

STUDENT OUTCOMES COMMITTEE OF THE BOARD OF TRUSTEES

Thursday, April 1, 2021

1:00 p.m.

Zoom

AGENDA

(1) Executive Session

(2) Public Session

(a) Approval of the Minutes of March 4, 2021 (A)

(b) Academic Program Review (A)

Health Care Studies (A.A. Degree)

- What changes in the Program have occurred as a result of assessment? Has continuous assessment taken place?
- What actions have been taken to address recommendations made in the last Program Review?
- To what extent does the Committee agree with the Program Review findings and recommendations?
- What is the Committee's action recommendation to the full Board?

Guests:

Dr. Mary Anne Celenza, Dean, Math, Science and Health Careers

Dr. Jocelyn Lewis, Asst. Professor, Allied Health, and Head, Department of Allied Health

Ms. Laura Davidson, Associate Professor, Nutrition and Allied Health

(c) Health Services Management (A.A. Degree) (A)

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Dr. Jocelyn Lewis, Asst. Professor, Allied Health, and Head, Department of Allied Health

Ms. Francine Lukacik, Asst. Professor, Nutrition and Allied Health

(d) Impact of CARES Act Funds on Student Success

(D)

The document presented will provide a descriptive overview and analysis on the relationship between a student receiving CARES Act Funds and student success as defined by persistence. The information provides a high level outline of the association between receiving CARES funds and persistence.

(e) New Business

Attachments:

Minutes of March 4, 2021

APR Executive Summary Health Care Studies

APR Executive Summary Health Services Management

Impact of CARES Act Funds on Student Success

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

MINUTES

Thursday, March 4, 2021

1:00 p.m.

Zoom

Presiding: Ms. Fulmore-Townsend

Committee

Members: Mr. Clancy, Ms. Ireland, Ms. Jean-Baptiste, Ms. Posoff

College

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

Cabinet

Members: Ms. Witherspoon, Dr. Zanjani

Guests: Mr. Asencio, Dr. Iepson, Mr. Perkins, Dr. DiRosa, Dr. Scoles, Dr. Sweet

(1) Executive Session

There were no agenda items for the Executive Session.

(2) Public Session

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

The minutes were approved unanimously.

**(b) Update on the Academic Program Review Recommendations: Liberal Arts:
Honors and Behavioral Health/Human Services**

Liberal Arts: Honors Audit Update

Dr. Iepson provided an update on the recommendations for the Liberal Arts: Honors program from the November 5, 2020 meeting. Dr. Iepson, who has assumed responsibility for the Liberal Arts: Honors program at this time, described how the program has completed the environmental scan, market analysis, and a review of student characteristics. Surveys have been sent to current students and students who were invited to join the program but did not. This input will help the program determine how to recruit and retain students more effectively. The program will also be completing a focus group with faculty from other divisions in March to uncover

ways that the Liberal Arts: Honors curriculum can collaborate with other divisions. The division's new assistant dean, who was the Honors coordinator at her previous institution, has provided helpful information on growing the program. Articulation agreements are being pursued with Shippensburg University and Thomas Jefferson University. The program is developing academic and proficiency certificates so that if a student takes Honors courses but does not complete the Honors degree, they can still receive recognition for their Honors work.

Action: The Student Outcomes Committee unanimously recommends the program complete an additional progress report to be presented at the June meeting.

Behavioral Health/Human Services Audit Update

Dr. Scoles, the new program coordinator, explained that the program completed an environmental scan and received input from 27 area agencies. Over the past several months, he has met with the Mayor's Commission on Addiction and Recovery and the Faith-Based Advisory Board. The program evaluated a variety of agencies in the City for an overview of the program's strengths (such as working with individuals and groups) and areas for improvement (such as enhancing its work on community issues). The curriculum is being revised to include a trauma course in the curriculum (to begin in Fall 2021) and address issues such as social determinants of health and disparities that exist in the community. The program has also surveyed both students and faculty. Overall, the program needs to do more outreach in the community while also bringing community concerns (e.g., intimate partner violence, addiction studies, elder care, youth development) into the program more; many students are impacted by such issues. The program developed an extensive assessment plan, which helped provide direction for the environmental scan. The program currently has two practicum experience courses and hopes to expand placements beyond diagnostic counseling placements to include work with more community agencies, community health issues, and education. The program will continue to work with students after they graduate and find employment so that they can continue their studies while working.

Action: The Student Outcomes Committee unanimously recommends the program complete an additional progress report to be presented at the June meeting.

