



Student Outcomes Committee of the Board (Hybrid)

12:30 PM

Thursday, May 6, 2024

Library Learning Commons Conference room, L1-13

Community College of Philadelphia

1700 Spring Garden Street

Philadelphia, PA, 19130



Student Outcomes Committee of the Board (Hybrid), June 6th at 12:30 PM

I. Public Session

(a) Introductions (I)

(b) Approval of the Minutes of the April 4th, and May 2, 2024 Meetings (A)

SOC Meeting Minutes 4.4.24_FINAL.pdf

SOC Meeting Minutes 5.2_FINAL.pdf

(c) Dental Hygiene Associate in Applied Science Program Review (A)

Guests: Dr. Vishal Shah, Dean of Math, Science and Health Careers; Theresa Grady, Program Director; Dr. Amy Birge-Caracappa, Director of Assessment; Elizabeth Gordon, Assessment Manager

Dental Hygiene APR 23-24 Executive Summary for SOC 5-15-2024 (1).pdf

(d) New Business

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

MEETING MINUTES

**Thursday, April 4, 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, Mr. Patrick Clancy
- Board Participants:** Mr. Harold Epps
- College Members:** Dr. Donald Generals, Dr. Alycia Marshall, Dr. Mellissia Zanjani, Dr. David Thomas, Danielle Liautaud-Watkins
- Guests:** Dr. Judith Gay, Consultant to the Board of Trustees
Dr. Lisa Sanders, Dean of Liberal Studies
Dr. Amy Birge-Caracappa, Director of Assessment
Elizabeth Gordon, Assessment and Evaluation Coordinator
Brian Morrison, Associate Professor, ASL/English Interpreting

I. Public Session

- (a) Introductions (I)
- (b) Approval of the Minutes March 14, 2024 (A)
- Trustee Fulmore-Townsend asked for a motion to approve the minutes from the March 14th meeting. She voted 1st in approval, and Trustee Clancy seconded the motion. All were in favor.
- (c) American Sign Language/English Interpreting A.A.S. Program (A)

Dr. Marshall opened by sharing introductory remarks about the American Sign Language (ASL) program APR. The ASL program experienced a few challenges due to COVID-19, primarily because American Sign Language is a 3D language that was difficult to communicate remotely. Since then, there have been several interventions to support student

success and improve outcomes regarding graduation and transfer. The faculty has also been working very closely with developing relationships with four-year partners. Dean Lisa Sanders, Dean of Liberal Studies shared with the Board that the program targets and manifests DEIB (Diversity, Equity, Inclusion, Belonging), which includes the Deaf and hard-of-hearing community. Through the program's offerings and leadership, that community has been brought into the mainstream in a way that historically they haven't been. The students who complete the program emerge as leaders in the ASL community, able to bring people together.

Brian Morrison, Associate Professor and Program Coordinator of American Sign Language and English Interpreting, spoke next. He has been with the College for 14 years and has been teaching interpreting for close to 25 years. Per Mr. Morrison, the ASL program supports the broader College's mission by working to get enrolled students to graduate with an Associate in Applied Science or with a Post-Baccalaureate certificate. These graduates possess both a bilingual and bicultural fluency that enables them to work in the field as sign language interpreters.

Dr. Amy Birge-Caracappa, Director of Assessment, stated that the ASL program has seen a growth in enrollment since the pandemic. Growth within the program is tracking for a population of students who already have Bachelor's degrees. Initially, the program displayed a shift in its demographics, with a larger-than-the-College-average proportion of students who identify as white females, and a smaller proportion of students identifying as Black females. However, those numbers have changed over time. The proportion of white females has gone down from 73.7% in spring 2018 to 28.5% in fall 2023, and the percentage of Black females has increased from 10.5% to 26.9% in that same time. The program also enrolls a larger-than-average proportion of students over 30 years of age, almost 50%, than the College average overall, which is about 25%. Mr. Morrison explained that the program demographics mirror the national statistics of growth. The ASL industry overall is a white female-driven profession.

As a three-dimensional language, ASL goes beyond being a language that is learned in a classroom learning environment, to being one that also requires students to observe and learn within a cultural and linguistic community. Mr. Morrison explained that since the pandemic, there has been a growing need for interpreting agencies to fulfill requests for online jobs. When Trustee Posoff asked if the jobs were full-time jobs or event jobs, Mr. Morrison informed the Board that interpreters typically work as independent contractors. Trustee Posoff also inquired whether students are taught business skills. Mr. Morrison stated the weekly internship classes may cover various topics such as accounting. However, business courses are not offered. Additionally, Mr. Morrison shared those students are paired with one-on-one deaf and interpreter mentors with whom they share the same demographic background. The students and the mentors collaborate on projects. Mentors are also provided guidance on cultural competence and understanding intersectionality. The mentorship opportunities are covered by Perkins funding.

Currently, Mr. Morrison is working with an interpreting agency, Deaf Hearing Communication Center, and the state chapter of the National Interpreter Organization on a

pilot program that will begin in June. The collaborative plan will provide a professional onboarding experience, partnering prospective students with interpreters. The program has also increased mock interpreting opportunities.

Additionally, the ASL program has worked with the Pennsylvania Department of Education's training and special education department and the Pennsylvania Training and Technical Assistance Network. Students from the College were invited along with other interpreting programs in the state, such as Bloomsburg, Mount Aloysius, and Community College of Allegheny County to have real-world interpreting experiences and receive feedback on their skills from a group of instructors.

Dr. Birge-Caracappa explained that the ASL program is not designed for students to transfer, because it is an Associate in Applied Science degree program. However, the program has articulation agreements with both St. Joseph's University and Bloomsburg University. There are also potential online Bachelor of Arts programs in development that our graduates can transfer into. Dr. Birge-Caracappa stated that 38.5% of ASL-INT program graduates transferred to another institution, as compared to 44.4% of Associate in Applied Science graduates at the College, and 58.2% for the College overall. When CCP's graduates complete their studies at their transfer institution, 40% of the ASL INT graduate from their transfer institution, as compared to 35.2% of Associate in Applied Science graduates overall, and 29.7% for the College overall.

Mr. Morrison discussed prior audit recommendations, which included examining data about students who depart with fewer than 24 credits.

The program is small and functions similarly to a cohort, with classes offered in the fall and companion courses offered in the spring. The deaf ASL professor teaches students in the program for a year prior to Mr. Morrison teaching those students the following year. Due to the program's small size, if students don't return to the College due to e.g., their work schedule or family matters, the number of students in the program is impacted.

