79.7%	967	11.2%	136	9.7%	118	1,213

Racial - Early Momentum Metrics (EMMs) AY '2022-2023 – CCRT Gateway Courses

	AS	BL	HI	OR	WH
Completed college math in year 1	56%	19%	28%	28%	41%
Completed college English in year 1	51%	36%	46%	42%	57%
Completed both college math and English in year 1	38%	15%	22%	21%	33%
	AS	BL	HI	OR	WH
Avg. Total College Credits Completed	12.2	6.3	8.3	8.3	11.9
Avg. Total College Credits Attempted	15.1	10.9	12.6	12.9	14.7

Racial Equity Change Effort
Community College of Philadelphia

The Challenge faced for students of color is expressed in selected high enrollment gateway courses, representing each of the Colleges' three (3) academic divisions (Liberal Studies; Math, Science, and Health Careers, and Business and Technology), where students of color express significant gaps in achievement.

Community College of Philadelphia is expressing the challenges through a proportionality indexed approach (PI).

# Gateway Courses - Self-Study Process

A gateway course is the first credit-bearing college-level course in a program of study. These courses generally apply to the requirements of a degree program and may also be called introductory courses or prerequisites.

Typically, every student majoring in a given discipline must pass through the gateway courses. Examples:

- English Composition

- Intermediate Algebra

- Computer Concepts & Applications

- Others…

Proportionality Index – Defined – Equity Gaps Exist

The Proportionality Index is a measure of the extent to which some population of interest is equitably represented among the total population
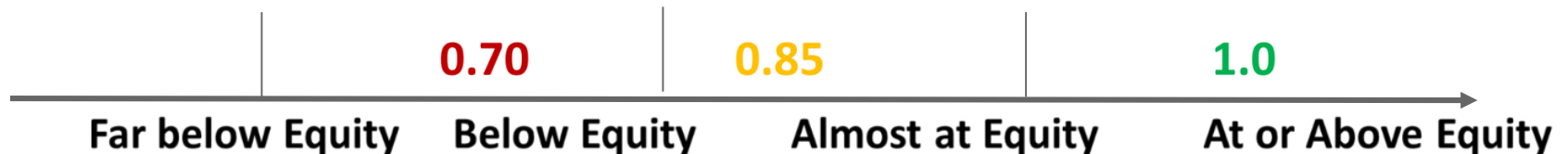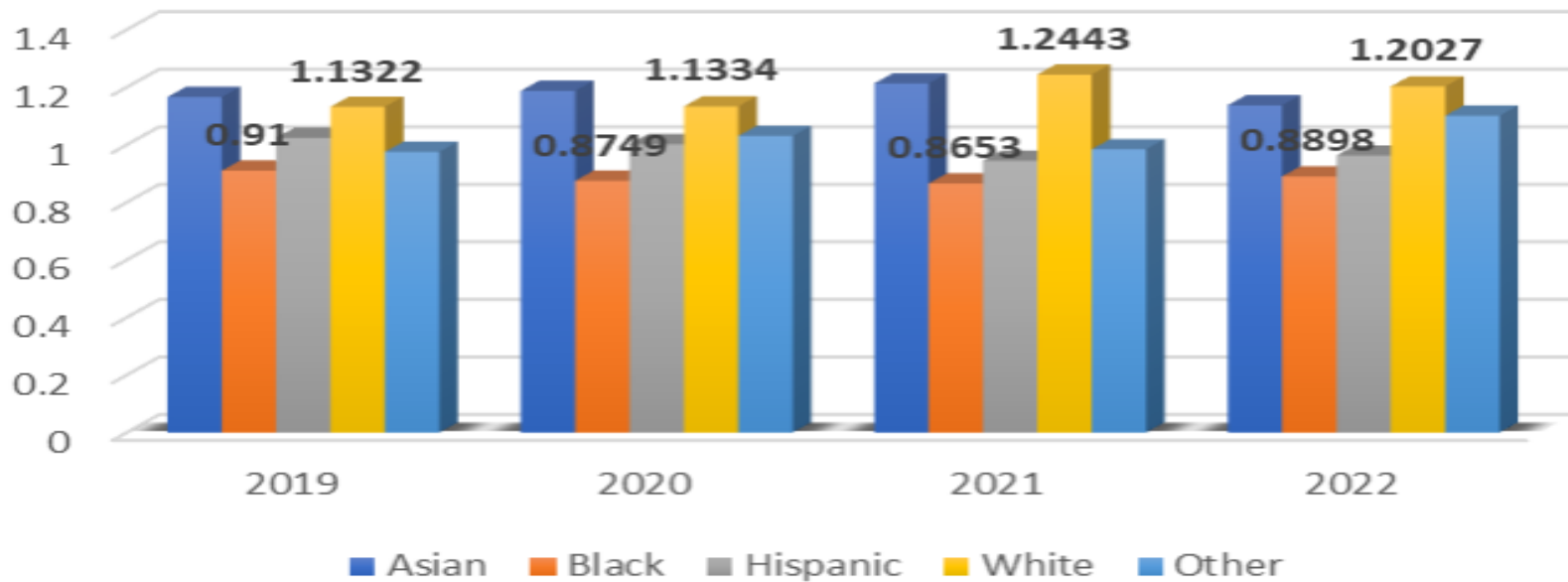