(c) I Am More: Reentry Engagement Program

The College has recently revamped its reentry program; Mr. Perkins, Director of Center for Male Engagement and now for Student Transition Success, presented on the new *I am More: Reentry Engagement Program*. Currently in Philadelphia, about 25,000 returning citizens are released each year from prison; most are undereducated, disproportionately Black, under 40 years old, and are returning to the highest poverty rates of the City. Within this context, there is a 33.9% recidivism rate. The City hopes to reduce this to 25% within the next five years; with the *I am More: Reentry*

Engagement Program, the College is contributing to these City-wide efforts. The Reentry Support Program has existed at the College since 2010 and enabled the College to work with a variety of partners. The grant for this program ended in November 2020, which provided the College the opportunity to revamp the program with a new name and director. The new program has a more positive message to destigmatize being a returning citizen and support students in their decisions going forward. The *I am More: Reentry Engagement Program* is fully integrated across the College with wrap-around services, including monitoring student progress with Starfish. The program has two pathways – non-credit (workforce development) and credit programs. The goal is to recruit at least 150 students over the next three years. The expected outcomes of the program are to increase fall-to-fall retention (target is at least 50% retention); to increase students who remain in good academic standing; and to reduce recidivism.

The program includes for students: personal support coaches; academic supports (e.g., advising, career and leadership development); life skills development; and mentorship. Eligibility requirements include enrolling in a College program; having been sentenced and served in a correctional facility; and signing a participation agreement, which holds the student accountable to be an active participant in the program and the College accountable to support the students. Mr. Perkins provided the success story of a student who had been in prison on drug charges, went on to complete a degree at the College, continued his studies at Howard University, and became a 3rd grade teacher in Philadelphia. This student has become a motivational speaker, written a book, and been nominated to represent the City in an Obama administration program. The *I am More: Reentry Engagement Program* allows the College to expand its support to students in their pursuits.

(d) Impact of CARES Act Funds on Student Success

Due to time constraints, this agenda item will be placed on the April 1 agenda.

(e) New Business

There was no new business.

Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for April 1, 2021 at 1:00 p.m. via Zoom.

Attachments:

Minutes of February 4, 2021 meeting
Program Review Recommendations from November 2020
Liberal Arts: Honors Audit Update
Behavioral Health/Human Services Audit Update
I am More Reentry Engagement Program PowerPoint presentation

Community College *of* Philadelphia

Academic Program Review: Health Care Studies A.A.

Authors:

Laura Davidson, Dr. Jocelyn Lewis, and Lizzie Gordon

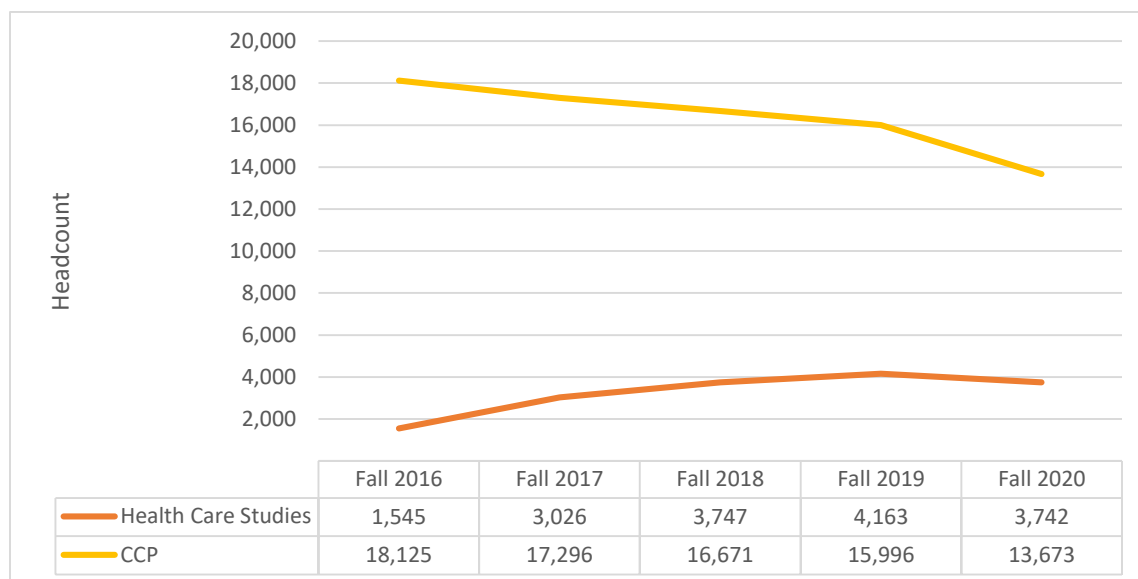
Spring 2021

1. Executive Summary

A. Key Findings

Enrollment and Demographics

1. Over the period studied, Program enrollment increased from 1,545 students in Fall 2016 to a high of 4,163 students in Fall 2019, then declined to 3,742 students in Fall 2020.