The College has begun outreach efforts with universities within the state to connect with prospective ASL students. Some of those universities include Temple University, where ASL is a minor; Villanova University; and West Chester University, where ASL is a minor. An interpreting program at Camden County Community College ended a year or two ago, although the ASL program is still offered; Mr. Morrison stated there could also be an opportunity to recruit students from Camden County Community College, as currently there are no interpreting training programs in South Jersey.

Mr. Morrison shared efforts regarding a recommendation about constructing a plan to achieve opportunity and achievement across race, ethnicity, gender, and age. He mentioned how mentorship offered through the program works toward this goal. There will also be mini-workshops with presentations focused on communities such as Black and LGBTQ deaf and ASL interpreters to increase student outcomes and experiences. Students are also encouraged to volunteer with groups such as the Philadelphia chapter of the Black Deaf

advocates, a West Chester-based organization called DeafCAN! that works with deaf immigrants for whom ASL might not be their first language.

Prior to offering post-Baccalaureate certificates, the college only offered the Associate in Applied Science. Now, the college offers the two certificates and prepares students for the National Interpreting Organization exams. Post Baccalaureate I is an ASL set of courses, and Post Baccalaureate II is an interpreting portion of the program. Both are only available to those with a previous bachelor's degree, as the exam requires.

With regards to the recommendation to increase graduation and program completion, Mr. Morrison highlighted the success of the mentorship program, which provides students with mentors during both the fall and spring. He stated that the interpreter training program offered at the College is one of the oldest programs in the country. For the last 18 years, he has been the President for two of the main national organizations for Interpreter Education: one membership-based for instructors and educators, and the other an accreditation organization for interpreting programs. While presiding, he has worked diligently to keep his network informed of the College's progress in the field.

- Trustee Epps inquired about whether there were industry dollars in the ASL field. Mr. Morrison informed him that there are not many grants in the field. However, the program does qualify for a Perkins grant that funds program development, course development, and mentors. Funds have also been used to buy equipment for the dedicated ASL interpreting computer lab and software updates.

Mr. Morrison discussed another program recommendation suggesting that they work with an advisory committee. There will be a meeting in June to begin working on the revitalization of the advisory committee, with representatives from local interpreting agencies, state government, school districts, and community organizations, such as the Office of the Deaf and Hard of Hearing, and the Black Death Advocates organization. The ASL community is small, and as a result, Mr. Morrison has access to a lot of the advisory board members and their respective organizations outside of a formal annual meeting.

The final ASL program recommendation was to determine the ideal size of the program based on course offerings, physical/space constraints, and class size restrictions, and to create an action plan to achieve that size. The program feels that the ideal size would be 60-65 students. The program has been designed to operate very much on a cohort-like structure and offer courses on a staggered schedule. The ASL and interpreting students are held to a high standard to ensure a positive impact on Deaf individuals' lives. Mr. Morrison has an interpreting agency that specializes in theatrical performing arts, which contracts interpreters to provide services for the performing arts as a DEI issue, and requests have been increasing. Philly is one of the most accessible cities in terms of ASL interpreting.

- Trustee Posoff asked how much an interpreter makes in an hour. Mr. Morrison explained that hourly rate ranges from \$40 to \$80 as an independent contractor. The rate varies by different types of work. Trustee Posoff encouraged more workshops around business structure.
- Trustee Fulmore-Townsend stated that the program was on the right trajectory and praised its commitment to DEIB and having a diverse set of options. Its catering to

- differently abled students in the community in an intentional way is excellently reflected.
- Trustee Posoff asked how faculty members were teaching within the college's program. Dr. Marshall informed her that the number of full-time faculty is small, in alignment with program enrollment. If the program can be built and grow substantially, the College could invest in hiring a few more faculty members. Trustee Posoff suggested that Mr. Morrison create a resource guide for the department to institutionalize his knowledge, process, and ecosystem.

Trustee Fulmore-Townsend moved a vote to approve the American Sign Language/English Interpreting A.A.S. program for five years. Trustee Clancy seconded. All were in favor.

Dr. Marshall shared a few events happening in the Academic and Student Success division.

- There was a Technology Expo on campus in the Great Hall. The expo focused on ways to intentionally integrate Virtual Reality into the College's curriculum.
- CCP created an articulation agreement allowing Lincoln University students interested in nursing to come to the College for a Post-Baccalaureate Associate in Applied Science in Nursing.
- This month is STEM Month, and the following events will be taking place:
 - o Student Posters – What Have Science Students Been Studying? | April 1–12, 9 a.m. to 9 p.m. | NERC, First Floor and West Building. There will be topical and research-based posters created by students on display.
 - o Creating Your Path to Medical School | April 4, 4 to 5 p.m. Students from the Drexel University College of Medicine will discuss their path to medical school in this virtual session and provide insight into how you can prepare for your journey to becoming a doctor.
 - o Women in Technology | April 5, 10 a.m. to 12:30 p.m. | Center for Business and Industry, Room C2-28. Students can learn about professionals in a variety of careers, how they're contributing to their fields, and what career options are available to them.
 - o Alumni Panel Discussion | April 6, 11 a.m. to 12 p.m. There will be panels with alumni from science, technology and health care programs as they discuss their days as CCP students and their current careers.
 - o Personal Training Proficiency Certificate Information Sessions | April 10, 10 to 11 a.m. | West Building, Room W3-36. Students will learn how to create individualized exercise plans and how to interact with clients for their career, a second job or to start their own business.
- A Student Art Exhibit took place in the Rotunda in the Mint Building.
- There is an on-campus theater production entitled *Glass Slippers*, “a Cinderella story for the social media age,” opening April 16th. The writer, Quinn Eli, also CCP faculty, was nominated for a Pulitzer.

The meeting adjourned.

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

MEETING MINUTES

**Thursday, May 2, 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, Mr. Patrick Clancy, Ms. Morgan Cephas
- Board Participants:** Mr. Harold Epps
- College Members:** Dr. Donald Generals, Dr. Alycia Marshall, Dr. Mellissia Zanjani, Dr. David Thomas, Dr. Danielle Liautaud-Watkins, Dr. Vance Gray, Dr. Shannon Rooney, Dr. Darren Lipscomb
- Guests:** Dr. Judith Gay, Consultant to the Board of Trustees
Dr. Vishal Shah, Dean of Math, Science and Health Careers
Rebecca Peterson, Diagnostic Medical Imaging Program Director,
Curriculum Coordinator, Associate Professor
Dr. Amy Birge-Caracappa, Director of Assessment
Dr. Lisa Sanders, Dean of Liberal Studies
Quinn Eli, Theater Curriculum Coordinator
Dr. Massah Nuni, English Department Head and Assistant Professor
Derrick Johnson, Second-year DMI Student
Francesca Marunouchi, Second-year DMI Student