This measure has been successfully utilized to evaluate equity in education data on important indicators such as access, course outcomes, completion, and transfer.

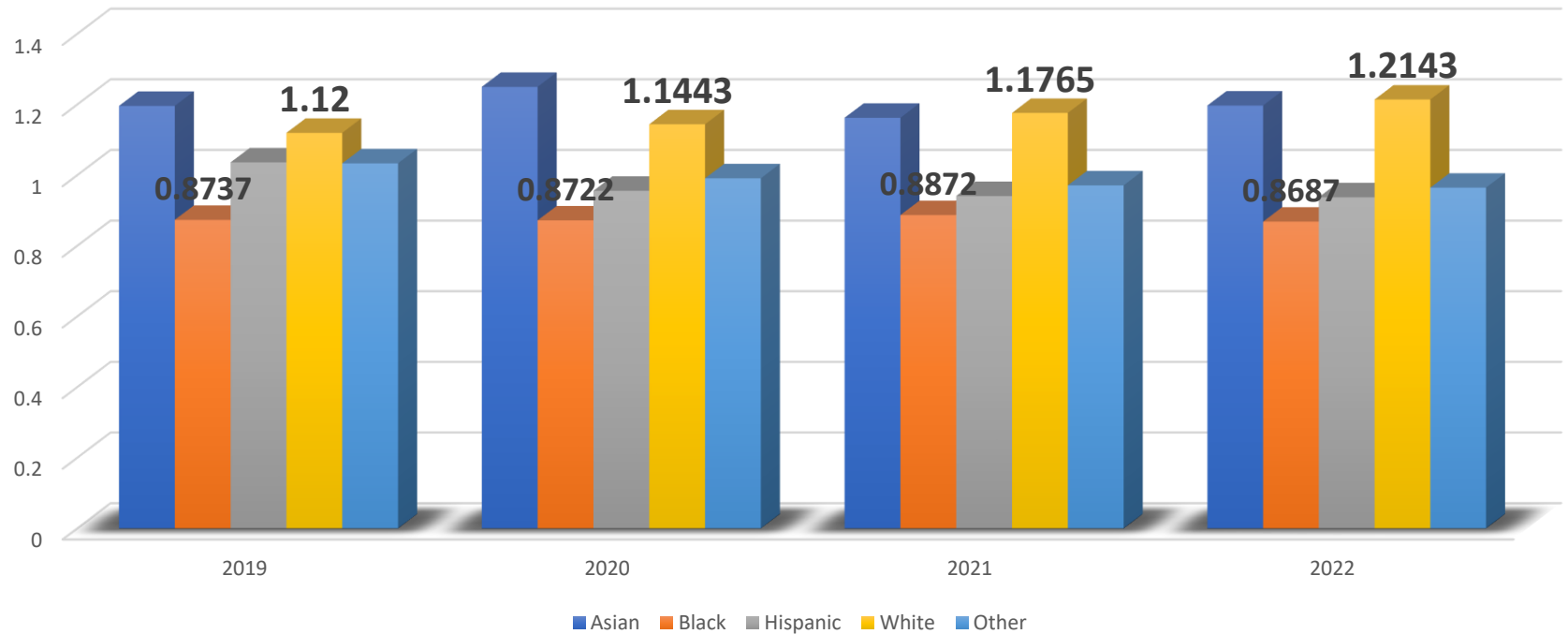The PI (Proportionality Index), measures on a **_continuum where Equity = 1_**

Royal, K. D., & Flammer, K. (2015). Evaluating Diversity Metrics: A Critique of the Equity Index Method (25th ed., Vol. 11). PKP: Journal of Multi-Disciplinary Evaluation.