2. On average, the Program enrolled a higher proportion of full-time students (28.5%) than did the College overall (27.9%).
3. The Program enrolled a larger proportion of students who identified as Black females (41.2%) than did the College overall (30.7%), and a smaller proportion of students who identified as male across all ethnic categories (16.7%) than did the College overall (35.7%).

Retention

4. Fall to Spring, the Program averaged a higher proportion of students who persisted within the same program (70.3%) than did the College overall (64.4%). The Program averaged lower proportions of students who returned to different programs (2.2%), graduated (1.1%), and did not persist (26.4%) than did the College overall (4.8%, 2.9%, and 27.9%, respectively).
5. Fall to Fall, an average of 42.3% of Program students returned to the same program compared to the College's 33.6%, and an average of 3.6% of students graduated, compared to the College's 9.7%.

Success and Graduation

6. The Program awarded a total of 563 AA degrees during the period studied, awarding 21.7% of all AA degrees at the College in 2020.

Transfer

7. Over the period studied, a higher proportion of Program graduates transferred to another institution (61.4%) than graduates of the College overall (48.3%).
8. A higher proportion of Program graduates also graduated from their transfer institution (20.3%) than did graduates of the College overall (11.7%).
9. There are eighteen dual admissions agreements from the Health Care Studies Program to health career programs at universities including Temple University, West Chester University, Drexel University, Chestnut Hill College, Gwynedd Mercy University, Holy Family University, Alvernia University, and Thomas Jefferson University.

Assessment

10. The Program has five PLOs, which are all assessed annually.
11. To augment course-based assessment, the Program also conducted a seven-point assessment each semester, collecting and analyzing indirect assessment data on student success both within and after completion of the Program. As a part of the seven-point assessment, students were surveyed to identify barriers to success for students in AH 101. Survey results are used to develop action plans to address these barriers at both the course and Program level.
12. The Program made changes to exams, student support and advising activities, pedagogy, syllabi, and course materials as a result of assessment data. The impacts of these changes were assessed in subsequent seven-point assessments, resulting in robust documentation of continuous improvement by the Program.

Workforce Development

13. Between 2015 and 2020, targeted professions¹ grew over 10% in the Philadelphia metropolitan area. They paid median salaries of \$59,495.

Cost

14. The Program ran an average of 24 sections of its required courses during the period studied, which were enrolled at 89% capacity on average.
15. Costs incurred per Full-Time Equivalent student (FTE) of the Health Care Studies program in Fiscal Year 19 averaged \$3,696, lower than both the Division of Math, Science, and Health Careers' average of \$4,940 per FTE, and the College average of \$4,108 per FTE.

B. Action Items

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

Enrollment and Demographics

1. Increase Enrollment as follows:

¹ Registered Nurses (available to students after completion of post-transfer program), Customer Service Representative in the Health Care industry, and Medical Secretaries and Administrative Assistants.

	Fall 2019 (Benchmark)	Fall 2021		Fall 2023		Fall 2025	
Headcount	4163	4331	4% increase in headcount*	4506	4% increase in headcount	4688	4% increase in headcount
		# of students by category	% of students by category	# of students by category	% of students by category	# of students by category	% of students by category
Returned to Same Program	42.7 %	1813	41.9%	1849	41.0%	1886	40%
Graduated	4.9 %	212	4.9%	221	4.9%	230	4.9%

*Increase from Fall 2019 headcount

2. With a focus on increasing male enrollment in the Health Care Studies Program, Program should review application pools and enrollment patterns to determine how best to encourage gender parity in the Program. Once data is assessed, the Program should work with Enrollment Management or other relevant offices at the College to implement programmatic or institutional strategies as indicated.

Assessment

3. The seven-point assessment model has yielded a wealth of data over time, providing a strong foundation for continuous improvement. In order to assess student success and student learning equity, Program should also use the updated Academic Performance Measures dashboard to review student success data disaggregated by demographic measures where possible, and work with Institutional Research to include disaggregation measures in the data used for seven point assessments
4. Program should consider sharing seven-point assessment template as a model for other programs, particularly those with similarly flexible curriculum design.