I. Public Session

- (a) Introductions (I)
- (b) Approval of the Minutes April 4, 2024 (A)
- The meeting minutes of the April 4th meeting were not discussed.
- (c) Digital Medical Imaging Associate in Applied Science Program Review (A)

Dr. Marshall opened the presentation by sharing that the community, former and current students, and the Joint Review Committee on Education in Radiologic Technology (JRCERT)

accreditors of the DMI program held CCP in high regard. Dr. Marshall stated that during the JRCERT site visit in January, one of the reviewers shared that he had participated in over 200 site visits and he wished all the students were like CCP students. Rebecca Peterson, Diagnostic Medical Imaging Program Director, Curriculum Coordinator, and Associate Professor shared an overview of the program and APR. The program is a two-year radiography program (X-ray program) that trains students to be entry level X-ray Technologists. During their studies, they have a combination of classroom laboratory and clinical experiences. Upon completion of the program, the students take a national certification examination in radiography. The program parallels the six total standards for the JRCERT. There are 35 total objectives that must be met for the College to maintain accreditation. The College's accreditation outcome is currently pending and will be completed in June or July following the JRCERT Board of Directors review of the College's self-study and site visit report.

Dr. Amy Birge-Caracappa, Director of Assessment, shared key findings and began by explaining that the program operates on a cohort model and had a major curriculum revision in 2019. There is a 100% credentialing exam pass rate and job placement rate. The program quickly recovered after COVID-19; its courses require hands-on learning. Other program strengths are attributed to a strong advisory committee and systematic and comprehensive assessments. The average enrollment in the program between Spring 2019 and Fall 2023 was 36.8. The program enrolls a smaller average proportion of full-time students (24.4%) than the College overall (30.4%). Between Fall 2018 and Fall 2022, 76.2% of DMI students returned to the same program compared to the College overall, which was 35.1%.

- Ms. Peterson explained that many students coming into the program have already completed the eight general education courses required for the degree. However, students are not always considered full-time throughout the duration of the program because they have those courses already completed.

Dr. Amy Birge-Caracappa highlighted some of the racial disparities within the DMI program. There are a disproportionately high percentage of white females (39.9%) compared to the College average (14.3%) and a disproportionately lower percentage of Black females (9%) compared to the College average (30.4%). The disparity is a systemic issue that the program director is addressing, and it exemplifies the need for a data-driven, inclusive process aimed at finding and closing equity gaps in all select programs at CCP with similar issues. The average percentage of students who identify as Asian females in the program (10.1%) is also higher than the College average (5.9%).

Ms. Peterson introduced two students, Derrick Johnson and Francesca Marunouchi, to provide a student perspective. Both Mr. Johnson and Ms. Marunouchi will be completing their studies at the end of the summer 2024 semester.

- Derrick Johnson stated that the words "care," "pride" and "excellence" best expressed his experience as a student in the DMI program and his studies overall at CCP. He appreciates the dedication and time that the professors spend teaching, and training students ensuring that they are ready to go into the field as Radiologic Technologists.
- Francesca Marunouchi, is the DMI student club President, and the Class of 2024 representative, shared that she chose the program because of the 100% pass rate and 100% job placement rate within six months of graduating. Ms. Marunouchi currently has a job interview set up. As a student, she had the opportunity to gain real-life

experience at a level-one trauma hospital. She is also appreciative of the support received from her professors, clinical instructors, and the program director. Her clinical site is Penn Presbyterian Medical Center.

- Trustee Epps asked about the pay rate. Ms. Peterson explained that the average salary is about \$70,000/year to start but varies depending on shift differentials and the need for x-ray technicians to work around the clock. There are different pay rates for morning, afternoon, overnight, or weekends.
- Trustee Posoff asked Ms. Marunouchi if she looked at other schools, particularly when out in the field. How does she feel about what she learned compared to what others have learned in their programs at their institutions? Ms. Marunouchi stated that she chose the College due to its 100% pass rate and the affordability. She was happy to be assigned to the Penn Presbyterian site because of the hands-on training and learning on the job she is gaining. She is confident that once she receives her certification, she will be successful.
- Trustee Epps asked if there was an alumni affinity group for the DMI program. He explained that alumni affinity scholarships can be funded by people within an industry cluster.
- Trustee Fulmore-Townsend expressed that she was pleased to hear from students directly. She also congratulated the dean, program director, and faculty on program recovery post COVID, particularly the degrees awarded, and exceeding pre-COVID levels for three years in a row.
- Ms. Peterson shared that the job market is promising for DMI program graduates.
- Trustee Epps asked how much more technology can play in this field. Ms. Peterson explained that AI wouldn't be able to take over because a technologist is needed to properly position the patient's body.

Ms. Peterson presented a video of a former DMI student, and current clinical instructor, John Lewis, who has worked at Pennsylvania Hospital since the year 2000. He began his career as a staff technologist, then moved into a supervisory role. As a graduate of the College's DMI program, he described the curriculum as an organized pathway that allows students to grow. He has hired CCP students over the last seven years because of his confidence in their skills.

- Trustee Epps asked what could be done to close the disparity gap between the current state and the demographics of the city in the DMI industry. Given the precedent future demand, what steps could be taken to improve the dynamics?
- Dr. Vishal Shah, Dean of Math, Science and Health Careers, explained that the field of x-ray technicians currently consists of 73% white, 10% Hispanic, 6% Asian, and 5% Black. In spite of the transparency provided for the program at the entrance level dictated by the accreditation agency, there are barriers that may be preventing certain demographics of students from gaining admission to the program. To alleviate this challenge, the Math Science and Health Careers division has set up a task force to determine what can be done as a division and as an institution to address racial equity gaps across all of their selective admission programs. The coordinators on the task

force are working together to see where the changes can be made before prospective students apply.

- Trustee Posoff asked if one of the barriers is awareness.
- Trustee Epps referred to the data, and stated that a message could be marketed that says e.g. 'If you follow these instructions, we can guarantee you since \$65,000 a year.'
- Both Dr. Shah and Ms. Peterson responded that the program receives approximately 200 applications each year, however the program only has 24 seats, which is limited based on clinical affiliates, clinical capacity, and program capacity. The College's DMI program is a competency-based curriculum that cannot exist without a clinical component. To meet proper supervision requirements, there are a limited number of clinical spaces. The College has 13 clinical sites which each have a different capacity of the number of students that can be scheduled at any given time within the radiology department.
- Both Trustee Epps and Trustee Posoff asked how large the current market is for DMI in the city.
- Dr. Shah stated that the College's DMI program produces 21% of the market share of all technology in the area.
- Ms. Peterson informed the Board that the College's competitor programs in the city are Holy Family University, Thomas Jefferson University, Einstein Medical Center, and St. Christopher's Hospital for Children. The College shares clinical sites with Thomas Jefferson at the Methodist, and Bryn Mawr hospital sites. The Children's Hospital of Philadelphia site is shared with students from Holy Family University. Ms. Peterson stated the College's lab has a capacity of 24 students, but could possibly accommodate four or five more students.
- President General explained the purpose of developing the Health Science Building is to expand awareness about some of the clinical fields, which could hopefully address the lack of diversity in the health field.
- Ms. Peterson informed the Board that intake process pages have been created for all healthcare programs in the past five years as an applicant's guide. The DMI faculty visits entry-level classes in the Health Care Pathway, and the Allied Health classes to ensure students are aware of the College's programs. The department also has events for middle-school and high-school students to visit labs.