Measuring Equity Outcomes

English 101 - Proportionality Index Composition 1

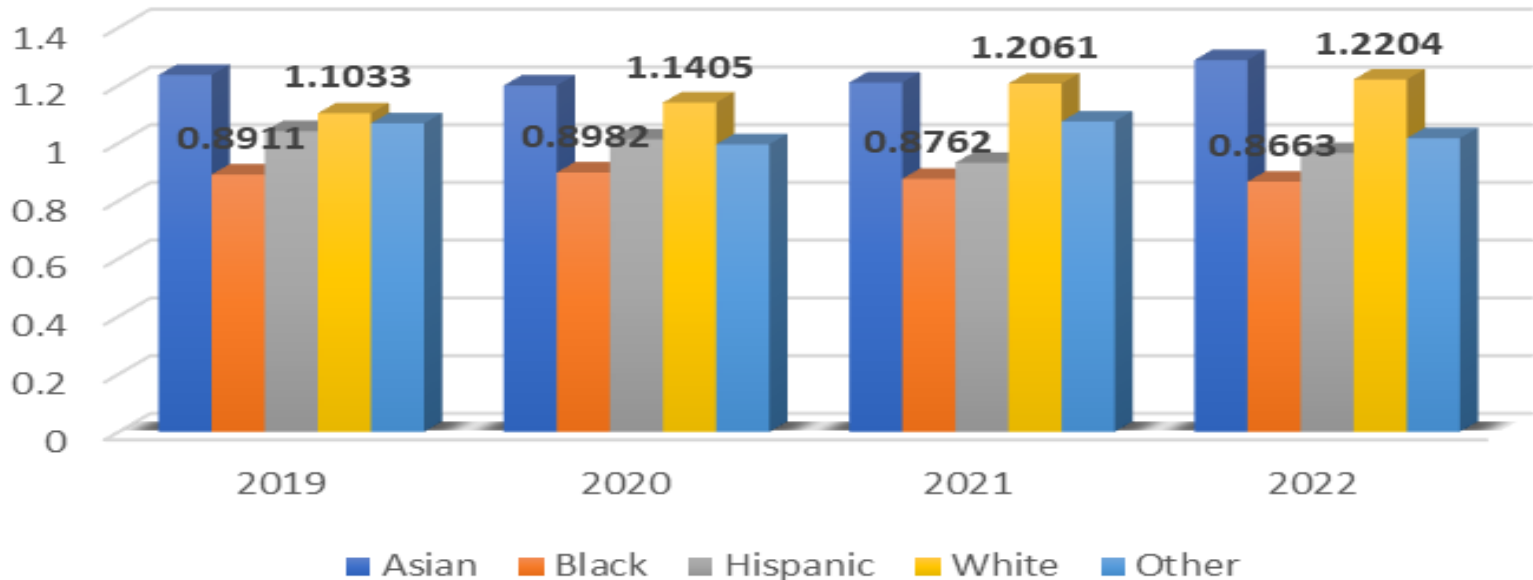| Year	Asian	Black	Hispanic	White	Other
2019		0.91		1.1322	
2020		0.8749		1.1334	
2021		0.8653		1.2443	
2022		0.8898		1.2027	

Measuring Equity Outcomes

CIS 103 - Proportionality Index
Computer Apps & Concepts

Measuring Equity Outcomes

Math FNMT 118 - Proportionality Index
Intermediate Algebra

Logic Model - "Outcomes"

Initial

➤ Faculty and administrator partnering
➤ Widespread faculty participation
➤ Plan for direct outreach with students

Intermediate

▸ **Participation of students** with direct outreach

▸ Faculty **use of data** to **assess and inform** teaching outcomes across disciplines

Long-Term

▸ **Increased support and resources for faculty (**training, professional development**)**

▸ **Improved *Racial Equity outcomes*** for students in the identified courses

▸ **Closing of *racial equity gaps*** in the identified courses

▸ Use of **data-informed course strategies** college-wide

Thank You

▸ Next Steps – Stay tuned

 ▹ Look forward to partnering with you to address equity
   gaps
 ▹ Inviting you into the conversations to look at the data