C. Narrative

The fundamental principle of the Health Care Studies program is that all patients deserve respectful, appropriate, safe, quality care. Students need to be trained not only in the physical aspect of caregiving, but also in critical thinking, communication, quantitative reasoning, scientific principles and cultural competence.

The Program follows the progress of the first year experience course, AH 101: Introduction to the Health Care Professions for all students by analyzing course performance in the subsequent semester and the first semester of select health care programs. The Program also tracks headcount, degree completion, certificate completion and acceptance into select health care programs. Program goals are that students are aware of their career options in health care, choose wisely to fit their needs and interests, and attain their goals. Emphasis has been placed

on active learning techniques, student engagement, collaborative learning and trauma-informed teaching. Program faculty have been creative and responsive to student needs.

In 2018, health care surpassed almost all other sectors in terms of job growth (BLS). More than 16 million people, or 11 % of the workforce, worked in health care. As baby boomers age, demand will be driven by the need for health care services as well as their retirement from this sector. As models of care shift, the demand for specific health care professionals may change as well. Program faculty share information regularly and attend seminars on health care related topics as well as social justice and equity issues. Cultural competency, social determinants of health, life expectancy according to zip code, food insecurity and medical racism are a few of the topics addressed through assignments and discussions in Allied Health and Nutrition courses.

Eighteen dual admissions agreements offer students the chance to transfer seamlessly, with financial incentives, to a diverse array of health care programs including Exercise and Sports Science, Health Promotion, Health Sciences, Nutrition, Public Health, Health Information Management, Speech, Language and Hearing science, Therapeutic Recreation, Health Care Administration and Nursing.

Community College *of* Philadelphia

Academic Program Review: Health Services Management A.A.

Authors:

Francine Lukacik, Dr. Jocelyn Lewis, Lizzie Gordon

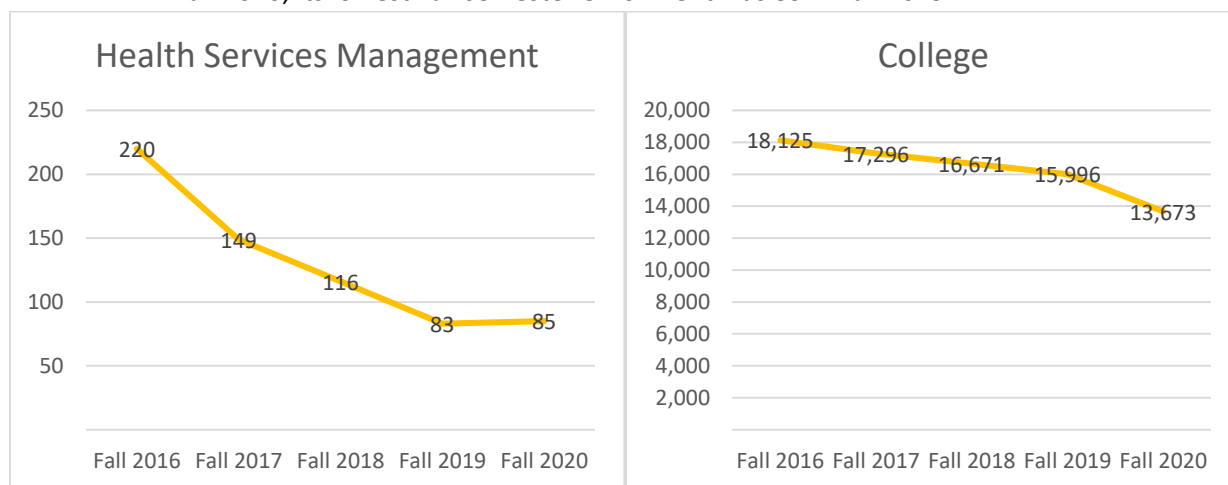
Spring 2021

1. Executive Summary

A. Key Findings

Enrollment and Demographics

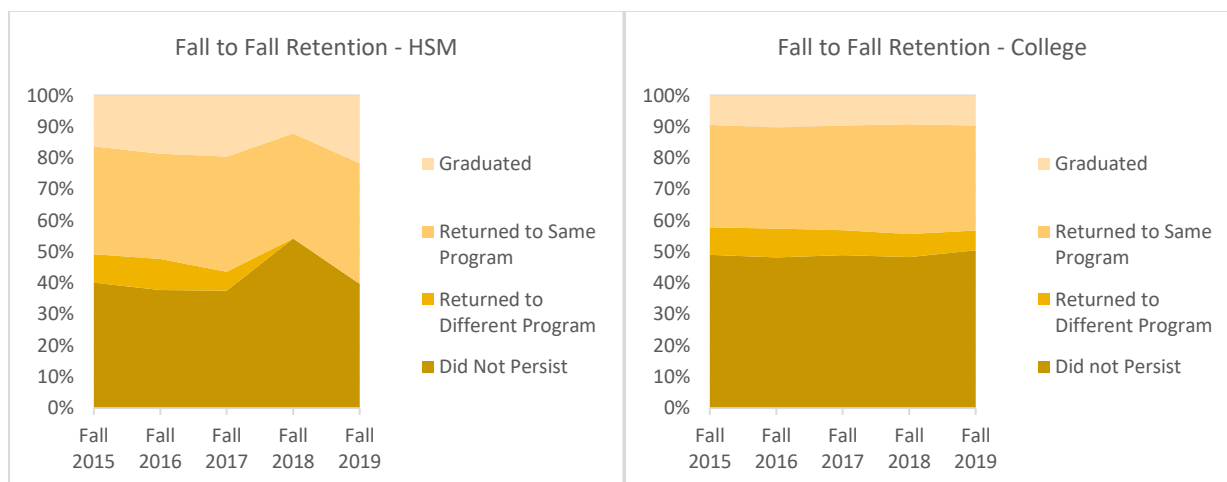
1. Over the period studied, the Program's highest Fall semester enrollment was 220 students in Fall 2016; its lowest Fall semester enrollment was 83 in Fall 2019.



2. On average, the Program enrolled a higher proportion of part-time students (82.4%) than did the College overall (72.1%).
3. About half of students enrolled in the Program identified as Black females (52.9%), a higher proportion than that of students identifying as Black females at the College overall (30.7%).
4. The Program enrolled a smaller proportion of students who identified as male across all ethnic categories (14.4%) than did the College overall (35.7%).
5. The Program enrolled a lower proportion of students between the ages of 16 and 21 (20.9%) than did the College overall (40.3%), and a higher proportion of students over the age of 30 (48.4%) than the College overall (25.0%).

Retention

6. Fall to Spring, the Program averaged a higher proportion of students who graduated (5.5%) and a lower proportion of students who did not persist (24.8%) than did the College overall (2.9% and 27.9%, respectively).
7. Fall to Fall, the Program averaged a higher proportion of students who returned to the same program (34.9%) and who graduated (17.5%) than did the College overall (33.5% and 9.6%, respectively).



8. Over the period studied, the Program enrolled a smaller proportion of students who had earned fewer than 24 credits (29.6%) than did the College overall (54.3%), and a correspondingly higher proportion of students who had earned more than 24 credits (70.9%) than the College's overall (45.7%).

Success and Graduation

9. Over the period studied, the Program averaged a higher proportion of students in good academic standing (93.0%) than the College's overall (91.9%), and a lower proportion of students on probation with full-time status (3.5%) than the College's (5.0%).
10. Over the period studied, the Program awarded 116 A.A. degrees.

Transfer

11. Over the period studied, a higher proportion of Program graduates transferred to another institution (72.4%) than graduates of the College overall (48.3%).
12. A higher proportion of Program graduates also graduated from their transfer institution (44.8%) than did graduates of the College overall (11.7%).

Assessment

13. The Health Services Management Program has four Program Learning Outcomes (PLOs), which were all assessed each semester during the period studied, for a total of eight cycles of assessment for each PLO.
14. The program employs a variety of direct assessment measures to assess each PLO in multiple courses each semester, primarily through embedded assignments as well as through quizzes.
15. Action plans, including changes to assessment instruments, pedagogy, test preparation and other student support actions are documented in each semester's assessment report.

Workforce Development

16. Between 2015 and 2020, the health services manager profession grew 40.1% in the Philadelphia metropolitan area, and paid a median salary of \$101,522.

Cost

17. Over the period studied, the Program ran between 19 and 24 sections of its required courses each semester, which were enrolled at 72% capacity on average.
18. Direct costs incurred per Full-Time Equivalent student (FTE) of the Health Services Management program in Fiscal Year 19 averaged \$3,422, lower than both the Division of Math, Science, and Health Careers' average of \$4,940 per FTE, and the College average of \$4,108 per FTE.