JRCERT requires College programs to have a five-year pass rate average of 100%. Ms. Peterson confirmed that CCP has had 100% pass rates for 20 years. Competing institutions do not. There are over 600 accredited radiography programs nationally, and the majority don't have a five-year exam pass rate of 100%.

Ms. Peterson informed the Board of recent lab renovation projects that began as a result of JRCERT's requirement of having an energized lab with real equipment on campus. The planning began in 2018, and it was completed in the early spring semester of 2021. The updated lab unit

has portable X-ray machines, two X-ray rooms, ClearTouch panels, digital technology, and a ceiling-mounted unit which is similar to what the students use in larger hospital settings. The classroom space has 24 computers, which allows us to start registry exam prep from day one. Students become used to what it's going to be like to take the registry exam, which is computerized.

- Trustee Epps asked about the cost of the lab renovation. Dean Shah informed him that the cost was about \$500,000, with nearly \$300,000 worth of Perkins Grant-funded items added since for continued innovation. Trustee Epps asked if there was institutional partnership money invested in the renovation project. Ms. Peterson informed him that there wasn't partnership money invested other than Perkins that she was aware of.

Ms. Peterson shared with the Board a few of the self-study recommendations, such as webpage redesign, adding two new mobile units, and an increase in interdisciplinary training. Moving forward, they will explore offering post-primary proficiency certificate programs in bone densitometry, cardiac interventional radiography, computed tomography, magnetic resonance imaging, mammography, vascular interventional radiography, and vascular sonography.

- Trustee Epps stated there should be a contingency plan. Trustee Fulmore agreed, adding that there should be a timeline which includes exploring, development and enrollment.
- Dr. General stated that the timeline would be three to five years if the timeline includes building. If not, the timeline would not be as expansive because we wouldn't have the room, and a significant investment would not be needed to bring in new faculty to go along with the program. The actual pipeline into the funding for the new building would begin next year, designs would take another year, and building out of the programs would probably take another year afterwards. The vision is a simulated hospital, where students can be put in an environment where they can work across disciplines and directly apply what they are learning in a hospital setting.

Trustee Epps suggested that there would need to be partners in the journey who are going to help ensure the programs' long-term sustainability.

- Dr. General stated that the hospital leaders, with whom he has had conversations, have informed him of their interest.

d) Theater Associate in Arts Program Review

(A)

Dr. Marshall opened the discussion by stating that the Theater Associate in Arts program is strong and has bounced back since the pandemic, under the leadership of Quinn Eli, Theater Curriculum Coordinator. The curriculum takes an interdisciplinary approach to train theater students, providing learning experiences across disciplines and to develop holistic skill sets, from business and technology to music and the arts.

Mr. Eli informed the Board of how proud he is of the work students have done on the school's latest performance, *Glass Slippers*. He shared that the College offers a theater program to give students a wide variety of academic and pre-professional opportunities in the performing arts. The College offers studio classes and the state-of-the-art Black Box Theater to provide theatrical

experiences and support a meaningful, well-rounded education. He further explained that the College offers a range of different experiences, some of which are very much geared toward the sort of theoretical issues that come up in the history of performing arts. The program also takes a practical approach so students can leave the program and go directly into the workplace, working in theaters either in front of the stage or behind the stage. This is a program that reflects how hard-hit live theater was during the COVID-19 pandemic. Although the program saw a dip in enrollment as a result of the pandemic, enrollment has gone up since Fall 2022. This is commensurate with enrollment gains at the College.

Dr. Birge-Caracappa explained that there are two proficiency certificates associated with the theater program. One is the acting proficiency certificate, the other technical. The average enrollment for the theater program and the two proficiency certificates between Spring 2019 and Fall 2023 was 49 students. On average, the theater program enrolls a larger average proportion of full-time students (40.6%) than the College overall (30.4%). From Spring 2019 to Fall 2023, theater and its proficiency certificates enrolled a comparable proportion of students identifying as Black females (30.8%) as the College overall (30.4%), and a higher proportion of students identifying as Black males (24.4%) than the College overall (12.5%). Theater also enrolled a larger proportion of students under 30 years of age (86.4%) than the College average (74%). Over the period studied, the Theater program awarded 41 AA degrees and 24 Proficiency Certificates. Over the period studied, 51.9% of Theater AA program graduates transferred to another institution, which is lower than the College average for AA programs (60.8%).

Mr. Eli shared some of the next steps taken as a result of the advice received following the 2019 annual review. One step was to begin offering course sections at different times of the day, particularly late afternoon and evening to address student concerns. Mr. Eli explained that this has made a difference. The change might also result in a change of the profile of the average theater student. Another program review response update is the program has actively engaged with other programs in the Creative Arts pathway as well as Architecture, Design, and Construction (ADC) programs, especially with the Black Box theater as a venue. The College's ADC program was consulted on scenic design for the most recent production. The entire music landscape for the production was developed by music students. Mr. Quinn stated that he is pleased with the department's membership and Creative Arts Pathways because of the collaborative opportunities. Last year, the College collaborated with Bryn Mawr on the *Medea* production. The department is currently in talks with Haverford College and Arcadia about potential future partnerships. The program is currently pursuing transfer agreements with Swarthmore College because of the culture and experiences offered, which could potentially work well with CCP's curriculum. Last semester, local theater makers of color were invited to talk to the College's students about what they do to ensure that students can really envision for themselves a place in the theater or performing arts industry. Students are also given the opportunity to interact with playwrights, which helps them to develop the language and vocabulary to talk about theatre.

For the department's latest production, *Glass Slippers*, students received a holistic sense of what it means to be a part of a production. Students from ENGL 142 (Rehearsal & Performance) and 141 (Technical Theater) worked hand-in-hand. There were over 250 audience members in attendance. There were nearly a dozen local theater professionals in attendance, including two producers expressing an interest in pursuing a collaboration. All technical aspects of each performance (lighting, sound, stage management) were overseen by students, which is unprecedented for a production of this scale and reflects our theater program's commitment to

professional development and career preparedness. Eli emphasized that students having full responsibility for lighting, sound and stage management is highly unusual. As a result, he is working to identify theaters around town where students can receive even more experience in these areas.

Some of the program's next steps are to develop relationships with Arcadia and Swarthmore. Mr. Eli would also like to conduct an assessment of the Black Box to help it become a cultural hub at the College.

- Trustee Fulmore-Townsend asked Mr. Eli about his relationship with local theaters in the city and how he is working with them on potential fellowship offers.
- Mr. Eli has professionally been working in theater in the city for 20 years and has relationships with many theaters. His strongest relationships are with the Drake Theater (Simpatico Theatre, Azuka Theatre). He has also invited stage managers from Philadelphia theaters as speakers for classes. Mr. Eli also likes to connect students with smaller theaters that are developing new plays.
- Trustee Fulmore-Townsend asked about Mr. Eli's relationships with high school students, such as the Philadelphia Young Playwrights (PYP), to engage students in literacy and to give them social and emotional skills.
- Mr. Eli informed the Board that the Executive Director of Philadelphia Young Playwrights, LaNeshe Miller-White, was on campus last week. He has also been in contact with PYP in regards to developing a reading series on campus at CCP for high school students so they can watch their plays performed by CCP students. The collaboration can also help high school students envision themselves on CCP's campus.
- Dr. Lisa Sanders, Dean of Liberal Studies, informed the Board that Mr. Eli is a Pulitzer Prize nominee for a play he wrote last year, *In Common*.
- Mr. Eli informed the Board that the *Glass Slippers* production has been recorded.
- Mr. Eli feels that a strong budget and resources are needed to revive the Black Box Theater because it could potentially be profitable for the school.

Trustee-Fulmore Townsend recommended the approval of both the Digital Medical Imaging Associate in Applied Science Program and the Theater Associate in Arts Program for another 5 years. Trustee Posoff seconded. All were in favor. The meeting adjourned.

Community College *of* Philadelphia
Academic Program Review:
Dental Hygiene A.A.S.

Authors: Theresa Grady, RDH; Elizabeth Gordon; Amy Birge-Caracappa

Spring 2024

Table of Contents

Academic Program Review Checklist for Externally Accredited Programs 3

1. Executive Summary 3

 A. Key Findings 3

 B. Prior APR 8

 C. Action Items 8

 D. Narrative 9

Appendix C 11

Academic Program Review Checklist for Externally Accredited Programs

CCP's APR Section	External Accreditation Source Document	Supplemental Information Required (Yes/No)
Findings		Yes
Recommendations		Yes
Program Analysis	Self-Study, p. 38, 67, 79-80, 89, 94-95	Yes
Statement of Mission Alignment	Self-Study, p. 41	No
History and Revision to Curriculum (since the last review)		Yes
Learning Outcomes and Assessment	Self-Study, Exhibit 1-1-A Self-Study, p. 26, 104	No
Program Faculty	Self-Study, p. 61	Yes
Future Directions of the Program/Field		Yes
Expenditures and Resources	Self-Study, Exhibits 1-2-B-G	No

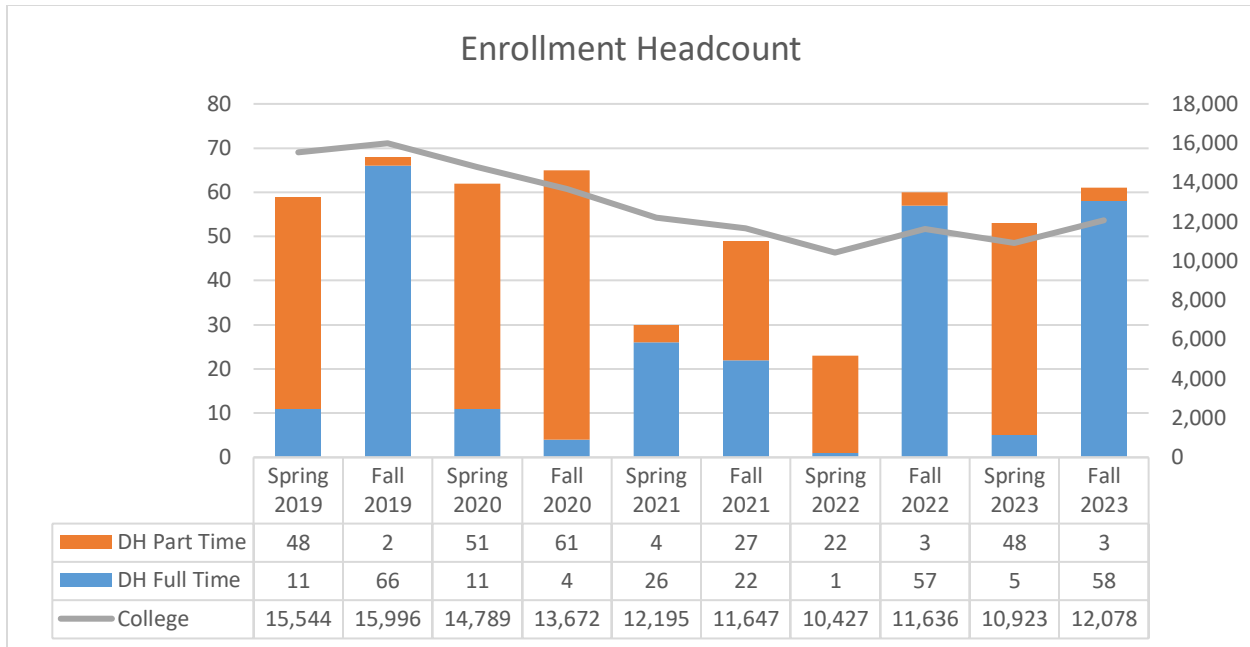
1. Executive Summary

A. Key Findings

The AAS in Dental Hygiene program at Community College of Philadelphia was established in 1976 as the Dental Assistant curriculum. The Dental Hygiene program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Post-Secondary Accreditation and the U. S. Department of Education. Dental Hygiene prepares graduates to be competent oral health clinicians and educators who can develop effective oral health programs for private practice sites, schools, and other practice settings in the community.