B. Prior Audit

Recommendations from Prior Audit and Program Response:

1. *Articulation Agreements/ Improve Transfer Opportunities*

The majority of occupations in Health Services Management appear to require at least a bachelor's degree; therefore, transfer is critical to the success of the College's Health Services Administration students. Although the Program records a transfer rate on par with the College, Program faculty should focus more on encouraging and facilitating transfer. The faculty need to coordinate with the College Transfer Team in order to update the transfer information, investigate more effective articulation agreements, and explore ways to encourage transfer during interactions with students (transfer fair, giving out information, etc.)

Timeline: Spring 2017

Persons Responsible: Dean, Department Head, and Program Faculty

Program Response:

The coordinator of the Health Service Management program confers with Todd Jones, Counselor, Transfer Specialist and Sandra Gonzalez-Torres, Director of Articulation and Transfer regularly regarding changes to transfer and dual agreements. The College continues to develop and maintain relationships with institutions for transfer. In the past few years, the Health Service Management program has met with Drexel University to discuss the various transfer paths available for CCP students. A new transfer agreement was developed with Peirce College. The transfer agreements with Jefferson University and St. Joseph's University were revised and updated.

Students are informed about transfer at various intervals during their academic path. In AH101, Introduction to the Health Care Professions, counselors and advisors visit each section and discuss transfer opportunities. The coordinator of the Health Service Management Program discusses transfer with all students who schedule an appointment as well as during all Health Service Management information sessions. A class discussion occurs in AH260, Supervisory Management in Health Care regarding transfer opportunities and the importance of earning a bachelor's degree and master's degree to be a health service manager.

2. *Improve Student Retention and Recruit a Diverse Population*

The Program records weaker fall to spring retention than the Division. However, the Program records stronger fall to fall retention than the Division and the College. The

Program should identify possible reasons for student departure between the first and second semester and create a retention plan based on findings.

The Program enrolls a higher proportion of females compared to the Division and the College and a substantially higher proportion of Caucasian students (almost double) compared to the Division and the College. The Program's participation in the College's Guided Pathways initiative; which aims to increase diversity through co-curricular development and integrated student support, will assist in the facilitation of retention and diversity efforts.

Timeline: Fall 2016

Persons Responsible: Dean, Department Head, Program Faculty

Program Response:

Recruitment

Many efforts are made to maintain student retention in the Health Service Management Program. To encourage enrollment into the program various activities have occurred. The program was represented at College sponsored Open Houses, Major Fairs and Welcome Week. In addition, the coordinator of the Health Service Management Program visits AH101 classes to inform students of the Health Service Management Program and career.

Diversity

According to the Demographics Data in Appendix B the Health Service Management program reflects diversity. The program has a higher percentage of Asian, African American, and Hispanic females than the College. The program does have a lower percentage of males for all demographics compared to the College. Allied Health programs and careers in general tend to attract more females than males. The recruitment efforts do not target one specific demographic.

Retention

Students in the Health Service Management program have similar trends as the College. Those students who enter the program trend the same or slightly higher for persistence from fall to fall and fall to spring. Those that enter the program trend higher in graduation rates and lower in dropout rates than the College.

3. *Complete Program Revision*

The Department is in the final stages of a program revision. In order for the revision to take effect in Fall 2016, the revision must be approved by March 1, 2016.

Timeline: Obtain IWC approval by March 1st

Persons Responsible: Dean, Department Head

Note: This recommendation has been completed.

Program Response:

The program revisions proposed for academic year 2016-2017 were approved.

To strengthen the students' experience in the Health Service Management program, the program became a select program. All students who meet the entry requirements are admitted. The reason for this change was that many students in the Health Services Management program aspire to administrative and managerial positions in the health care facilities requiring strong writing, analytical and mathematical skills. When the program was open enrollment, many students entered and remained in developmental courses for years, often with difficulty advancing to program completion.

4. Assessment

Complete assessment of all Program Learning Outcomes within one year. Make improvements to teaching and learning based on the assessment results. Once the program revision is approved and the outcomes are removed, the program will have assessed all PLOs.

Timeline: Spring 2016

Persons Responsible: Department Head

Note: The Program Revision has been completed and the new PLOs are currently being used.

Program Response:

Health Service Management Program assesses each of the four program learning outcomes each time the three designated courses identified for assessment are offered. The three courses are AH260 Supervisory Management in Health Care, AH224 Current Issues and trends in Healthcare, AH222 Health Care Policy and Administration. All three courses are offered in the fall semester. AH260 and AH222 are offered in the spring semester and AH224 is offered in the summer 1 semester. Data is collected in the fall semester on all 4 PLO's. The spring and summer semesters are combined, and the data collected.