Enrollment and Demographics

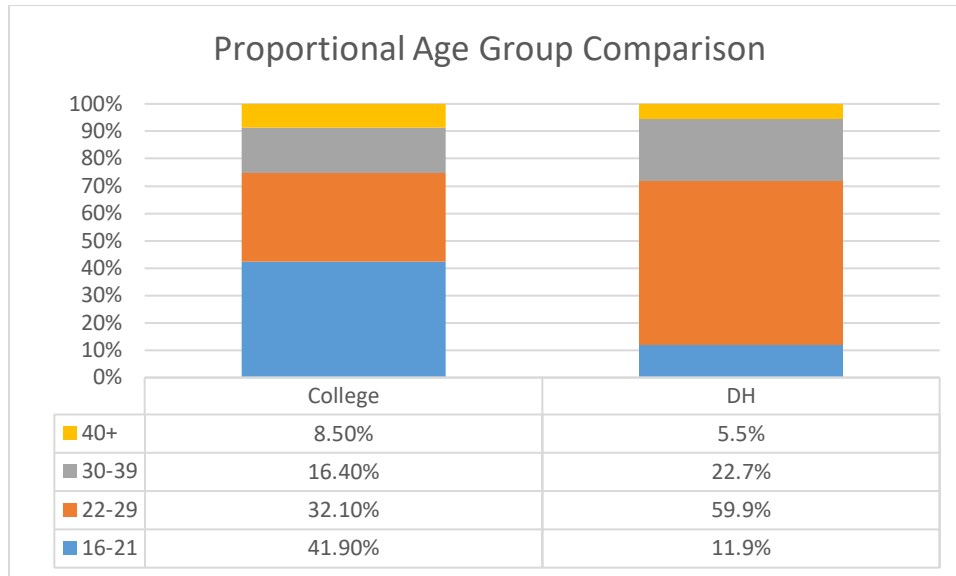
1. The Dental Hygiene program is a cohort-based select program.
2. Admission to the Dental Hygiene program is selective, and students are admitted on a competitive basis as space allows.
3. Each year, a cohort of up to 34 students is admitted.
4. Due to the impact of COVID-19, no class was admitted in 2020 (class of 2022).
5. For more information, please see Appendix C: Dental Hygiene Program Enrollment and Attrition Data.
6. On average, Dental Hygiene enrolled a larger average proportion of full-time students (47.5%) than that of the College overall (30.4%).



7. In the period studied, the average percentage of students who identify as Asian females (11.3%) is nearly twice that of the College (5.9%), and the average percentage of those who identify as White females (46.5%) is more than three times that of the College (14.3%).
8. The average percentage of students who identify as Black females (10.9%) is notably lower than that of the College (30.4%).

DH		Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVG
Amer Indian or Alaskan Native	Female	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Asian	Female	5.1%	5.9%	4.8%	9.2%	3.3%	10.2%	17.4%	20.0%	18.9%	18.0%	11.3%
	Male	1.7%	0.0%	0.0%	1.5%	0.0%	2.0%	4.3%	3.3%	3.8%	3.3%	2.0%
Black	Female	6.8%	5.9%	8.1%	9.2%	6.7%	14.3%	17.4%	13.3%	11.3%	16.4%	10.9%
	Male	1.7%	2.9%	1.6%	1.5%	3.3%	2.0%	0.0%	0.0%	0.0%	0.0%	1.3%
Hispanic	Female	15.3%	13.2%	14.5%	13.8%	10.0%	10.2%	8.7%	10.0%	9.4%	13.1%	11.8%
	Male	1.7%	4.4%	4.8%	4.6%	6.7%	2.0%	0.0%	1.7%	1.9%	0.0%	2.8%
Multi-Racial	Female	3.4%	2.9%	3.2%	3.1%	0.0%	2.0%	4.3%	5.0%	5.7%	1.6%	3.1%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	0.2%
Other/Unknown	Female	3.4%	2.9%	3.2%	3.1%	3.3%	2.0%	0.0%	0.0%	0.0%	0.0%	1.8%
	Male	0.0%	1.5%	0.0%	0.0%	0.0%	2.0%	4.3%	1.7%	0.0%	0.0%	1.0%
White	Female	59.3%	52.9%	51.6%	46.2%	50.0%	44.9%	39.1%	40.0%	43.4%	37.7%	46.5%
	Male	0.0%	7.4%	8.1%	7.7%	16.7%	8.2%	4.3%	5.0%	5.7%	8.2%	7.1%

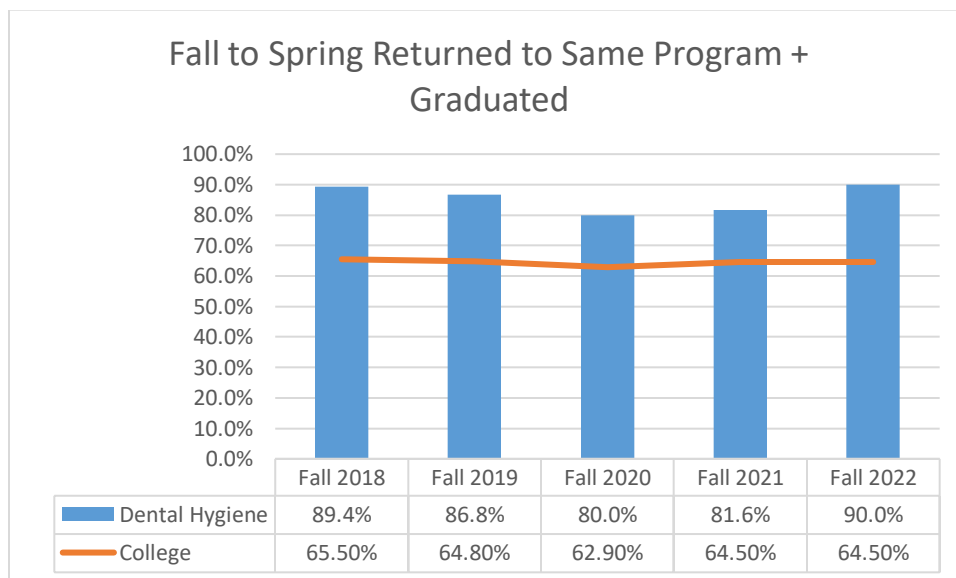
9. The program enrolled a larger average proportion of students over 21 years of age (88.1%) than the overall College average (57%).



10. The program’s accreditor, the Commission on Dental Accreditation of the American Dental Association, requires the Dental Hygiene program to use student recruitment and admissions practices that are nondiscriminatory and ensure the quality of the program.

Retention: Fall to Spring

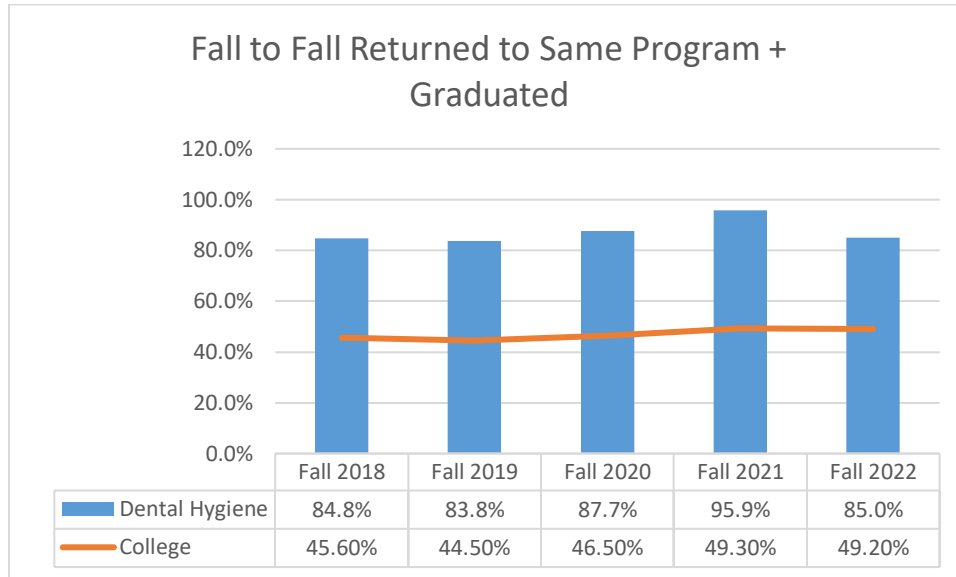
- 11. Over the period studied, the proportion of Dental Hygiene students who returned to the same program from one semester to the next (70.8%) was higher than that of the College overall (61.1%).
- 12. The program's average proportion of students who returned to a different program from one semester to the next (0.9%) was lower than the College overall (3.9%).



Retention: Fall to Fall

13. Between Fall 2018 and Fall 2022, the proportion of Dental Hygiene students who returned to the same program from one year to the next (56.3%) was higher than that of the College overall (35.1%).

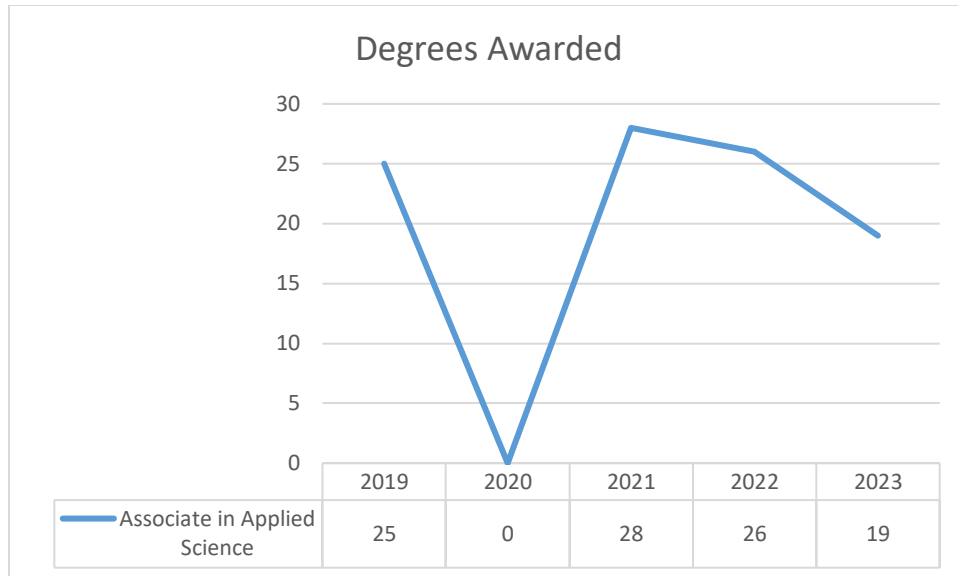
14. The program's average proportion of students who returned to a different program from one year to the next (1.5%) was lower than that of the College overall (6.7%).



Success and Graduation

15. From 2016 through 2023¹, an average of 97% of Dental Hygiene graduates have passed the National Board Dental Hygiene exam and 97% have found employment as a licensed dental hygienist or were pursuing further education nine months after graduation. (Self-Study p. 38)
16. From Spring 2019 to Fall 2023, 100% of students enrolled in Dental Hygiene were in good standing.
17. Over the period studied, the Dental Hygiene program awarded 98 AAS degrees.
18. For more information, please see Appendix C: Enrollment, persistence, retention, graduation, credentialing exam pass rate data, and job placement, 2019-2024.

¹ Excepting 2022, when there was no graduating class due to COVID-19



Transfer

19. The Dental Hygiene AAS degree is a workforce aligned program and is not designed for transfer.
20. The transfer data studied include students whose first semester at CCP was between Spring 2016 and Fall 2021 and whose last CCP major was Dental Hygiene.
21. Over the period studied, 15.3% of Dental Hygiene program graduates transferred to another institution, which is lower than the percentage of students who transferred from AAS degrees at the College (44.4%).

Advisory Committee

22. The Dental Hygiene advisory committee includes representation from diverse communities of interest, including dental assistant hygienists, dental hygienists, dentists, alumni, and non-dental members, such as registered nurses and community health directors.

Assessment (Self-Study, p. 26, 104)

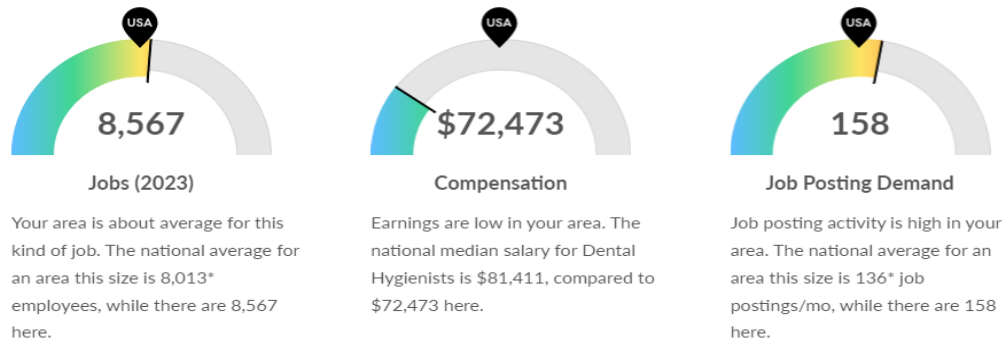
23. The Dental Hygiene program uses a formal and ongoing outcomes assessment process to include measures of student achievement.
24. The program recently made several enhancements based on the data collected and analyzed in the outcomes assessment plan: a stress reduction workshop for students facilitated by one of the Counseling Department's faculty members; additional team meetings were held where students and a selected faculty member met to discuss didactic and clinic issues; and the creation of a comments/issue drop box so that the students can anonymously submit their concerns/issues.
25. The Program Director along with the faculty and Dental Hygiene advisory board members discuss and revise program goals, as needed.
26. Dental Hygiene faculty have developed a yearly assessment plan that provides assessment data for program and course learning outcomes.
27. The data collected are discussed with the program faculty, the Allied Health Department Head, the Dean, and the members of the advisory committee.