C. Action Items

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

Enrollment and Demographics

1. Increase Enrollment as follows:

	Fall 2019 (Benchmark)	Fall 2021		Fall 2023		Fall 2025	
Headcount	83	87	5% increase in headcount	91	5% increase in headcount	95	5% increase in headcount
		# of students by category	% of students by category	# of students by category	% of students by category	# of students by category	% of students by category
Returned to Same Program	38.6%	35	40.2%	39	42.8%	43	45.3%

Graduated	21.7%	20	23.0%	22	24.2%	24	25.3%
Did Not Persist	39.8%	28	32.2%	26	28.6%	24	25.3%
Returned to Different Program	0%	4	4.6%	4	4.4%	4	4.2%

*Increase from Fall 2019 headcount

2. Because both retention and graduation rates are high for the Health Services Management Program, enrollment growth will primarily be accomplished through recruiting and enrolling new students. Program should work with the offices of Enrollment Management and Marketing & Communications to develop and implement a recruitment and marketing plan.

Assessment

3. The Program's rigorous assessment cycle planning had yielded a wealth of data; Program should consider a periodic longitudinal review of PLO assessment data to potentially gain further insight into the effects of changes made over time.
4. Review disaggregated student success data using the updated Academic Performance Measures dashboard to assess Program equity.

D. Narrative; elements of Program Analysis, Future Directions of the Field
Health service managers help to ensure that general healthcare operations run efficiently, quality care is provided to clients, and employees are motivated and satisfied. They are responsible for the planning, directing, controlling, and organizing the provision of medical services to clients and the community. The Health Service Management Program at CCP is a choice for those who have a desire to seek a profession that involves helping and caring for people as well as contributing to making a difference in individual's lives.

According to the US Bureau of Labor Statistics, "employment of medical and health services managers is projected to grow 32 percent from 2019 to 2029, much faster than the average for all occupations."¹ As health care changes, many of the services once offered in hospitals are now offered in a variety of health-related settings. Take for example, the growth Urgent Care Centers as well as services offered by pharmacy chains, such as Walgreens and CVS and telemedicine. The drive for health care cost efficiency will remain at the forefront of providing health services.

Technological advancements continue to impact healthcare involving health care managers to be key decision makers. As clients are becoming more demanding about the security of their private health information, health care managers are needed to control information and be concerned about privacy issues. Program faculty strive to include the latest changes in healthcare into the program. New healthcare laws and regulations are continually being passed and implemented to transform healthcare.

¹ Bureau of Labor Statistics, U.S. Department of Labor, "Medical and Health Services Managers," Occupational Outlook Handbook, Accessed March 6, 2021, <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>.

Future health service managers need to be taught the latest changes so that they are current in their field as they pursue the completion of their degree.

Impact of CARES Act Funds on Student Success

Prepared for: Dr. Samuel Hirsch – Vice President, AASS

Prepared by: Dr. Eric William Shannon – Research and Data Analyst, AQASS

Prepared on: 27-Jan-2021

This document presents a descriptive overview and analysis on the relationship between a student receiving CARES Act Funds and student success as defined by persistence. Although there are many factors that may influence a student's persistence – such as placement levels, new/returning status – this document provides a high level outline of the association between receiving CARES funds and persistence.

Students enrolled in the College in the Spring '20, Summer '20, and Fall '20 terms were the population of interest. Given that the first disbursement is recorded as having taken place *after* the end of the Spring semester, the financial aid year of the disbursement is used. If a student received multiple awards in the same financial aid year, the sum of the disbursements is used.

(For example, if a student was enrolled in Spring '20 received CARES funds in the '19 – '20 financial aid year, they're counted as a student who received funds in Spring '20.)

Table 1: Recipient Dollar Amounts

	Spring 2020/Summer 2020 (Aid Year 19-20)		Fall 2020 (Aid Year 20-21)	
	# of Recipients	% of Recipients	% of Recipients	% of College
\$500	2,278	30.37%	173	9.34%
\$750	66	0.88%	23	1.24%
\$1,000	1,108	14.77%	1,657	89.42%
\$1,100	2	0.03%	-	--
\$1,250	165	2.20%	-	--
\$1,500	3,881	51.75%	-	--
Total Recipients¹	7,500		1,853	
College Enrollment	14,690 ²		12,184 ³	

- Table 1 displays the number of recipients in each Aid Year by total amount of funds received
 - 7,500 students received funds in the Spring/Summer 2020 terms, with 1,853 students having received funds in the Fall '20 term
 - Of those students who received funds in the Spring/Summer terms, the majority (51.75%) received \$1,500
 - Of those students who received funds in the Fall 2020 term, the vast majority (89.42%) received \$1,000

1 This number represents the total number of *students receiving cares funds*; as such it only represents a portion of the total *College population*

2 This is the unduplicated headcount of Spring 2020/Summer 2020 – if a student is enrolled in both terms they are only counted once

3 This is the unduplicated headcount of Fall 2020 – a student is still counted if they were enrolled in Spring 2020/Summer 2020

Table 2: Recipient vs. Collegewide Demographics

	Spring '20		Summer '20		Fall '20	
	Recipient Population ⁴	College Population ⁵	Recipient Population	College Population	Recipient Population	College Population
Asian	11.34%	10.61%	12.69%	10.73%	12.74%	10.67%
Black Non-Hispanic	48.88%	43.99%	45.24%	42.01%	46.79%	41.37%
Hispanic	15.69%	16.05%	14.48%	14.35%	15.27%	16.87%
Other/Unknown	6.32%	6.98%	6.56%	7.21%	7.29%	7.58%
White Non-Hispanic	17.77%	22.37%	21.04%	25.70%	17.92%	23.51%

- Table 2 displays the demographics of students receiving funds compared to college wide demographics
 - Across all three terms, Asian and Black students are slightly over-represented in CARES funds recipients when compared to college wide representation
 - For example, while in Spring '20 Black students made up 43.99% of all College students, they made up 48.88% of CARES funds recipients
 - Across all three terms, White and Hispanic students are slightly underrepresented in CARES fund recipients when compared to college wide representation

⁴ "Recipient population" refers to the students who received CARES acts funds

⁵ "College population" refers to the Collegewide population (both students who did and did not receive CARES funds)

Table 3: Recipient vs Collegewide Gender

	Spring '20		Summer '20		Fall '20	
	Recipient Population ⁶	College Population ⁷	Recipient Population	College Population	Recipient Population	College Population
Female	69.84%	65.66%	74.96%	73.05%	74.24%	68.23%
Male	30.16%	34.34%	25.04%	26.95%	25.76%	31.77%

- Table 3 displays the gender of students receiving funds compared to the college wide gender distribution
- Across all three terms, female students are slightly over-represented and male students are slightly underrepresented when compared to college wide representation

Table 4: Persistence – CARES Recipients vs Non-CARES Recipients

	Spring '20		Summer '20		Fall '20	
	#	%	#	%	#	%
Received Funds	4126	76.69%	1655	78.07%	1430	77.17%
Did Not Receive Funds	4859	60.25%	2451	70.37%	6671	64.57%
Difference		16.44%		7.70%		12.60%

- Table 4 displays the persistence rates of students receiving funds compared to those who did not receive funds
- For the Spring '20 term a student is considered as persisting if they returned to the College in either the Summer OR the Fall
- Across all three terms, students who received CARES funds had a higher persistence rate than students who did not receive funds
- The difference in persistence was largest in the Spring '20 term with a difference of 16.44 percentage points

⁶ "Recipient population" refers to the students who received CARES acts funds

⁷ "College population" refers to the Collegewide population (both students who did and did not receive CARES funds)

Table 5: Persistence by Race/Ethnicity

	Spring '20			Summer '20			Fall '20		
	Baseline (Spring '19)	Received Funds	Did Not Receive Funds	Baseline (Summer '19)	Received Funds	Did Not Receive Funds	Baseline (Fall '19)	Received Funds	Did Not Receive Funds
Asian	77.73%	82.62%	64.87%	78.10%	82.90%	74.10%	83.08%	83.47%	72.09%
Black Non-Hispanic	69.66%	73.50%	55.51%	75.03%	77.16%	66.95%	74.41%	75.09%	60.23%
Hispanic	71.59%	79.15%	59.28%	81.73%	77.52%	73.44%	76.72%	77.03%	60.78%
Other/Unknown	70.47%	75.88%	62.27%	75.52%	74.82%	67.55%	77.46%	82.96%	66.03%
White Non-Hispanic	73.33%	79.81%	66.02%	79.19%	78.48%	73.14%	80.35%	75.90%	70.77%

- Table 5 displays the persistence rates of students receiving funds compared to those who did not receive funds within student demographic groups
 - For all terms a baseline term for the previous academic year is included as a comparison group
 - Across all terms and demographic groups, students receiving funds had a higher persistence rate than those students who did not receive funds
 - All demographic groups saw large differences in persistence rates in Spring '20 with smaller differences in Summer '20
 - Aside from White students, the Fall '20 term also saw large differences in the persistence rates of students who did and not receive funds