28. Every five years, the faculty and Program Director evaluate their courses and submit a Summary Credit Course Evaluation form to the Program Director, in compliance with Commonwealth of Pennsylvania Chapter 335.

Workforce Development

29. Economic outlook data were obtained from Lightcast (formerly EMSI) for Dental Hygienists in the Philadelphia metro area:

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



Cost

30. Dental Hygiene is a state-of-the-art program.
31. As a select program whose expenditures include construction as needed, maintaining the dental clinic, costs associated with radiography, laboratory space, instructional equipment and materials, supplies, equipment maintenance and hospitality, Dental Hygiene's cost per FTE is greater than that of the Division or the College.
32. The program's direct cost per FTE nearly doubled in 2020-2021; however, this was not due to an increase in operating costs but due to a temporary inability to admit a cohort of students during the early part of the COVID-19 pandemic, thus roughly halving the program's FTE enrollment.
33. There has been ongoing, stable and adequate funding for the Program throughout its existence.
34. A yearly fiscal plan for the College is developed by the Vice President for Planning and Finance. This plan is reviewed by the Board of Trustees and has consistently provided adequate funds for the operation and management of the Dental Hygiene program.
35. Additional funding for program equipment has been available through the federal Perkins Grant. (Self-Study, pp. 50-51)

B. Prior APR

Recommendations from Prior Audit (2018) and Program Response:

There were no recommendations in the 2018 Dental Hygiene APR.

C. Action Items

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

Enrollment and Demographics

1. **Enrollment growth is not recommended:** For degree programs with limited capacity due to requirements set by external accreditors and limited availability of clinical space, the OAE does not recommend increases in enrollment.
2. **Continue to address disparities in racial equity,** including the disproportionate percentage of students in the program who identify as Black females (10.9%) as compared to the College (30.4%), with emphasis on factors that affect students before they apply to the program. Suggested strategies include outreach to students currently enrolled in Anatomy and Physiology courses; outreach to the wider Philadelphia community through clinic patients, particularly those with longstanding relationships with the Dental Hygiene program; and targeted efforts toward recruiting male students.

Persons responsible: Division of Math, Science, and Health Careers with College support

Timeline: Fall 2025 through Fall 2029

D. Narrative

The AAS in Dental Hygiene program at Community College of Philadelphia was established in 1976 as the Dental Assistant curriculum. The Dental Hygiene program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Post-Secondary Accreditation and the U. S. Department of Education. Dental Hygiene prepares graduates to be competent oral health clinicians and educators who can develop effective oral health programs for private practice sites, schools, and other practice settings in the community. The Dental Hygiene program is designed so that students, upon acceptance into the program, can complete the degree in twenty-four consecutive months. Dental Hygiene graduates are eligible to take the Northeast Regional Board Examination and the National Board Dental Hygiene Examination.

Admission to the Dental Hygiene program is selective, and students are admitted on a competitive basis as space allows. Before admission to the Dental Hygiene program, students must meet several criteria including grade point average, ENGL 101 and FNMT 118 readiness, and Allied Health Testing Program, currently known as the Kaplan Nursing Entrance Examination. Conditions for acceptance include complete physical and dental examinations, verification of medical insurance, a criminal record check, and program orientation. Each year, a cohort of up to 34 students is admitted.

Clinical training is central to the program's mission. Clinical training for the Dental Hygiene program is conducted on campus in a sixteen-chair, free dental hygiene clinic, where students learn by treating diverse patient populations from Philadelphia's federally funded District Health Centers and all over the tri-state area (PA, NJ, and DE). All Dental Hygiene graduates must be

competent in care for children, adolescents, adults, as well as geriatric and special needs patients. This includes all aspects of patient care: assessment, dental hygiene diagnosis, planning, implementing, and evaluating. In addition to regular clinical instruction, other clinical experiences count toward community service, such as working at the Ronald McDonald Mobile Care Van and participating in an observation day at Salus University, visiting the Speech-Language Pathology Program Speech and Hearing clinic.

Faculty assess students' academic progress throughout the curriculum. Specific evaluation procedures for didactic instruction vary among courses, but include quizzes, midterm exams, final written evaluations, case presentations, literature reviews, research papers, and projects that provide adequate monitoring of students' progress. If students experience academic difficulties in didactic, laboratory, preclinical, or clinical classes, they are flagged in Starfish, and the student is required to make an appointment with program faculty for help with the respective difficulty. If a student is observed as having difficulties in clinic, faculty can mandate remediation of the specific task. The student will have a week to complete the remediation assignment with a faculty member. After two years of education, Dental Hygiene students are prepared to take licensing examinations, and once licensed, they are equipped to enter the workforce as valuable dental team members. From 2016 through 2023, an average of 97% of Dental Hygiene graduates have passed the National Board Dental Hygiene exam, and 97% have found employment as a licensed dental hygienist or were pursuing further education nine months after graduation.

The increased awareness of and access to dental care continues to positively impact the future of the Dental Hygiene profession. The hygiene profession employment rate and career outlook, according to U.S. Bureau of Labor Statistics, is projected to grow seven percent by 2032. This growth is faster than the average for all professions. The Dental Hygiene Program and its faculty have consistently made efforts to stay abreast with the advancements in technology, treatment of disease and care. The advisory committee members and the current continuing education requirements for licensure have been instrumental in contributing to faculty being informed of the new and emerging dental trends.

Appendix C

Dental Hygiene Program Enrollment and Attrition Data							E = Entered program G = Graduated program	
(Self-Study Exhibit 2-5-A, p. 283)								
YEAR	2016	2017	2018	2019	2020	2021	2022	2023
Associate in Applied Science Degree	84.3% 34 E 33 G	83.3% 30 E 25 G	90.3% 31 E 28 G	80.6% 31 E 25 G	87.5% 32 E 28 G	83.8% 31 E 26 G	No class	70% 30 E 21 G
Passed National Board DH Exam	100%	100%	90%	100%	92.8%	96.1%		100%
Passed NERB Slide Exam	100%	100%	95%	100%	100%	96.1%		100%
Passed NERB Clinical Exam	100%	96.1%	95%	96%	96.4%	96.1%		90.4%
Employed as a Licensed Dental Hygienist or pursuing Education nine months after graduation	100%	92%	100%	100%	87.5%	100%		100%